

School Year: **2023-24**

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 9, 2023	June 7, 2023

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
Additional Targeted Support and Improvement

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).

No surveys were administered this year that we have results from. Focus groups were conducted as part of our TWI review through CAL (Center for Applied Linguistics). This information will be reported out as it becomes available.

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 intervention support during the day from our literacy coach and other RTI teachers who is a trained to provide interventions. 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. In early grades, our literacy coach and RTI teachers work works with kindergarten through 2nd grade students providing one-on-one assistance to improve decoding, comprehension, and fluency skills. The literacy coach and RTI Teachers 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 Biliteracy 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, and have piloted Heggerty en Español to support increased phonemic awareness mastery in early grades.

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 differentiated small group instruction, reading inventories, phonics and phonemic awareness instruction, English language development and Guided Language Acquisition Design strategies, small group 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.

Educational Partner 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. As the only 901/10 Two way immersion program within BUSD, there are multiple ways in which district wide resource need to be adapted and modified for use within our TWI model. This creates some resource inequities that are mitigated but still exist at our school around multiple topics: curriculum, professional development, assessment. There is a dearth of materials in Spanish for both literacy and math instruction, and it is particularly challenging to find grade level, standards aligned resources in Spanish

Also, 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. This indicates the need to focus on Tier 1 practices, but there are insufficient resources allocated to sustained study and inquiry to shift Tier 1 practices, particularly within a TWI school where there needs to be profound understanding of language acquisition and transfer for different kinds of learners: Emerging bilinguals from English or Spanish speaking households , students who come into school speaking both languages, etc. There is the additional barrier for some of our students of having limited access to academic Spanish outside of school .

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		
	20-21	21-22	22-23
Kindergarten	89	83	83
Grade 1	63	60	64
Grade 2	66	72	48
Grade3	58	69	62
Grade 4	51	63	61
Grade 5	59	65	52
Total Enrollment	386	412	370

Conclusions based on this data:

1. There has been fluctuating enrollment at our school in the last three years because of the pandemic. Our projection for next year is 14 students more than the current year, and we are still adjusting to a smaller than usual class which will move up to 3rd grade next year. We will continue to work to promote our school and our TWI model to ensure consistent and steady enrollment.
2. One area of enrollment growth at our school is among our newcomers, who are usually from Latin America and often arrive after the beginning of the school year. This past year we had 13 newcomers enroll after the start of school, with distinct social, familial and academic needs because of the many rippling effects and impacts of sudden migration from a home country and the acquisition of a new language in a new home. We continue to prioritize our newcomer students and families within our circle of care, provide immediate contact with our OFEE (Office of Family Engagement and Equity) staff person, and are exploring ways to maximize academic supports for newcomers in their core classroom and within designated ELD time.
3. The proposed Modernization plan for Sylvia Mendez is exciting, but may have an impact on future enrollment. We need to be thoughtful, intention and proactive in our communication with families in order to ensure a minimum negative impact to our enrollment process before and during the Modernization project.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	48	72	80	12.40%	17.5%	21.6%
Fluent English Proficient (FEP)	91	84	79	23.60%	20.4%	21.4%
Reclassified Fluent English Proficient (RFEP)	6			12.5%		

Conclusions based on this data:

1. This is still an area of growth to accelerate student learning and reclassification for our English Learners, who are lagging behind their English Only peers on many of the assessments in our assessment suite.
2. We provide designated ELD for our English Learners every week for approximately 150 minutes a week (average 30 a day), and are working for next year to provide increased interventions and resources to improve their experiences and outcomes.
3. We are also awaiting the report from the Center for Applied Linguistics about our TWI program model, to see if there are recommended shifts or practices to engage in support of our English Learners' academic progress and outcomes

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	57	68		0	63		0	63		0.0	92.6	
Grade 4	52	61		0	59		0	59		0.0	96.7	
Grade 5	60	61		0	54		0	54		0.0	88.5	
All Grades	169	190		0	176		0	176		0.0	92.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2442.			28.57			25.40			25.40			20.63	
Grade 4		2516.			44.07			25.42			16.95			13.56	
Grade 5		2537.			37.04			27.78			20.37			14.81	
All Grades	N/A	N/A	N/A		36.36			26.14			21.02			16.48	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		28.57			57.14			14.29				
Grade 4		28.81			66.10			5.08				
Grade 5		27.78			59.26			12.96				
All Grades		28.41			60.80			10.80				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.29			66.13			22.58	
Grade 4		33.90			52.54			13.56	
Grade 5		29.63			50.00			20.37	
All Grades		24.57			56.57			18.86	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.97			72.58			6.45	
Grade 4		20.34			71.19			8.47	
Grade 5		16.67			68.52			14.81	
All Grades		19.43			70.86			9.71	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.05			65.08			15.87	
Grade 4		18.64			76.27			5.08	
Grade 5		24.07			62.96			12.96	
All Grades		20.45			68.18			11.36	

Conclusions based on this data:

1. As always with data, there are many celebration points as well as areas for inquiry and growth. It is exciting and a testament to the skill of our teachers that even through a few years of incredible learning loss for many students because of the pandemic, we have 62% of students exceeding or meeting grade level standards overall, almost 70% of students at or above standard in the area of research/inquiry, over 70% at/above benchmark on listening, 56% at/above benchmark for writing, and 60% at/above benchmark for reading. We have much to celebrate and be excited about in this data, especially because it shows that our TWI model is highly successful -- students until grade 3 receive most of their instruction in Spanish, and yet because of excellent instruction and explicit language transfer instruction, students in all three grades demonstrate high levels of proficiency.
2. There are some grade level variances that bear some inquiry into what might be different for each grade level, or that may be matched to individual cohort's learning trajectory if we were to do matched cohort analysis. Overall we will be working on increased time spent in grade and across grade levels to look at formative and summative data in order to inform and improve instructional practices and provide for individual student needs as they arise

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	57	68		0	62		0	62		0.0	91.2	
Grade 4	52	61		0	59		0	59		0.0	96.7	
Grade 5	60	61		0	54		0	54		0.0	88.5	
All Grades	169	190		0	175		0	175		0.0	92.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2466.			32.26			40.32			19.35			8.06	
Grade 4		2517.			40.68			20.34			28.81			10.17	
Grade 5		2527.			37.04			18.52			14.81			29.63	
All Grades	N/A	N/A	N/A		36.57			26.86			21.14			15.43	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		37.10			48.39			14.52	
Grade 4		38.98			44.07			16.95	
Grade 5		37.04			37.04			25.93	
All Grades		37.71			43.43			18.86	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.32			48.39			11.29	
Grade 4		37.29			49.15			13.56	
Grade 5		29.63			42.59			27.78	
All Grades		36.00			46.86			17.14	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		32.26			62.90			4.84	
Grade 4		38.98			42.37			18.64	
Grade 5		29.63			51.85			18.52	
All Grades		33.71			52.57			13.71	

Conclusions based on this data:

1. As always with data, there are many celebration points as well as areas for inquiry and growth. It is exciting and a testament to the skill of our teachers that even through a few years of incredible learning loss for many students because of the pandemic, we have 64% of students exceeding or meeting grade level standards overall, almost 81% of students above standard or at/near in the area of math concepts and procedures, over 83% above or at/near benchmark on math problem solving and modeling/data analysis, 87% above or at/near benchmark for communicating reasoning. We have much to celebrate and be excited about in this data, especially because it shows that our TWI model is highly successful, especially because students at ALL grades at Sylvia Mendez learn math in Spanish, and are then able to apply it in a standards-based assessment taken in English.
2. There seems to be a decline in performance as the grade level band goes up. This is worthy of some inquiry and interrogation to learn more about what students need at each grade to be successful in math, and how we are supporting language transfer as language and math demands increase in upper elementary school

