

School Year: **2022-23**

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sylvia Mendez Elementary School	01-61143-6090278	May 11, 2022	June 1, 2022

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The school Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs into the School Plan for Student Achievement.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The 2021 Sylvia Mendez Family Survey was not conducted due to school closures and the pandemic.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The site principal conducts informal visits to classrooms. Formal observations for the purposes of teacher evaluation are completed as required. Observations are shared with the teachers as a reflective tool. In accordance with the district's practice, teachers receive verbal feedback after observations and ongoing discussions about teacher practice and student achievement. The feedback is used to highlight instructional practices that demonstrate a positive impact on student learning. The literacy coach also conducts informal observations in accordance with the requests of the teachers. Additional observations are conducted by support staff who are seeking specific data for teachers, such as student behaviors, classroom management systems, etc.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

State assessments are used to develop goals for our school plan. Based on the CAASPP information, and reading levels, low performing students receive tutoring support during the day from our literacy coach, WI coordinator, tutors, and one teacher who is a trained Reading Recovery Specialist. After school support is provided by classroom teachers, one-on-one literacy/BUILD tutors, and supplemental education services. Students' reading scores are recorded and monitored throughout the year with the goal of ensuring that each student reach the expected reading level. Students who are struggling to achieve the prescribed level receive additional instructional support from the classroom teacher and/or resource specialists. One Reading Recovery teacher works with kindergarten and first grade students providing one-on-one assistance to improve decoding, comprehension, and fluency skills. The Reading Recovery teacher also demonstrates reading strategies and provides coaching to the other kindergarten and first grade teachers. Standards based district developed writing and mathematics assessments are administered three times per year; results are used to revise and improve instructional practices. Teachers meet every month for three to four hours using data and student work to plan and revise lessons and share resources.

### Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Every year a comprehensive analysis of standardized tests scores is completed by the site principal with the assistance of district personnel who disaggregate the data and develop charts and graphs that show trends, cohort analysis, and provide a comparison of state, district, and school site data (English language arts, mathematics, academic and science). In addition, all teachers implement district developed benchmark assessments, reading inventories, and textbook end of chapter tests. The state and local assessments are used to evaluate student progress, effectiveness of instruction, and determine required intervention strategies, resources, and materials. All assessments are tools of accountability to improve the school's ability to proactively meet the needs of students who have not mastered grade level standards. All assessments are aligned with the curriculum and California standards.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet the NCLB highly qualified requirements.

### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are fully credentialed or at least have completed a preliminary credential. The adoption of the next English language arts program has not been finalized, therefore, the training required for this program has not been held. Classroom teachers have completed the AB472 mathematics training required by the State.

### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Through district support, teachers have received on-going professional development to implement the mathematics program, A Story of Units, and the reading program, Teachers College Reading Writing Project. The curriculum used in the classrooms and the district developed benchmark assessments are standards based. Teachers have at least 8 hours of collaboration time that is used to score students' writing and analyze mathematics assessment results. Literacy, resource, ELD, and RTI coaches hired by the district also meet with classroom teachers periodically to help teachers monitor student progress, brainstorm best practices for implementing the mathematics program, and demonstrate lessons. Professional development services were used to support teachers as they developed school-wide professional development workshops and peer observation protocols and tools. Teachers are currently involved, district wide, in teaching the Common Core State Standards.

### Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

See above, literacy coaches, mathematics coaches, an English language development coach, and district provided professional development support teachers' ability to understand, plan, implement, and assess instruction. Some teachers have completed the Systematic ELD training or the Spanish English Bilingual Transerrability (SEBT) training. The site literacy coach has demonstrated reading instruction lessons for new teachers, facilitated the peer observation process, arranged for K-4 teachers to observe teachers at other sites implement aspects of the TCRWP (reading/writing program). The coach also developed and facilitated a workshop about the components and strategies that reflect differentiated projects based on learning styles.

### Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

At least four hours per month are designated for teacher collaboration. During this time, teachers discuss student work, score assessments, participate in standards based workshops, exchange ideas and practices, and use data to plan lessons. Assessments are reviewed at least three times per week; teachers use the results to discuss students' strengths, misconceptions, conduct an error analysis, and plan lessons that may be require modification, review, or re-teaching.

## Teaching and Learning

#### Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The curriculum used for instruction is aligned with the California State Standards; all adopted materials meet the SBE criteria: Lucy Calkins, and Teachers College Reading Writing Project, Cengage National Geographics Canciones y Cuentos for Kindergarten - 2nd grade, FAST TRACK phonics for 2nd - 4th grade, A Story of Units math, Science-FOSS kits, Social Studies- Scott Foresman Learning. While some students are advanced readers with immense vocabulary usage other students struggle with reading and need more support with basic decoding and comprehension skills. Teachers are still learning how to develop a balanced reading program to meet the reading needs of all students. We are refining our implementation of the Common Core State Standards.

#### Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

It is the district's goal to serve the needs of the "whole" child which includes addressing nutritional needs and enrichment; both require several minutes within the instructional day. Most students read or are read to during breakfast. Extra-curricular teachers try to bring in SLA/ELA/Math concepts.

#### Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers are following the district created pacing guide for mathematics. Mathematics teacher leaders from each school site use teachers' feedback about the timing, scope, and sequence of the guide so that it not only supports coverage of the content but also gives teachers enough time to insure mastery and understanding. Key concepts and standards need to be more clearly delineated so that teachers can adequately teach standards that are required for success in mathematics.

#### Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have the required materials, one textbook per student per content area.

#### Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All classroom teachers are using the SBE-adopted mathematics instructional materials. Due to the diversity of the needs of our student population and the needs of the students in our Two Way Spanish Immersion (TWI) program, teachers are required to supplement the SBE reading/language arts curriculum with materials to teach in English and Spanish. Teachers use components of the SBE-adopted reading/language arts materials, such as grammar and decoding skills books. The reading intervention materials include leveled non-fiction reading books and mathematics intervention workbooks that target specific skills, such as multiplication, subtraction, fractions, etc.

## Opportunity and Equal Educational Access

#### Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Classroom teachers use routine end of the chapter tests and benchmark assessments to evaluate and student performance and develop lessons based on the results. Students who are under performing are taught in small groups by classroom teachers, the literacy coach, or special education support teachers during the day or after school by classroom teachers. Lessons still need to be differentiated to serve the academic needs not only under performing students but also high performing students.

#### Evidence-based educational practices to raise student achievement

Research-based educational practices include the use of Reading Recovery, reading inventories, phonics and phonemic awareness instruction, English language development and Guided Language Acquisition Design strategies, Guided and Shared reading and quarterly standards-based assessments to analyze data and inform instruction.

## Parental Engagement

#### Resources available from family, school, district, and community to assist under-achieving students (ESEA)

School wide committees: English Learner Advisory Committee, School Site Council, Parents of Children African American Descent and PTA all provide assistance for under-achieving students through fundraising and decision making to establish priorities that help improve achievement, e.g., classroom tutors, the literacy coach, professional development, and enrichment that heightens background knowledge and experiences. Sylvia Mendez takes advantage of local volunteers and resources from the university that are meant to support under-achieving students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Specific services targeted to address the needs of underperforming students provided by categorical funds include: tutoring services, intervention materials, online subscription to provide multi-interest literature, the literacy coach, professional development for teachers specifically in reading instruction and English language development, and parent involvement that includes site sponsored literacy workshops and funding for babysitting and refreshments to increase families participation on committees and their presense at meetings.

Fiscal support (EPC)

All general and categorial funds are used appropriately used to support the core programs (reading/language arts, English language development, and mathematics) and goals as outlined in the school site plan.

## **Stakeholder Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

The School Site Council (SSC) was established through an election process in early September and is comprised of parents/guardians, teachers, the principal and classified staff. The SSC met to review data and the site plan monthly to ensure alignment and effective implementation with the Local Control and Accountability Plan and other federal, state, and local programs. Parents, staff and the principal attend the meetings and fully participate equitably in the development and oversight process. In addition, a school-wide survey was conducted and analysis considered in the development of the plan and the budget.

## **Resource Inequities**

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There are far more students identified as needing intervention support than there is capacity for in the allocated resources for Tier 2 and Tier 3 support.

Time is a continued challenge. There are students who need multiple layers of support and it is difficult to find time within the school day to provide support.

There are several barriers which may interfere with student achievement at our school. Attendance problems and tardiness keep students out of school or with inconsistent participation in remedial programs. The school day is not of sufficient length to provide remedial support for the lowest-achieving students.

Key Barriers:

- Attendance problems that keep students out of school or with inconsistent participation in intervention programs

- Tardies, inconsistent attendance, lack of participation in extended day programs impact available instructional time for some students
- Behavioral, emotional, and social issues which impact student engagement or student achievement
- Lack of adequate instructional minutes to provide interventions for students below grade level in Spanish and English, there are multiple layers of support and it's difficult to find time within the school day
- Limited funding to pay for a full time teacher to provide math intervention & coaching to teachers in Spanish and English
- Limited funding to pay for full time BCLAD credentialed teachers to meet the range of students academic needs in a two way immersion program in Spanish and English

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	105	95	89
Grade 1	64	67	63
Grade 2	59	61	66
Grade3	62	55	58
Grade 4	55	55	51
Grade 5	53	52	59
Total Enrollment	398	385	386

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	79	63	48	19.8%	16.4%	12.4%
Fluent English Proficient (FEP)	72	99	91	18.1%	25.7%	23.6%
Reclassified Fluent English Proficient (RFEP)	4	22	6	4.4%	27.8%	9.5%

Conclusions based on this data:

1.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	55	60	57	55	57	0	55	57	0	100	95	0.0
Grade 4	57	54	52	56	52	0	56	52	0	98.2	96.3	0.0
Grade 5	44	53	60	44	51	0	44	51	0	100	96.2	0.0
All Grades	156	167	169	155	160	0	155	160	0	99.4	95.8	0.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2429.	2422.		32.73	35.09		23.64	12.28		14.55	21.05		29.09	31.58	
Grade 4	2471.	2468.		35.71	30.77		12.50	21.15		17.86	15.38		33.93	32.69	
Grade 5	2524.	2522.		34.09	31.37		20.45	23.53		27.27	23.53		18.18	21.57	
All Grades	N/A	N/A	N/A	34.19	32.50		18.71	18.75		19.35	20.00		27.74	28.75	

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	34.55	36.84		36.36	29.82		29.09	33.33	
Grade 4	35.71	30.77		39.29	42.31		25.00	26.92	
Grade 5	31.82	37.25		47.73	43.14		20.45	19.61	
All Grades	34.19	35.00		40.65	38.13		25.16	26.88	

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	21.82	17.54		38.18	40.35		40.00	42.11	
<b>Grade 4</b>	23.21	15.38		41.07	53.85		35.71	30.77	
<b>Grade 5</b>	40.91	33.33		34.09	47.06		25.00	19.61	
<b>All Grades</b>	27.74	21.88		38.06	46.88		34.19	31.25	

2019-20 Data:

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	23.64	26.32		65.45	56.14		10.91	17.54	
<b>Grade 4</b>	28.57	23.08		62.50	48.08		8.93	28.85	
<b>Grade 5</b>	20.45	23.53		63.64	60.78		15.91	15.69	
<b>All Grades</b>	24.52	24.38		63.87	55.00		11.61	20.63	

2019-20 Data:

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<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	38.18	28.07		40.00	42.11		21.82	29.82	
<b>Grade 4</b>	37.50	32.69		39.29	38.46		23.21	28.85	
<b>Grade 5</b>	40.91	41.18		40.91	37.25		18.18	21.57	
<b>All Grades</b>	38.71	33.75		40.00	39.38		21.29	26.88	

2019-20 Data:

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**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	55	60	57	55	57	0	55	57	0	100	95	0.0
Grade 4	57	54	52	56	51	0	56	51	0	98.2	94.4	0.0
Grade 5	44	53	60	44	52	0	44	52	0	100	98.1	0.0
All Grades	156	167	169	155	160	0	155	160	0	99.4	95.8	0.0

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2466.	2439.		40.00	26.32		25.45	21.05		20.00	24.56		14.55	28.07	
Grade 4	2494.	2488.		28.57	19.61		19.64	37.25		35.71	19.61		16.07	23.53	
Grade 5	2528.	2524.		43.18	28.85		9.09	23.08		22.73	26.92		25.00	21.15	
All Grades	N/A	N/A	N/A	36.77	25.00		18.71	26.88		26.45	23.75		18.06	24.38	

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	52.73	38.60		30.91	28.07		16.36	33.33	
Grade 4	37.50	37.25		26.79	35.29		35.71	27.45	
Grade 5	43.18	38.46		27.27	26.92		29.55	34.62	
All Grades	44.52	38.13		28.39	30.00		27.10	31.88	

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<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	49.09	38.60		29.09	35.09		21.82	26.32	
<b>Grade 4</b>	35.71	27.45		39.29	50.98		25.00	21.57	
<b>Grade 5</b>	40.91	28.85		31.82	46.15		27.27	25.00	
<b>All Grades</b>	41.94	31.88		33.55	43.75		24.52	24.38	

2019-20 Data:

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	52.73	29.82		38.18	50.88		9.09	19.30	
<b>Grade 4</b>	35.71	27.45		39.29	39.22		25.00	33.33	
<b>Grade 5</b>	29.55	25.00		45.45	51.92		25.00	23.08	
<b>All Grades</b>	40.00	27.50		40.65	47.50		19.35	25.00	

2019-20 Data:

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**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1404.0	1405.9	1409.2	1424.6	1432.7	1423.0	1356.0	1343.1	1376.8	21	20	12
<b>1</b>	1445.6	*	1448.6	1461.0	*	1482.4	1429.6	*	1414.5	14	7	13
<b>2</b>	1491.6	*	*	1521.3	*	*	1461.4	*	*	14	6	9
<b>3</b>	1453.9	*	*	1464.1	*	*	1443.2	*	*	11	7	8
<b>4</b>	1526.5	*	*	1518.8	*	*	1533.8	*	*	16	9	4
<b>5</b>	*	1529.8	*	*	1512.1	*	*	1546.9	*	*	12	6
<b>All Grades</b>										85	61	52

2019-20 Data:

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	20.00	16.67	*	25.00	8.33	*	20.00	50.00	*	35.00	25.00	21	20	12
<b>1</b>	*	*	7.69	*	*	38.46	*	*	38.46	*	*	15.38	14	*	13
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	14	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	16	*	*
<b>5</b>	*	16.67	*	*	50.00	*	*	25.00	*	*	8.33	*	*	12	*
<b>All Grades</b>	36.47	13.11	17.31	32.94	31.15	36.54	15.29	29.51	30.77	15.29	26.23	15.38	85	61	52

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	20.00	16.67	*	30.00	16.67	*	25.00	33.33	*	25.00	33.33	21	20	12
<b>1</b>	*	*	61.54	*	*	15.38	*	*	7.69	*	*	15.38	14	*	13
<b>2</b>	85.71	*	*	*	*	*		*	*	*	*	*	14	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
<b>4</b>	*	*	*	*	*	*		*	*	*	*	*	16	*	*
<b>5</b>	*	25.00	*	*	50.00	*		16.67	*		8.33	*	*	12	*
<b>All Grades</b>	56.47	24.59	44.23	25.88	34.43	23.08	*	19.67	13.46	*	21.31	19.23	85	61	52

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	10.00	8.33	*	20.00	8.33	*	30.00	50.00	*	40.00	33.33	21	20	12
<b>1</b>	*	*	0.00	*	*	23.08	*	*	23.08	*	*	53.85	14	*	13
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	14	*	*
<b>3</b>		*	*	*	*	*	*	*	*	*	*	*	11	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	16	*	*
<b>5</b>	*	16.67	*	*	25.00	*		50.00	*		8.33	*	*	12	*
<b>All Grades</b>	14.12	8.20	7.69	41.18	19.67	25.00	14.12	34.43	36.54	30.59	37.70	30.77	85	61	52