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1409.2	1415.7		1423.0	1432.0		1376.8	1377.4		12	25	
1	1448.6	*		1482.4	*		1414.5	*		13	8	
2	*	1483.4		*	1511.5		*	1454.7		9	14	
3	*	*		*	*		*	*		8	7	
4	*	*		*	*		*	*		4	5	
5	*	*		*	*		*	*		6	6	
All Grades										52	65	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	8.00		8.33	36.00		50.00	44.00		25.00	12.00		12	25	
1	7.69	*		38.46	*		38.46	*		15.38	*		13	*	
2	*	21.43		*	50.00		*	21.43		*	7.14		*	14	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	17.31	16.92		36.54	30.77		30.77	36.92		15.38	15.38		52	65	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	8.00		16.67	44.00		33.33	36.00		33.33	12.00		12	25	
1	61.54	*		15.38	*		7.69	*		15.38	*		13	*	
2	*	50.00		*	28.57		*	14.29		*	7.14		*	14	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	44.23	26.15		23.08	36.92		13.46	23.08		19.23	13.85		52	65	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33	0.00		8.33	24.00		50.00	48.00		33.33	28.00		12	25	
1	0.00	*		23.08	*		23.08	*		53.85	*		13	*	
2	*	0.00		*	28.57		*	42.86		*	28.57		*	14	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	7.69	3.08		25.00	23.08		36.54	36.92		30.77	36.92		52	65	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	36.00		58.33	60.00		25.00	4.00		12	25	
1	61.54	*		30.77	*		7.69	*		13	*	
2	*	28.57		*	64.29		*	7.14		*	14	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	42.31	33.85		46.15	56.92		11.54	9.23		52	65	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	8.00		41.67	64.00		41.67	28.00		12	25	
1	30.77	*		53.85	*		15.38	*		13	*	
2	*	78.57		*	14.29		*	7.14		*	14	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	45.10	35.38		35.29	41.54		19.61	23.08		51	65	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33	0.00		50.00	76.00		41.67	24.00		12	25	
1	15.38	*		38.46	*		46.15	*		13	*	
2	*	14.29		*	57.14		*	28.57		*	14	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	15.38	6.15		53.85	61.54		30.77	32.31		52	65	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33	32.00		50.00	36.00		41.67	32.00		12	25	
1	0.00	*		46.15	*		53.85	*		13	*	
2	*	0.00		*	57.14		*	42.86		*	14	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	9.80	18.46		52.94	46.15		37.25	35.38		51	65	

Conclusions based on this data:

1. There is much data here that will be reviewed with our ELD teacher and coordinator as well as classroom teachers next year within collaboration spaces. Please see comments about English Learner data in other section as the conclusions are congruent and consistent about the practices and needs to support our current EL students as well as our IFEP and RFEP (ever ELs).

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
412	30.3	17.5	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Sylvia Mendez Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	72	17.5
Foster Youth		
Homeless	8	1.9
Socioeconomically Disadvantaged	125	30.3
Students with Disabilities	45	10.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	40	9.7
American Indian		
Asian	13	3.2
Filipino		
Hispanic	218	52.9
Two or More Races	35	8.5
Pacific Islander	1	0.2
White	105	25.5

Conclusions based on this data:

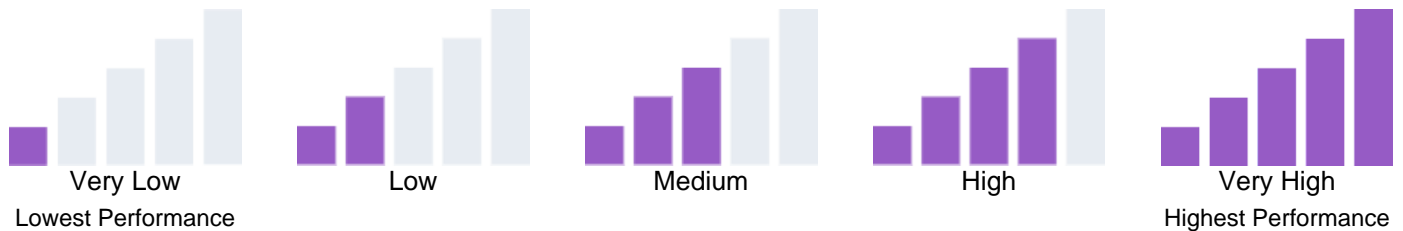
1. Our two largest student groups are our Latinx students(53% but higher this year - almost 60%), and our White students (26%). Our Black/African American group is relatively small (10%), although there are some questions about how our Afrolatino students are categorized and how to represent their existence and experience at our school (currently they have to pick one or the other category). We need to continue to be cognizant of differences of experience, perspective and privilege/oppression within and among our different groups, even as we celebrate and benefit from the richness of diversity at our school.
2. Our African American and our newcomer students in particular deserve our attention, as students and families that may experience stigma, discrimination or isolation within our TWI model based on their small numbers combined with larger systemic forces of racism and cultural difference.
3. 30% of our students come from socioeconomically disadvantaged households. There are myriad ways in which this may impact our students and families, and we must keep economic and academic accessibility at the forefront as we make decisions and plan events.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. We have lots of fantastic and promising data in regards to both ELA and Math! We will support our teachers to continue this trajectory, with special attention to our focal students who are not progressing at the same rates.
2. Our English Learner progress is low. This is an area of concern for a school where our English Learners learn primarily in their home language for the first 3-4 years in our school. We need to continue to interrogate data,

reflect, and improve instruction for our English Learners through Integrated ELD throughout the school day in students' classrooms, and through Designated ELD instruction

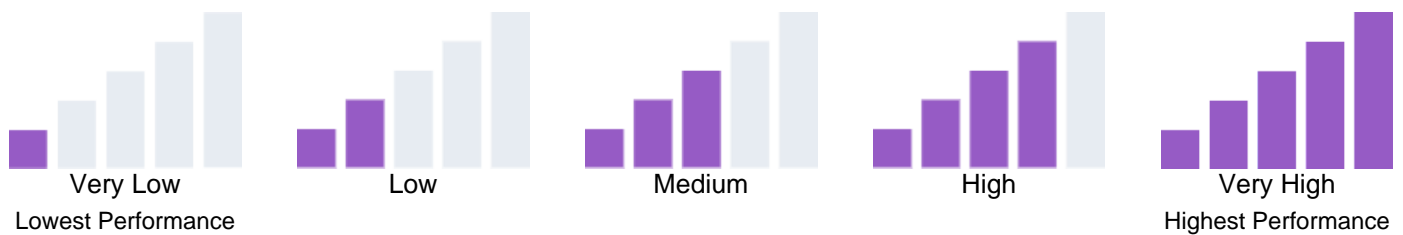
3. Chronic Absenteeism is high. This may be a pandemic related indicator. We will have more reliable data next year from which to determine next steps.

School and Student Performance Data

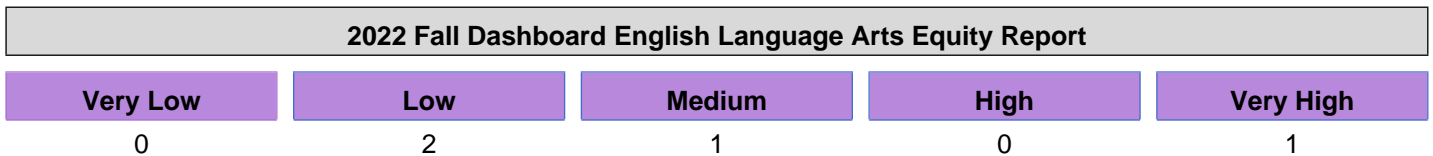
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