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	61.90	25.00	16.67	*	55.00	58.33	*	20.00	25.00	21	20	12
<b>1</b>	*	*	61.54	*	*	30.77	*	*	7.69	14	*	13
<b>2</b>	85.71	*	*	*	*	*	*	*	*	14	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	11	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	16	*	*
<b>5</b>	*	16.67	*	*	75.00	*		8.33	*	*	12	*
<b>All Grades</b>	55.29	18.03	42.31	32.94	62.30	46.15	*	19.67	11.54	85	61	52

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	40.00	16.67	*	40.00	41.67	*	20.00	41.67	21	20	12
<b>1</b>	*	*	30.77	*	*	53.85	*	*	15.38	14	*	13
<b>2</b>	85.71	*	*	*	*	*	*	*	*	14	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	11	*	*
<b>4</b>	81.25	*	*	*	*	*	*	*	*	16	*	*
<b>5</b>	*	66.67	*	*	25.00	*		8.33	*	*	12	*
<b>All Grades</b>	62.35	40.98	45.10	23.53	39.34	35.29	14.12	19.67	19.61	85	61	51

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	0.00	8.33	66.67	75.00	50.00	*	25.00	41.67	21	20	12
<b>1</b>	*	*	15.38	*	*	38.46	*	*	46.15	14	*	13
<b>2</b>	*	*	*	*	*	*	*	*	*	14	*	*
<b>3</b>		*	*	*	*	*	*	*	*	11	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	16	*	*
<b>5</b>	*	16.67	*	*	75.00	*		8.33	*	*	12	*
<b>All Grades</b>	27.06	4.92	15.38	48.24	59.02	53.85	24.71	36.07	30.77	85	61	52

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	25.00	8.33	*	20.00	50.00	*	55.00	41.67	21	20	12
<b>1</b>		*	0.00	*	*	46.15	*	*	53.85	14	*	13
<b>2</b>	*	*	*	*	*	*	*	*	*	14	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	11	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	16	*	*
<b>5</b>	*	33.33	*	*	58.33	*		8.33	*	*	12	*
<b>All Grades</b>	23.53	16.39	9.80	48.24	42.62	52.94	28.24	40.98	37.25	85	61	51

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- 1.



# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>386</b>	<b>25.9</b>	<b>12.4</b>	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	48	12.4
Foster Youth		
Homeless	8	2.1
Socioeconomically Disadvantaged	100	25.9
Students with Disabilities	35	9.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	39	10.1
American Indian or Alaska Native		
Asian	12	3.1
Filipino		
Hispanic	195	50.5
Two or More Races	27	7.0
Native Hawaiian or Pacific Islander		
White	113	29.3

### Conclusions based on this data:

1.





# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699"><b>English Language Arts</b></p>  <p data-bbox="293 747 373 779">Yellow</p>	<p data-bbox="672 667 946 699"><b>Chronic Absenteeism</b></p>  <p data-bbox="773 747 852 779">Yellow</p>	<p data-bbox="1179 667 1398 699"><b>Suspension Rate</b></p>  <p data-bbox="1260 747 1323 779">Blue</p>
<p data-bbox="251 867 415 898"><b>Mathematics</b></p>  <p data-bbox="293 947 373 978">Green</p>		

#### Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Performance English Language Arts

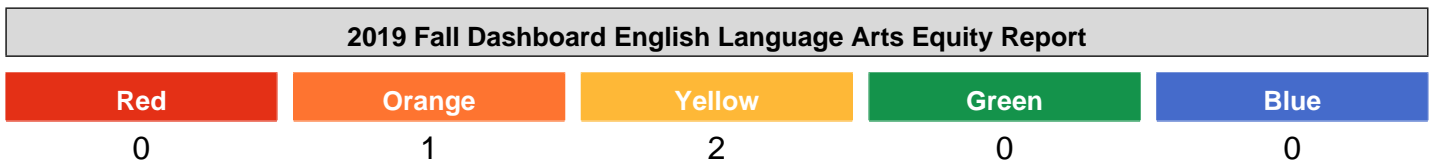
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>1 points above standard Declined -3.9 points</p> <p>160</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>44.3 points below standard Increased Significantly +15.2 points</p> <p>50</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>55.9 points below standard Declined Significantly -22 points</p> <p>57</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>104.7 points below standard Maintained ++1.2 points</p> <p>23</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 99.7 points below standard Declined Significantly -42.5 points 24	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6.3 points below standard Increased ++7.3 points 86	 No Performance Color 43.3 points above standard Maintained ++2 points 18	 No Performance Color 0 Students	 No Performance Color 72.3 points above standard Increased ++9.1 points 29

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
87 points below standard Declined -6.5 points 27	5.8 points above standard 23	12 points above standard Declined Significantly -16.7 points 83

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Academic Performance Mathematics

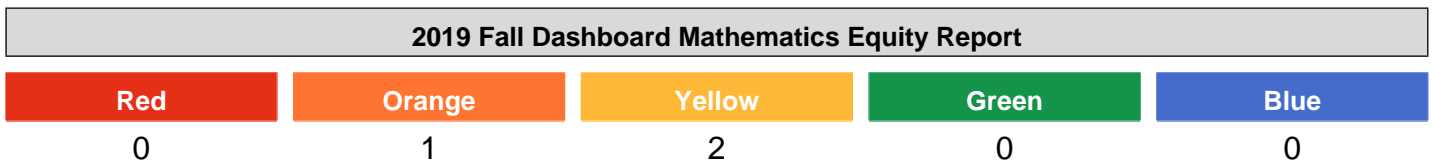
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>0.7 points above standard</p> <p>Declined -13.7 points</p> <p>160</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>41 points below standard</p> <p>Increased ++5.6 points</p> <p>51</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>57.6 points below standard</p> <p>Declined Significantly -33.8 points</p> <p>57</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>98.4 points below standard</p> <p>Increased ++9.2 points</p> <p>23</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 77.6 points below standard Declined Significantly -22.5 points 24		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3.2 points below standard Declined -3.8 points 86	 No Performance Color 23.6 points above standard Declined -13.9 points 18		 No Performance Color 54.3 points above standard Declined Significantly -19.2 points 29

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
75.7 points below standard Declined -14.7 points 27	2 points below standard 24	10.6 points above standard Declined Significantly -25.1 points 82

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

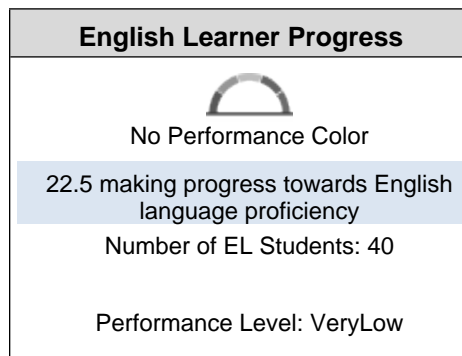
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.5		7.5	

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		



**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

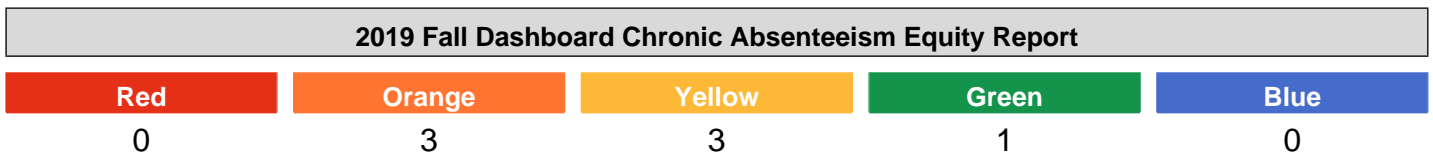
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> Yellow 9.5 Maintained -0.1 402	<p><b>English Learners</b></p> Orange 8.3 Increased +1 84	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p><b>Homeless</b></p> No Performance Color 33.3 12	<p><b>Socioeconomically Disadvantaged</b></p> Orange 14.4 Increased +3.3 132	<p><b>Students with Disabilities</b></p> Yellow 6.8 Maintained +0.3 44

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow 16.3 Declined -2.5 49	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.4 Declined -2.7 204	 Yellow 11.1 Declined -2.2 36	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 11.8 Increased +8.4 102

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

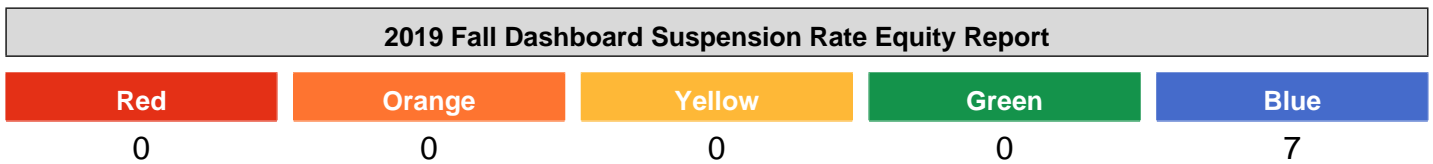
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> Blue 0 Maintained 0 408	<p><b>English Learners</b></p> Blue 0 Maintained 0 86	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> No Performance Color 0 13	<p><b>Socioeconomically Disadvantaged</b></p> Blue 0 Maintained 0 134	<p><b>Students with Disabilities</b></p> Blue 0 Maintained 0 44

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Blue 0 Maintained 0 51		 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 2
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 207	 Blue 0 Maintained 0 37		 Blue 0 Maintained 0 102

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	0	0

**Conclusions based on this data:**

- 1.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

BUSD LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

## Goal 1

Anticipated annual performance growth for each group:

LCAP Goal 1.2 Implementation of the Common Core State Standards (CCSS): All teachers will be supported in teaching the CCSS in Spanish and English language arts/Literacy, mathematics and Next Generation Science Standards (NGSS) including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful.

LCAP Goal 1.3 Grade Level Literacy: Students will demonstrate grade level proficiency in literacy with Third Grade performance serving as the district indicator of progress toward this goal. By the end of third grade, 80 percent or more of students will meet reading targets by 2022-23. The applicable student subgroup meeting targets will increase by at least 7 percentage points each year.

## Identified Need

Student groups and grade levels to participate in this goal:

All Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)

Socio-Economically Disadvantaged Students

Foster-Youth

African-American Students

Hispanic or Latino Students

Students with Disabilities

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Student groups and grade levels to participate in this goal:

All Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)

Socio-Economically Disadvantaged Students

Foster-Youth  
African-American Students  
Hispanic or Latino Students  
Students with Disabilities

### Strategy/Activity

#### Action #1

To improve the literacy, mathematics achievement and language development of all students, especially subgroups performing below grade level:

Sylvia Mendez teachers and staff will ensure implementation of high quality, balanced Spanish Language Arts (SLA), English Language Arts (ELA) and Math programs using district adopted curriculum (Teachers College Reading and Writing Program, Wilson Reading, Estrellitas, Canciones y Cuentos Spanish phonics program, from K - 2nd grade and Fast Track phonics from 2nd - 4th grade and A Story of Units program in math).