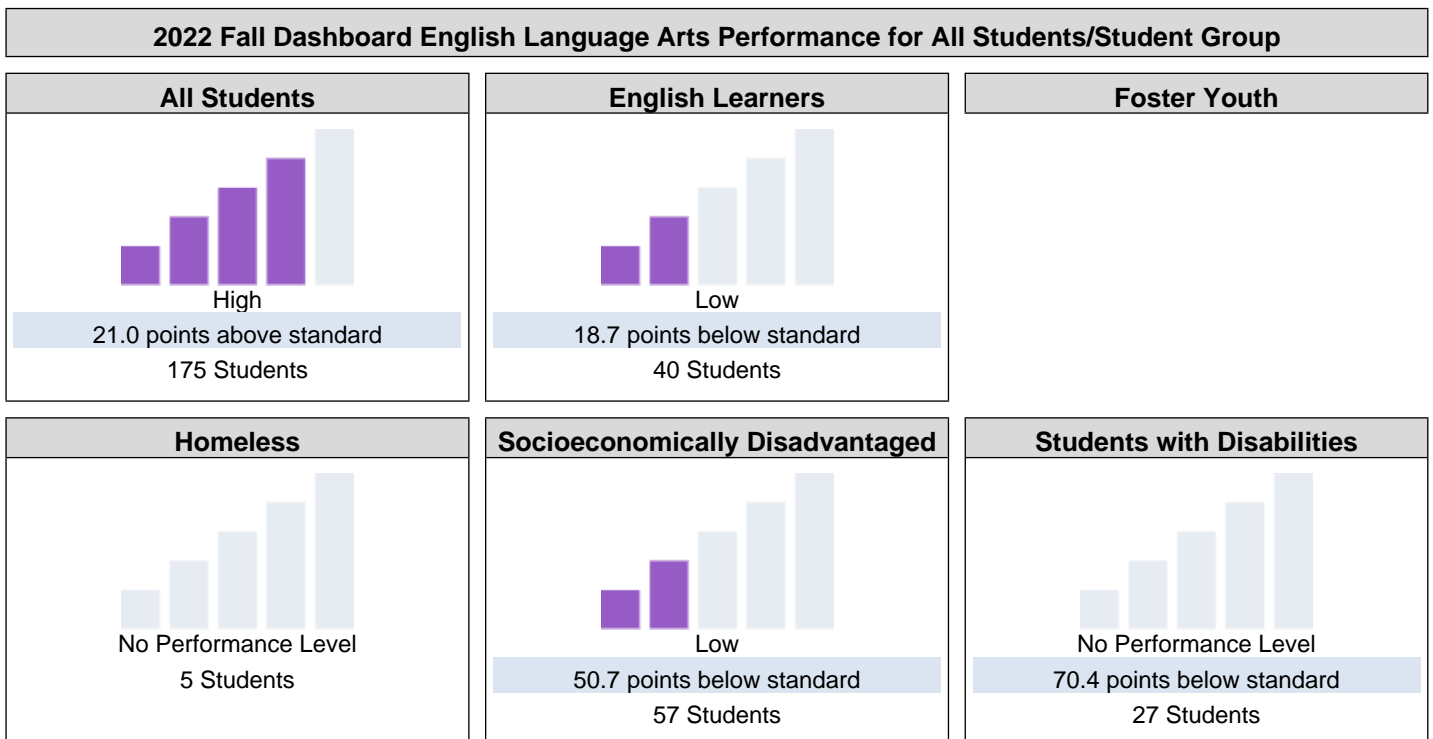
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



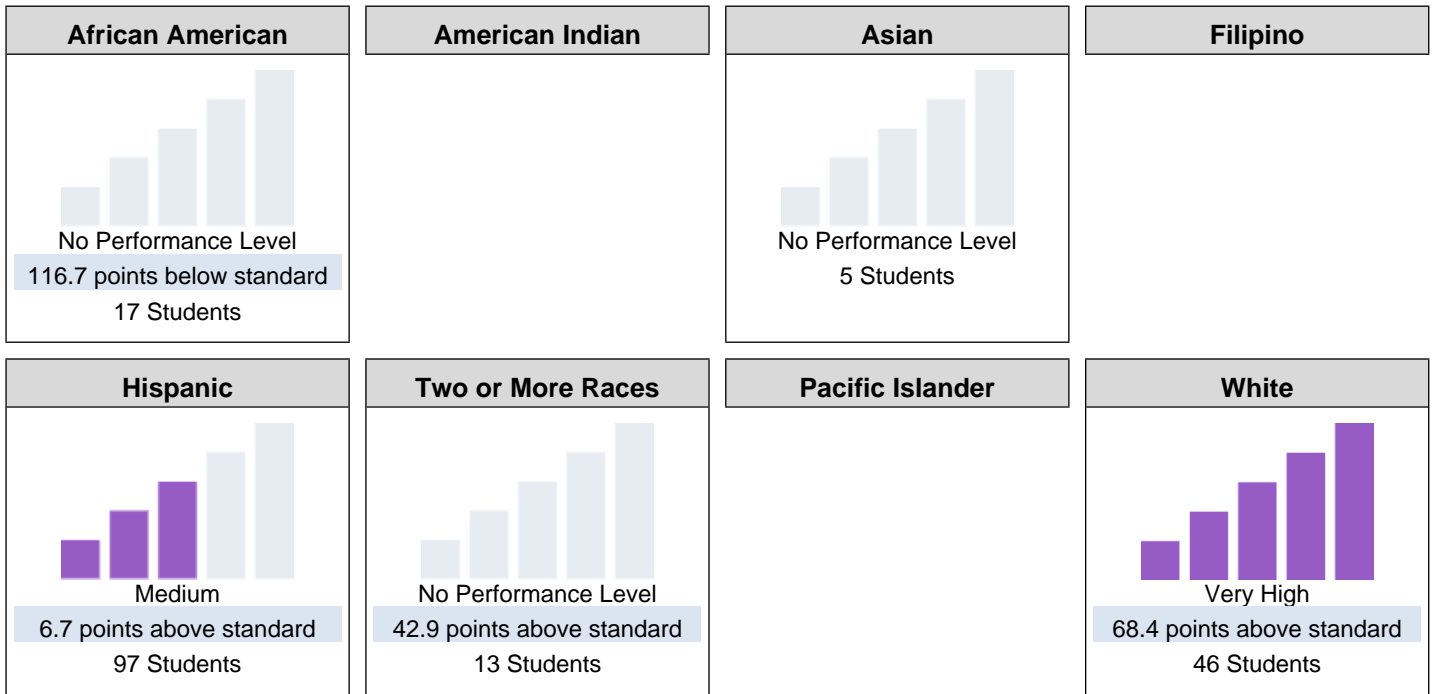
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
107.6 points below standard 17 Students	21.2 points above standard 25 Students	20.8 points above standard 103 Students

Conclusions based on this data:

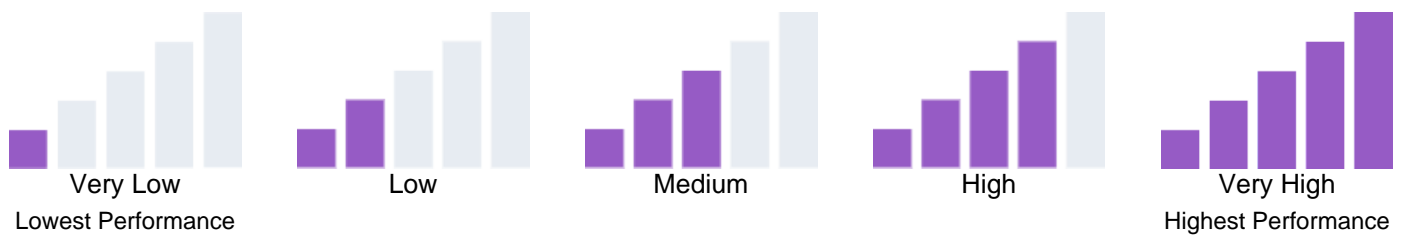
1. Our academic performance data broken into subgroups mirrors that of many other schools in our district, state and nation. The positive news is that our Latinx students, at over 53% of our student body, are as a whole meeting standards on these state assessments, due in great part to excellent teaching provided by teachers who often reflect students' cultural and ethnic backgrounds.
2. There are gaps between White students, who despite coming in often speaking no Spanish are performing very well on these assessments, Latinx students who are slightly above the grade level standard, and then our English Learners and socioeconomically disadvantaged students who, despite fantastic teachers and a welcoming community, are below grade level standards for these assessments. As always, there is work to still be done to reduce and hopefully eliminate these gaps, and we will be partnering with AASF next year to address these gaps for our African American students and our English Learners.