Teachers will attend district wide and site based training's led by literacy and math teacher leaders as we implement Common Core standards in Spanish and English.

Teachers are articulating the two way immersion (90:10 model) instructional program and will determine the content that will be taught and assessed in Spanish or English.

#### Curriculum and Instruction

1. Literacy Coach will provide intervention to students who need additional support K - 5th grade. Literacy Coach may demonstrate lessons, observe and coach teachers. They will provide ongoing literacy training, lesson plan development and support for classroom teachers during the 2022-23 academic year: \$28,280 BSEP- Total: \$28,280

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
28,280	BSEP
	Other

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Student groups and grade levels to participate in this goal:

All Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)

Socio-Economically Disadvantaged Students

Foster-Youth

African-American Students

Hispanic or Latino Students

## Students with Disabilities

### Strategy/Activity

#### Action #2

To provide specific intervention for students below grade level in literacy or math and supplemental support for all students:

1. One 1.0 TWI program support/RTI teacher will provide intervention to students who need additional support in literacy or English language development from K - 5th grade.
2. One 1.0 RTI math teacher on special assignment will provide intervention to students who need additional support K - 5th. Math teacher on special assignment will demonstrate lessons, observe and coach teachers. They will provide ongoing math training, lesson plan development and support for classroom teachers during the academic year: \$54,067- .50 BSEP, .30 RTI, .20 BSEP district-wide funding. Total: \$54,067
3. Certificated staff will provide extended day after school intervention for students who need additional support due to learning loss in literacy or math: \$3,705 District allocation
3. Four bilingual Tutors will be hired to support teachers' work with Kindergarten and 1st grade students who need support in all curricular areas: \$36,000 - PTA carryover
4. Sylvia Mendez staff will collaborate with the BUSD African American Success Framework to analyze African American students academic and behavioral data in the Two Way Immersion program and instructional practices. The African American Success Framework is working with R.T. Fisher Educational Enterprises to conduct this work. This collaboration is paid for by BUSD.

#### Collaboration and Support:

1. Teachers will collaborate with the Literacy Coach, RTI teacher, ELD teacher and Administrator after each trimester reporting period to develop instructional practices for all students based on trimester assessment results. Substitute teachers will be provided for collaboration during the instructional day. \$4,000 - BSEP carryover
2. Teachers will be compensated at an hourly rate per the BFT contract for curriculum development, planning for duties above and beyond contractual hours and for holding 2nd trimester report card conferences with focal families: \$5,000 -BSEP carryover.
3. Professional development opportunities will be provided for teachers in literacy, math and Spanish and English language development: \$11,000 -BSEP carryover

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

54,067

3,705

Source(s)

BSEP

District Allocation

36,000	PTA
4,000	BSEP Carryover
11,000	BSEP Carryover
5,000	BSEP Carryover
	Other
	Other
	Other
	Other
	Other

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Student groups and grade levels to participate in this goal:  
 All Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):  
 English Language Learners (EL)  
 Socio-Economically Disadvantaged Students  
 Foster-Youth  
 African-American Students  
 Hispanic or Latino Students  
 Students with Disabilities

#### Strategy/Activity

##### Action #3

All EL's will demonstrate measurable growth on the English Learning Proficiency Assessment of California (ELPAC).

##### Curriculum and Instruction

1. An English Language development/Two Way Immersion (ELD/TWI) teacher will teach small groups of ELD and reclassified students during the day in addition to providing planning support for classroom teachers: \$24,329 -.20 BSEP Total: \$24,329
2. The site ELD teacher in collaboration with each grade level team will develop English Language development groups based on the students' English Learning Proficiency Assessment of California (ELPAC) levels; students in each grade level will receive ELD instruction in accordance with the ELPAC level from one or all of the teachers at least 30 minutes per day four days a week. This will take place during a Language Lab block.
3. ELPAC testing will be administered by a team of staff members on campus and results will be shared with teaching and support staff and parents.

##### Support and Assessment

1. All teachers will analyze initial and final ELPAC scores during PLCs with the support of the literacy coach, ELD/TWI coordinator, RTI teachers and Principal to determine students instructional needs and plan for instruction.
2. The site ELD teacher, District ELD teacher, the Family Engagement and Equity Coordinator, and the Principal will help parents/guardians understand students' progress toward re designation (fluency in English-speaking, listening, reading, and writing), and help understand what is required for a student to be re-designated. District resources will be available to help parents/guardians support this process.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
24,329	BSEP
	Other

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Student groups and grade levels to participate in this goal:  
 All Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):  
 English Language Learners (EL)  
 Socio-Economically Disadvantaged Students  
 Foster-Youth  
 African-American Students  
 Hispanic or Latino Students  
 Students with Disabilities

Strategy/Activity

Instructional materials in Spanish and English will be purchased as needed and used by all teachers as required by the Common Core State Standards literacy programs and math programs. \$12,490 - BSEP, \$9,476 - District allocation, \$10,000 BSEP Carryover

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,490	BSEP
9,476	District Allocation
10,000	BSEP Carryover

Other

Other

# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The Literacy coach, Response to Intervention teachers and English Language Development teachers have identified groups of students to provide targeted small group instruction throughout the school year. Student groups are flexible and have demonstrated steady progress in reading, writing, math and English language development.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

It is critical BUSD allocate General funds to pay for the Two Way Immersion Coordinator to provide ongoing instructional support for students who are reclassified and the site continues to progress monitor for an additional four years.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Next year, the site literacy coach, the site math teacher on special assignments, our response to intervention and instruction teacher and English language development teacher will facilitate and lead professional development and collaboration opportunities to refine Tier 1 instruction.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

BUSD LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

## Goal 2

- 2.1 Reduce the number of students with ten or more total absences by 10% of the 2022-23 percentages (enrollment reported as of June).
- 2.2 Use Toolbox curriculum and monitoring tools to measure social-emotional progress. (Baseline year)
- 2.3 Reduce the total number of suspensions by 5% annually, and reduce the percentage of African-Americans suspended by 5% annually

## Identified Need

Student groups and grade levels to participate in this goal:  
All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):  
English Language Learners (EL)  
Socio-Economically Disadvantaged Students  
Foster-Youth  
African-American Students  
Hispanic or Latino Students  
Students with Disabilities

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Student groups and grade levels to participate in this goal:  
All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):  
English Language Learners (EL)  
Socio-Economically Disadvantaged Students  
Foster-Youth  
African-American Students  
Hispanic or Latino Students  
Students with Disabilities

## Strategy/Activity

### Action # 1

Certificated teachers and support staff will provide cultural enrichment and extended learning opportunities that build on students' interests and diverse backgrounds to motivate and engage students.

#### Instruction and Enrichment

1. First, second and third grade students will have P.E. instruction twice a week by a certificated P.E. teacher. TK, Kindergarten, 4th and 5th grade students will have P.E. instruction once a week taught by a certificated P.E. teacher and the classroom teacher. \$30,507 - .28 PTA, .72 district allocation Total: \$30,507

2.. A .83 FTE Farm and Garden teacher will be hired. \$9,518 - .10 PTA, .73 district allocation Total: \$9,518

3. Library programs will be offered by a Library Media Specialist to all students. Students will have access to books and online library resources in both Spanish and English for cultural and academic enrichment and engagement. Library program will provide stories read aloud to students for listening enjoyment, to introduce new ideas and to broaden their interests through literature. Grades 3-5 students will have additional instruction in online resources.

4. Students in Grades 3-5 will have music enrichment offered by BUSD music teachers to enhance their learning, listening and enjoyment. Grade 4-5 will choose an instrument for learning to play and develop skills.

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30,507	PTA
9,518	PTA
	Other
	Other

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Student groups and grade levels to participate in this goal:

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)

Socio-Economically Disadvantaged Students

Foster-Youth

African-American Students

Hispanic or Latino Students  
Students with Disabilities

### Strategy/Activity

#### Action #2

To provide a safe environment and improve school culture teachers, staff and Principal will model and teach expected behaviors such as how to behave respectfully in the classroom and common areas, and how to respectfully respond to others, etc.

#### Curriculum and Reinforcement of Positive Behaviors

1. A .1.0 Behavioral Health Counselor will be contracted with Bay Area Resource Center (BARC) and BUSD to provide direct support services to students. \$17,640 - BSEP, \$18,360 - PTA, \$5,000 - City of Berkeley Grant, \$13,000- One time COVID Total: \$54,000

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
17,640	BSEP
18,360	PTA
5,000	Other
13,000	District Allocation

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Student groups and grade levels to participate in this goal:

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)

Socio-Economically Disadvantaged Students

Foster-Youth

African-American Students

Hispanic or Latino Students

Students with Disabilities

### Strategy/Activity

#### Action #3

To support teachers in developing programs and creating behavior plans to personalize the learning environment for all students, especially students who demonstrate behavioral needs.

Leadership Teams and Coordination of Services Team (COS)

1. The Coordination of Services Team (COS) team will meet monthly to facilitate meetings with teachers to develop and provide year-long support for students who have academic or behavioral needs. The Coordination of Services Team will also collaborate with classroom teachers to schedule Student Study Team meetings with teachers and families to discuss specific students academic and behavioral needs.
2. Implementation of School-wide Positive Behavior Interventions and Support (PBIS). The school's classroom rules, procedures, and behavior management policies will be written, explained, practiced, and supported with sensitivity towards all student's emotional health as well as cultural and linguistic differences.
3. Whole school and classroom behavior expectations will be posted, explicitly taught, reviewed, and recognized. Staff will implement the use of the "Uh Oh" referral to track minor student behaviors that require some type of response. Office referrals will be used for more serious issues.
4. Our School Climate Committee will meet monthly to monitor progress of the Social emotional learning calendar with planned themes for Social Emotional Learning instruction throughout the year. Panda Paws will be used school wide to reinforce and encourage positive behavior. Team will also plan school wide incentives for positive behaviors.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Student groups and grade levels to participate in this goal:  
 All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):  
 English Language Learners (EL)  
 Socio-Economically Disadvantaged Students  
 Foster-Youth  
 African-American Students  
 Hispanic or Latino Students  
 Students with Disabilities

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

	Other
	Other

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Required reserves for personnel variance: \$5,334 - BSEP, \$6,000- PTA

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,334	BSEP
6,000	PTA
	Other

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The monies allocated for our counselor has given students the opportunity to participate in circle of friends groups, individual counseling, family supports, positive behavior supports and implementation of restorative practices. The Response To Instruction and Intervention (RTI) coordinator has been instrumental to the development of our COST team. This position provides regular check in with teachers and staff to meet the needs of the students who need the most supports. This team meets twice a month and monitors all school wide interventions and supports.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the implementation of these goals and the monies budgeted to meet this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In the RTI and Coordination of Services team will meet every 6 weeks to discuss the needs of students with each grade level during collaboration time. This will ensure the team is in regular communication with the teachers about students needs and supports.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

BUSD LCAP Focus Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

## Goal 3

- 3.1 Increase the percentage of students and families who report feeling welcomed and valued as a partner in their child's education as measured by BUSD family survey.
- 3.2 Recruit and retain certificated employees of color.
- 3.3 Increase the percentage of participants of color serving on the SSC so that the representatives on this committee mirror the demographics of our student population.