School and Student Performance Data

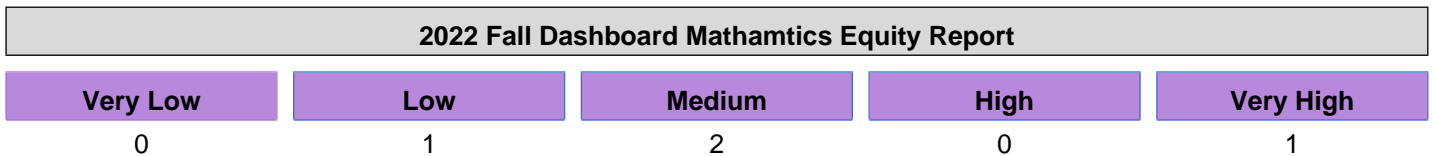
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

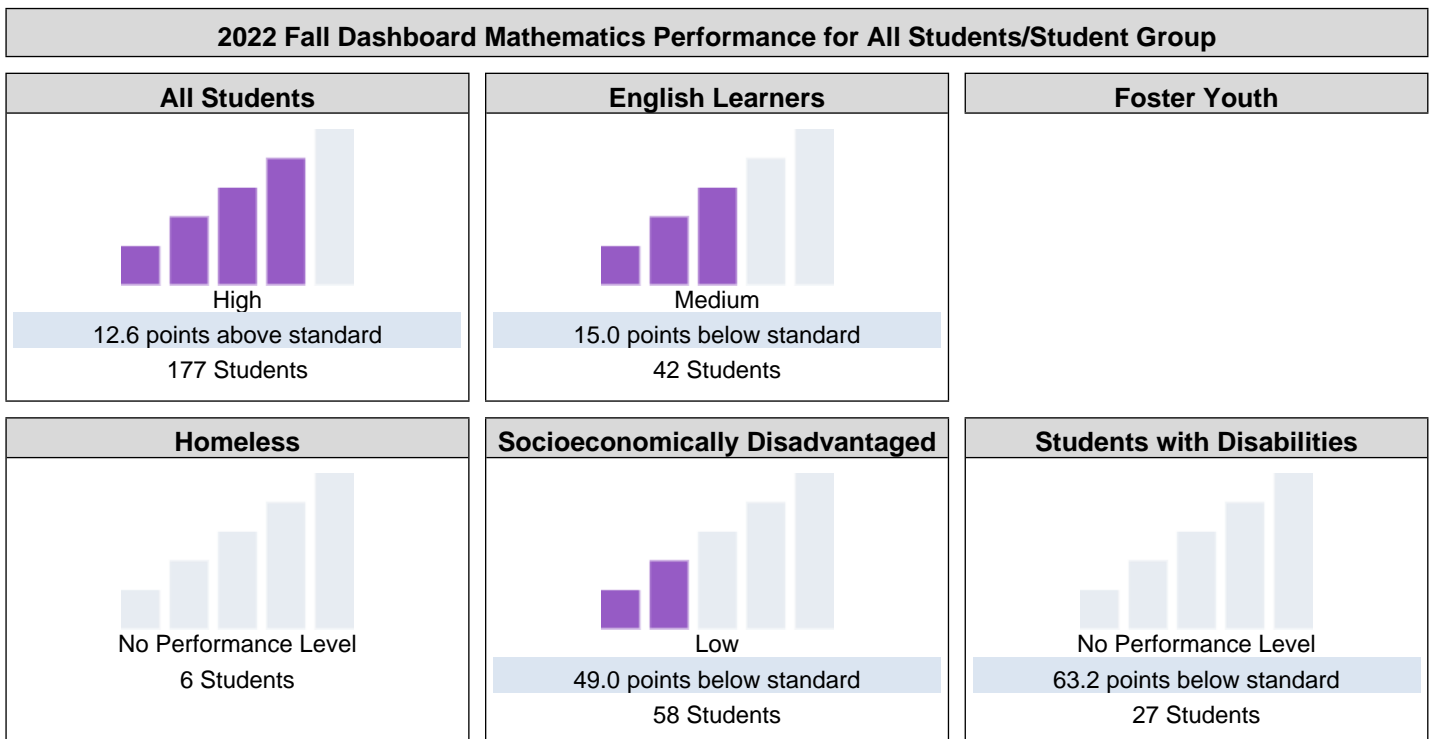
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



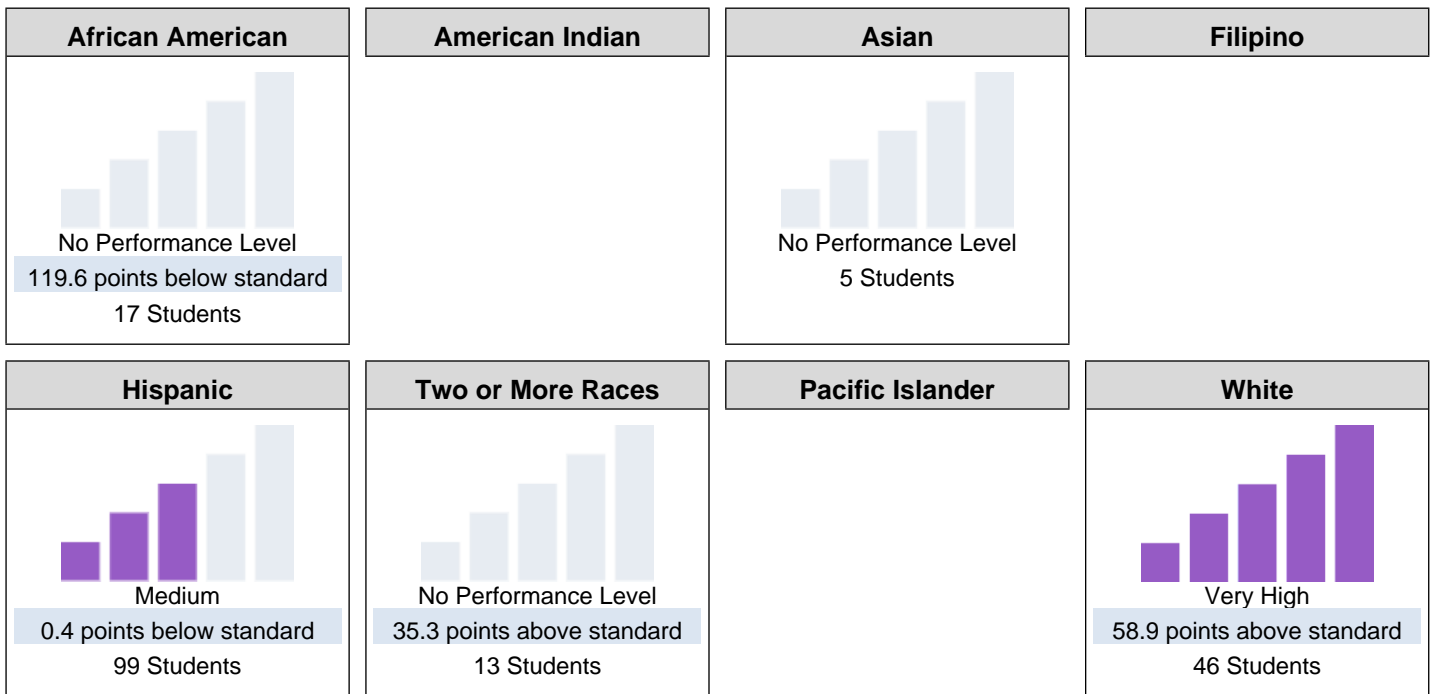
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>86.4 points below standard 18 Students</p>	<p>27.2 points above standard 25 Students</p>	<p>11.2 points above standard 103 Students</p>

Conclusions based on this data:

1. Our math academic performance data broken into subgroups mirrors that of many other schools in our district, state and nation. The positive news is that our Latinx students, at over 53% of our student body, are at "medium", with a score that is only .4 below standards on these state assessments, due in great part to excellent teaching provided by teachers who often reflect students' cultural and ethnic backgrounds.
2. Anyone ever classified as an English Learner at Sylvia Mendez are doing better in Math than in ELA on these assessments, and are only 15 points below standard. Our reclassified ELs are doing very well, with a score that is considered "high" on this metric. There is work to be done to support our current English Learners, who are currently in the lowest performance band.

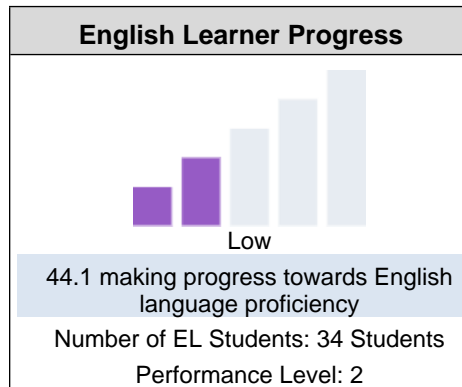
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
20.6%	35.3%	0.0%	44.1%

Conclusions based on this data:

- 44% of our ELs progressed at least one ELPI level over the last year at Sylvia Mendez. This is good news! However, only 44.1% of our students are making progress towards English language proficiency currently. There are many reasons over the last few years of pandemic instruction that may have impacted our English Learners more acutely. However, we need to incorporate that data into our conversations throughout our school next year in order to support increased and accelerated progress for English Learners towards English language proficiency.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

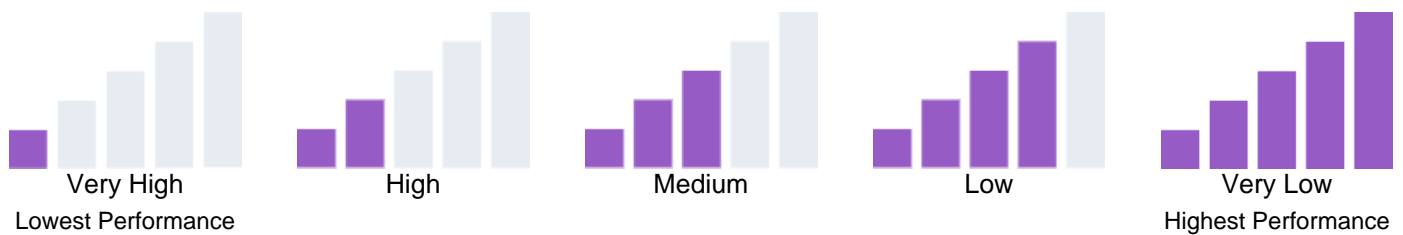
1. N/A

School and Student Performance Data

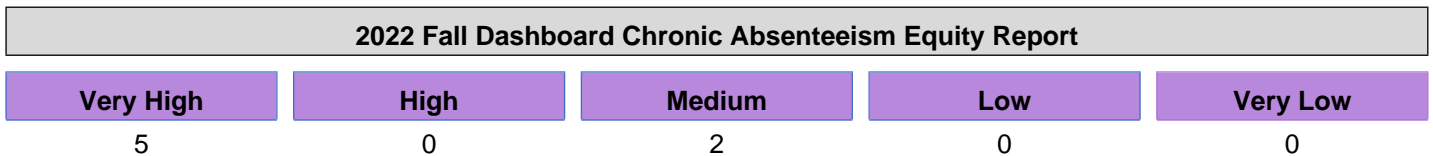
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

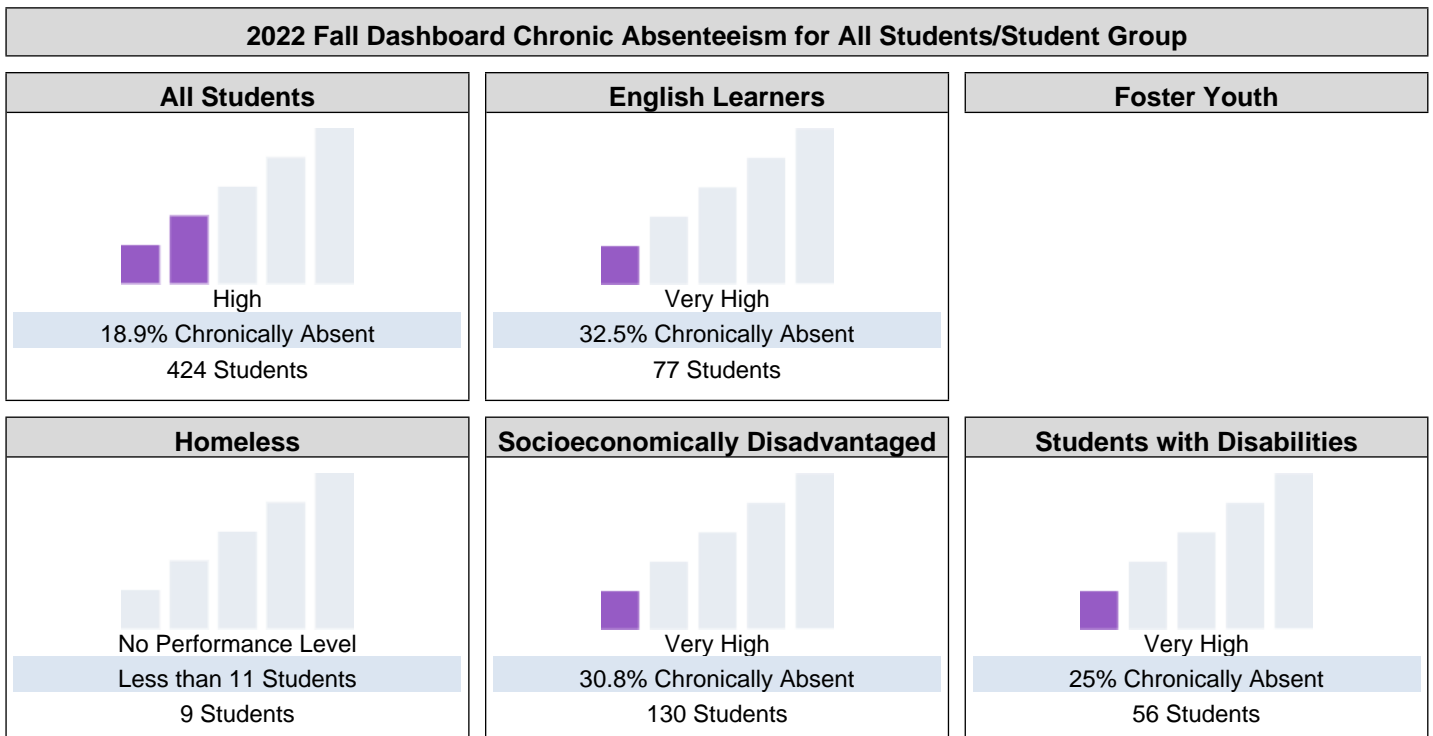
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



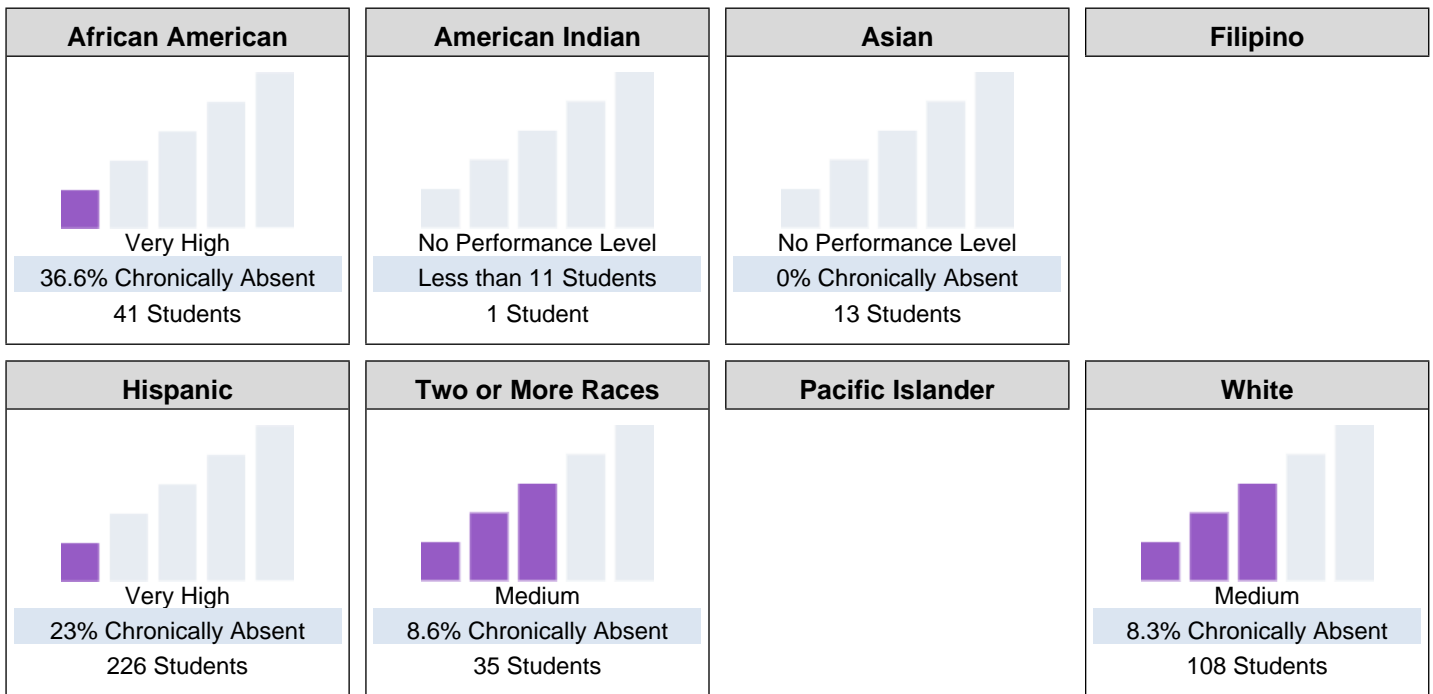
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