## Identified Need

All Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):  
English Language Learners (EL)  
Socio-Economically Disadvantaged Students  
Foster-Youth  
African-American Students  
Hispanic or Latino Students  
Students with Disabilities

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):  
English Language Learners (EL)  
Socio-Economically Disadvantaged Students  
Foster-Youth  
African-American Students  
Hispanic or Latino Students  
Students with Disabilities

## Strategy/Activity

Action #1

Improve written and oral communication between Sylvia Mendez staff and parents:

1. Parents will receive weekly communication from each classroom with information specific to current curriculum, classroom events, material needs and calendar changes.
2. Parents will have direct communication with their child's teachers. Teachers are encouraged to check in with parents at least three times annually. Once in person during parent/teacher conferences in the fall, and two others either in person, over the phone, in writing or email.
3. Parents will receive weekly communication from the principal to inform families of upcoming site and district events.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):  
English Language Learners (EL)  
Socio-Economically Disadvantaged Students  
Foster-Youth  
African-American Students  
Hispanic or Latino Students  
Students with Disabilities

#### **Strategy/Activity**

##### **Action #2**

Provide regular Parent Forums and educational events in coordination with the PTA and After-school Program on topics identified as critical by diverse parent groups and/or staff:

1. Sylvia Mendez Staff will host informational meetings about Literacy, Math, English Language Development, Spanish Language Development and Welcoming schools about positive behavior management programs being implemented at the school at School Site Council (SSC), Parent Teacher Association (PTA), English Learner Advisory Council (ELAC) and Parents of Children of the African Diaspora (PCAD) meetings.
4. Improve partnerships with families of children who are English Learners, African American, and who have special learning needs, to improve learning outcomes

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.



Amount(s)

Source(s)

Other

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):  
 English Language Learners (EL)  
 Socio-Economically Disadvantaged Students  
 Foster-Youth  
 African-American Students  
 Hispanic or Latino Students  
 Students with Disabilities

#### Strategy/Activity

Action #3  
 PTA will host a Room Parent and volunteer orientation to provide information on how to best support the classroom teacher and school.

1. A PTA room parent coordinator, and volunteer coordinator, and Family Engagement Specialist will organize and present during orientations.
2. Room Parents Coordinators and Family Engagement Specialist will partner with teachers in creating a two-way communication system that works for families and teachers, and can be sustained throughout the year. Strategies and best practices for parent engagement and outreach will be shared and discussed.
3. Provide handouts with guidelines for good volunteering practices. Handouts may also be distributed throughout the year for new volunteers.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):  
 English Language Learners (EL)  
 Socio-Economically Disadvantaged Students  
 Foster-Youth  
 African-American Students  
 Hispanic or Latino Students  
 Students with Disabilities

Strategy/Activity

Action #4

Advisory Area

1. Ensure there is an ELAC rep at SSC to advise school on how to support EL's.
2. Ensure there is a PCAD rep at SSC to advise school on how to support African American/Black students, especially those without Spanish support at home.
3. Ensure there is a parent of a child with special learning needs to advise SSC on how to support children with special needs.
4. Ensure there is rep at district level DELAC and PAC for LCAP, P&O for BSEP.
5. Ensure there is communication between SSC, ELAC, PCAD, PTA and district representative to share and inform about school site concern, district decision, budget, plans.
6. Survey to families in ELAC, PTA, PCAD from and Family Engagement Specialist and site Behavioral Health Counselor to gauge their interest in specific topics. Share survey results at parent meetings and SSC to inform site plan, calendar, agenda [topics], and collaboration with community agencies to invite guest speakers.
7. Family Engagement Specialist will collaborate with staff to hold focus groups to elicit family feedback
8. School Site Council will analyze student data and give feedback in literacy, math, English Language development and behavior
9. Sylvia Mendez School Site Council will adhere to district recommendations for the sections on annual measurable outcomes

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty input field for Amount(s)]

Other [Empty input field for Source(s)]

**Annual Review**

## **SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our goal is to have more representation of Spanish speaking families and African American families in the various parent groups such as School Site Council and PTA in advisory capacities for student and site goals.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the implementation of these goals and the monies budgeted to meet this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There were no major differences between the implementation of these goal.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$NA
Total Federal Funds Provided to the School from the LEA for CSI	\$NA
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$303,706.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
BSEP	\$142,140.00
BSEP Carryover	\$30,000.00
District Allocation	\$26,181.00
Other	\$5,000.00
PTA	\$100,385.00

Subtotal of state or local funds included for this school: \$303,706.00

Total of federal, state, and/or local funds for this school: \$303,706.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- x School Principal
- x Classroom Teachers
- x Parent or Community Members

Name of Members	Role
Veronica Valerio Duncan	Principal
Emily Blossom	Classroom Teacher
Laura Rivas	Parent or Community Member
Leah Katz	Parent or Community Member
Han Phung	Parent or Community Member
Kate Jordan	Parent or Community Member
Pablo Javier	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