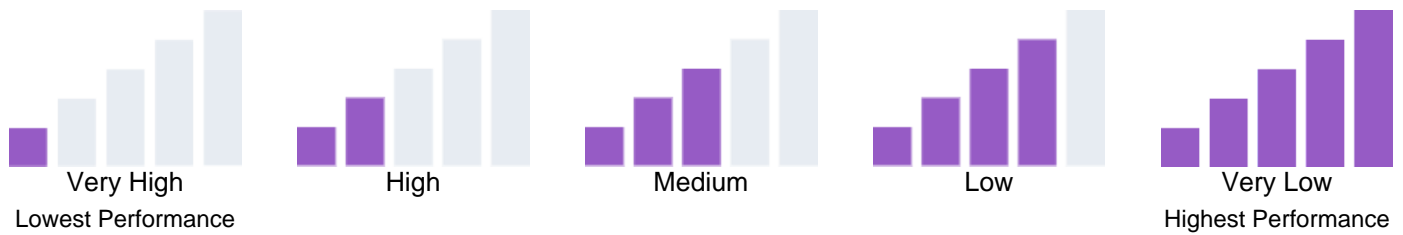
- Our chronic absenteeism data mirrors that of our district, our state and our nation. Students with the highest absenteeism rates are also our students from focal groups who have historically been poorly served in our schools and who have the largest opportunity gaps: ELs, students with disabilities, socioeconomically disadvantaged, African American, Latinx. However, even our white students and our students from two or more races were also absent a lot last year. This year's data will better inform our actions moving forward as it will contain more current data with the pandemic more in the rear mirror. However, we must examine this data understand the correlation between attendance and academic performance, and take actions to lessen chronic absenteeism among our groups and students with highest levels of chronic absenteeism in order to improve their engagement in and performance in school

School and Student Performance Data

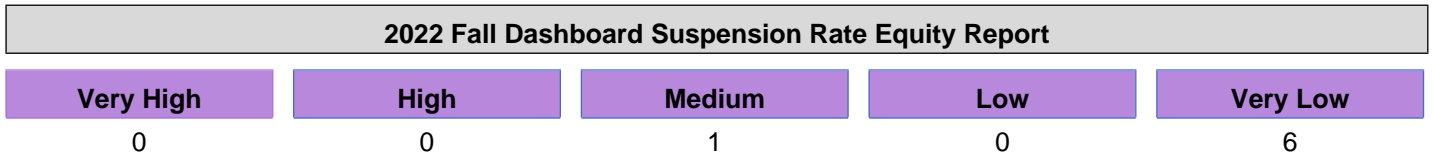
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

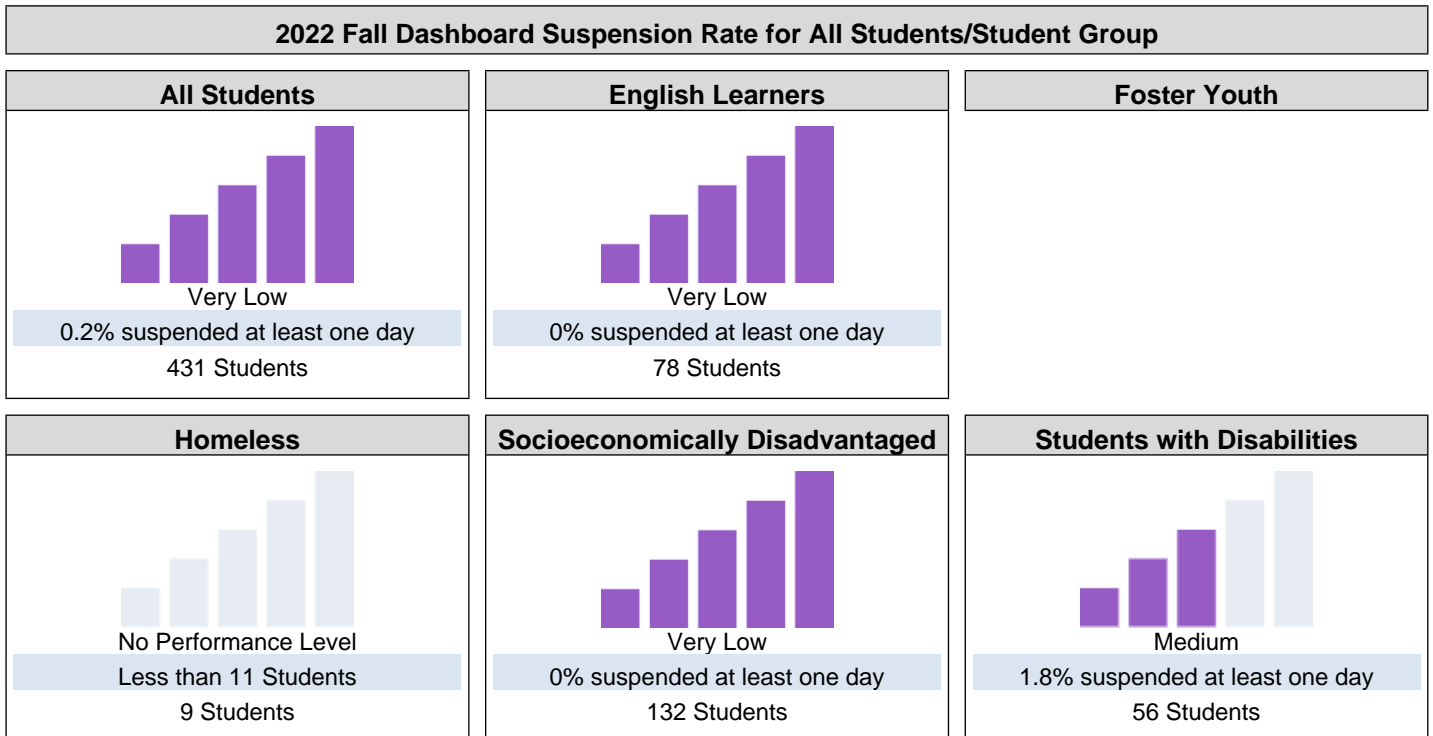
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



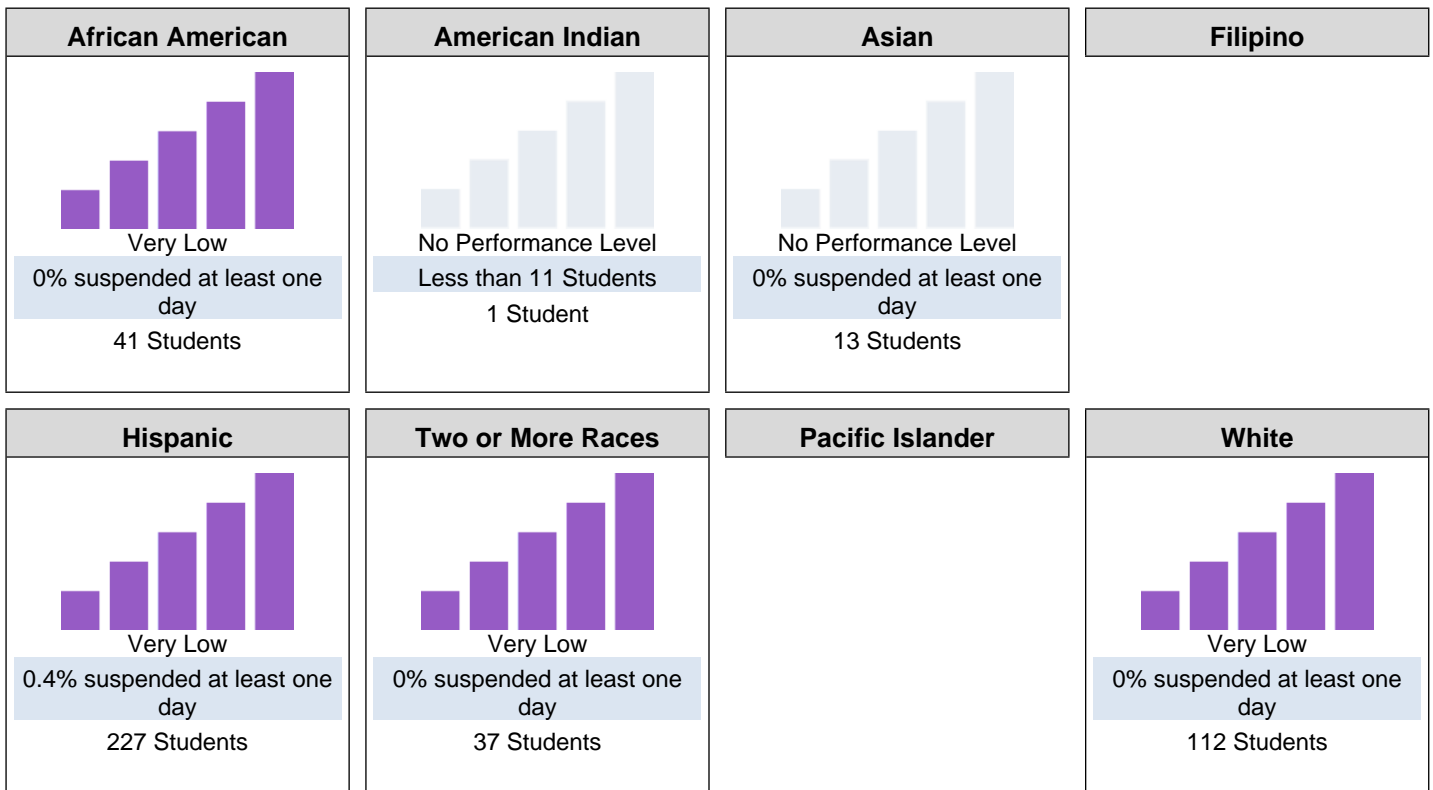
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. There are very few suspensions at Sylvia Mendez which is an area for celebration. The only student group with suspensions at all are students with disabilities, with 1.8% suspended at least one day. We will continue to work to address this area to reduce this area for next year through partnering with our SpED team to provide support throughout the day.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Goal 1: Provide high quality classroom instruction and curriculum that promotes college and career readiness, ends racial predictability, and ensures that all systems are culturally and linguistically responsive to student needs.

Identified Need

Based on beginning to mid year IDEL (DIBELS in Spanish) and STAR data, there are both areas of strength and areas for growth. Positives are as follows: We are seeing growth in students from the beginning of the year to mid-year on our local tests: IDEL (K-2nd grade) and STAR (Reading in English and Spanish, and Math in Spanish).

We are implementing more phonics and phonemic awareness (sounds) instruction in the primary grades in accordance with our Literacy Action Plan, and we are seeing student progress in foundational skills as measured through IDEL and observational data.

On the STAR reading test in English, 69% of 3rd graders, 80% of 4th graders, and 85% of 5th graders are above grade level as of MOY assessment.

On the STAR Reading test in Spanish, 88% of 4th graders are above grade level (3rd and 5th graders do not take it in Spanish) as of MOY assessment.

In STAR Math, these are the percentages of students above grade level: 3rd: 74%, 4th: 83%, 5th: 85% as of MOY assessment.

Areas of opportunity: There is a very significant gap in academic achievement between our AA/Black students and their White, multi-ethnic and Latino counterparts. on all STAR Reading and Math assessments and on all IDEL subtests for early literacy. There are gaps in many areas as well for our English Learners and, in some areas, for our Latinx students compared to our White students.

On some assessments our African American students and English Learners are growing, but, as a group, do not appear to be accelerating to grade level.

On some assessments, our African American/Black students are not growing significantly from beginning to mid-year (STAR Spanish Reading, STAR Spanish Math, Spanish Oral Language Fluency). This seems to indicate a need for more support for our African American students in the area of Spanish language development.

Our English Learners are also lagging behind their EO (English Only) counterparts, which is to be expected as they grow their English proficiency but is also true even in assessments administered in Spanish – IDEL, STAR Reading in Spanish, STAR Math in Spanish.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Math	As of middle of 22-23 SY year assessment: 3rd: 74%, 4th: 83%, 5th: 85%	increased % of students at grade level proficiency, decrease of students in yellow (on watch) or red (below grade level) for each subtest by EOY compared to BOY
STAR Reading - English	Middle of year: 69% of 3rd graders, 9% of 3rd graders, 80% of 4th graders, and 85% of 5th graders are above grade level	increase % of students at grade level proficiency and decrease in students who are below grade level as measured by STAR by EOY compared to BOY
STAR Reading - Spanish	Middle of year assessment: 88% at or above grade level	increase % of students at or above grade level by the end of the year compared to BOY
CAASP Language Arts 2022	overall proficiency: 54% of 3rd: graders , 69% 4th graders, 65% 5th graders met benchmark in ELA	increase % of students who are at or above grade level proficiency by at least 5% in Reading at EOY compared to BOY
CAASP Language Arts - subgroups 2022	At or above grade level: overall 63% (110/176), Black/AA 21% (3/14), Latinx 55% (52/94), 2 or more races 69% (9/13), White 81% (39/48). Standard not met/far below: Overall 16% (29/176), Black/AA 43% (6/14), Latinx 17% (16/94), 2 or more races 23% (3/13), White 8% (4/48) At or above grade level proficiency: SpED 25% (5/20), EL 13% (2/16), Latinx EL 13% (2/16) Far below/standard not met: SpED 45% (9/20), EL 75% (12/16), Latinx EL 75% (12/16)	decrease % of students below proficiency by 10%, increase proficiency in each subgroup by 7%
CAASP Math 2022	overall proficiency 63%. % 3rd, %4th, % 5th met benchmark in Math	increase % of students who are at or above grade level proficiency by at least 5% in Math overall and at each grade level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP Math - subgroups 2022	<p>At or above grade level proficiency: overall 63% (111/175), Black/AA 14% (2/14), Latinx 57% (53/93), 2 or more races 69% (9/13), White 83% (40/48)</p> <p>Standard not met/far below: overall 15% (27/175), Black/AA 64% (9/14), Latinx 14% (13/93), 2 or more races 23% (3/13), White 4% (2/48)</p> <p>Math - % of AA meeting benchmark, % of EL students meeting benchmark, % of Latinx students meeting benchmark</p>	decrease % of students in focal groups who are far below by 10% for AA and EL students, increase students at grade level proficiency bt 7%
IDEL (DIBELS in Spanish)	<p>Mid Year assessment: : Oral Language Fluency: 1st grade 73% at proficiency, 63% 2nd graders, 25% AA, 67% Latinx, 79% White, 50% ELs.</p> <p>Phoneme segmentation MOY assessment - at proficiency: K 64%, 1st grade 42%. AA 9%, Latinx 51%, White 71%, K ELs 48%, 1st grade ELs 33%.</p> <p>Nonsense Word Fluency - at proficiency: K 53%, 1st 63%, K ELs 19%, 1st ELs 43%, AA 27%, 50% Latinx, 77% White</p>	increase % at proficiency and decrease students who are at some risk or risk according to this assessment

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
Unhoused Students

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, Heggerty en Español for phonemic awareness K-2, 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 trainings 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. Materials and Supplies - \$5,433 BSEP, \$5,000 BSEP Carryover

Unallocated reserve: \$2567

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)
5,000	BSEP Carryover
5,433	BSEP
2,567	BSEP

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

Unhoused Students

Strategy/Activity

Action #2: Literacy Support and Coaching

Literacy Coach will provide intervention to students who need additional support K - 5th grade. Literacy Coach will demonstrate lessons, observe and coach teachers. They will support and lead literacy-based professional development, provide ongoing literacy training, lesson plan development and support for classroom teachers during the 2023-24 academic year. .21 FTE/\$27169 from Title 1, .04/\$5175 from BSEP
 Three bilingual IAs (.4 FTE each/1.20 overall) will provide academic support to students in early grade classrooms. 1.2 FTE/\$67,737

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)
27,169	Title I A - Basic Funding
5,175	BSEP
67,737	PTA

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
 Unhoused Students

Strategy/Activity

Action #3:
 In order to eliminate racial predictability, close the opportunity gap for AA and EL students, and increase efficacy of Tier 1 and 2 classroom practices, AASF will partner with principal and an Equity and Instructionally focused Leadership team to develop and facilitate Culturally Relevant professional learning sessions with Mendez staff. This will provide direct support to teacher inquiry and implementation of research-based instructional practices for creating inclusive and rigorous learning environments for African American, ever EL students, students with IEPs. This will also interrogate and respond to the unique needs of Sylvia Mendez as a 90/10 TWI program school, and support ways to learn about and leverage knowledge about language acquisition, development and transfer across two languages and multiple cultural and racial contexts. This will require additional hours beyond the school day for teachers, teacher leaders and the principal to engage in professional development, professional learning communities/collaboration, curriculum development and review, and time to observe instruction together. \$10,480

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)
10,480	BSEP

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
Unhoused Students

Strategy/Activity

Action #4: Collaboration and Support related to using assessments to inform and improve instructional practices

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: (\$2000 -BSEP Carryover - see Goal 3)
3. Professional development opportunities will be provided for teachers in literacy, math and Spanish and English language development: \$7,000 -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)
4,000	BSEP Carryover
7,000	BSEP Carryover

Strategy/Activity 5

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
Unhoused Students

Strategy/Activity

Action #5: To support AA student success at Sylvia Mendez as a TWI program
a) Create a targeted outreach plan for Mendez African American students to enroll and participate at a rate of 80% or better in BUSD summer intervention specifically geared to African American students within TWI programming
b) Provide academic break learning toolkits to Mendez African American students that support families in working with their students in Spanish and in English.

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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Annual Review

SPSA Year Reviewed: 2022-23

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.

Overall these strategies were implemented as laid out within our site plan. As we reviewed our data we were able to see the continued gaps in the data, and are proposing a professional development arc facilitated by AASF that will be developed in coordination with a site team, and in alignment with key TWI program priorities and needs as laid out in the report provided by the Center for Applied Linguistics.

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

Because of the need for phonemic awareness in Spanish at the early grades, we piloted the use of a phonemic awareness curriculum called Heggerty. Our lit coach and RTI literacy trainer got trained on Heggerty and then brought it to K-2 grade level teams through modeling and training in order to launch increased systematic and explicit phonemic awareness instruction in each primary grade classroom. This was an expenditure met within the anticipated materials and supplies budget and

did not require additional expenditures. Also, we shifted our TWI work from a contract with Jose Medina to a TWI program review conducted by the Center for Applied Linguistics that was paid for with Restorative Restart monies. The results of this review have not yet been delivered. It is anticipated that some results and patterns identified in the report will be incorporated into next year's instructional and budget priorities.

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.

None

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Goal 2: Provide necessary and timely academic interventions to eliminate barriers to student success.

Identified Need

Throughout the year and during each RTI cycle, our RTI team evaluated student data in order to identify students who were best candidates for necessary and timely academic interventions. As stated in the previous Goal, there are still significant gaps in academic outcomes for our focal groups (African American students, English Learners, Latinx on some measures). This year we also have some grade level cohorts with more students below grade level, and we have worked with classroom teachers in those grades.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
IDEL - focal group assessment + students selected for RTI	<p>% of students identified for RTI who are below grade level proficiency:</p> <p>Mid Year assessment: : Oral Language Fluency: 1st grade 73% at proficiency, 63% 2nd graders, 25% AA, 67% Latinx, 79% White, 50% ELs.</p> <p>Phoneme segmentation MOY assessment - at proficiency: K 64%, 1st grade 42%. AA 9%, Latinx 51%, White 71%, K ELs 48%, 1st grade ELs 33%.</p> <p>Nonsense Word Fluency - at proficiency: K 53%, 1st 63%, K ELs 19%, 1st ELs 43%, AA 27%, 50% Latinx, 77% White</p>	increase % of students in focal groups and/or receiving RTI who are either at grade level proficiency or demonstrated accelerated growth from red to yellow by EOY assessment
STAR Reading	MOY assessment: ELs at proficiency: 3rd grade 31% 4th grade, 40%, 5th grade 0. 30% AA, 70% Latinx, 98% Whites.	increase % of students in focal groups and/or receiving RTI by 5% who are either at grade level proficiency or demonstrated accelerated growth, as measured by EOY assessment

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Reading in Spanish - 4th grade	MOY assessment - at proficiency: 0% AA, 89% Latinx, 93% White, 80% ELs, IFEP 100%, RFEP 80%	increase % of students in focal groups and/or receiving RTI who are either at grade level proficiency or demonstrated accelerated growth, as measured by EOY assessment
STAR Math (Spanish) - 3rd and 4th grade	MOY assessment - at proficiency for 4th grade: 83% overall. 29% AA, 83% Latinx, 76% White, 83% ELs	increase % of students in focal groups and/or receiving RTI who are either at grade level proficiency or demonstrated accelerated growth, as measured by EOY assessment
STAR Math (English) - 5th grade	MOY assessment - at proficiency: 85% overall, 100% AA, 79% Latinx, 88% White	increase % of students in focal groups and/or receiving RTI who are either at grade level proficiency or demonstrated accelerated growth, as measured by EOY assessment

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
 Unhoused Students

Strategy/Activity

Action #1

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

1. Principal will work with Leadership team to ensure that there are systemic and consistent opportunities within collaboration and professional development schedule to look at data across the school, within grade levels, and within RTI and SpED teams, in order to ensure timely and necessary academic interventions for students that are aligned to and designed to enhance and complement Tier 1 and Tier 2 practices within the classroom.
2. 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.

3. 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 203-24 academic year: .33 FTE/ \$48,044 from BSEP, .27 FTE/\$33,417 from Title 1

4. One 1.0 ELD/TWI program coordinator will provide academic enrichment and support to students identified as English Learners.
This is provided for by a 1.0 district LCAP allocation.

5. Certificated staff will provide extended day after school intervention for students who need additional support \$ 3287 District Title IV allocation, \$2415 Title 1 allocation, \$2,000 BSEP Carryover

6. 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 to provide sustained professional development in support of core instructional and intervention practices to support African American students and families, English Learners, and all students.

The African American Success Framework is working with R.T. Fisher Educational Enterprises to conduct this work. This collaboration is paid for by BUSD. AASF will recruit, train and support progress monitoring of one or several staff dedicated to providing interventions to African American and English Learner students to support language development and transfer. \$25,000 BSEP

Title 1 Unallocated Reserve: \$1818

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)
48,044	BSEP
33,417	Title I A - Basic Funding
25,000	BSEP
2415	Title I A - Basic Funding
3287	District Allocation
1818	Title I A - Basic Funding
2000	BSEP Carryover

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
Unhoused Students

Strategy/Activity

Action #2:

All ELs 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 EL students during the day in addition to providing planning support for classroom teachers: 1.0 FTE district allocation
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 a teacher 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 teacher, support staff, and parents/caregivers.

Support and Assessment

School Plan for Student Achievement (SPSA) Page 39 of 68 Sylvia Mendez Elementary School

1. All teachers will analyze Initial and Summative ELPAC scores during PLCs with the support of the ELD/TWI Coordinator 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/caregivers understand students' progress toward Reclassification (fluency in English-speaking, listening, reading, and writing), and help understand what is required for a student to be Reclassification (RFEP). District resources will be available to help parents/caregivers 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)

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
Unhoused Students

Strategy/Activity

Action #3:

As an early adopter school for AASF, and as part of a deepened partnership for the next school year, principal will work with AASF, classroom teachers, RTI teachers, and Family Engagement and Equity Specialist to:

- Create a targeted outreach plan for Mendez African American students to enroll and participate at a rate of 80% or better in BUSD summer intervention specifically geared to African American students
- Create a targeted outreach plan for Mendez African American students for school year academic intervention geared toward African American students
- Sponsor quarterly family engagement sessions as a way to educate families on school climate and culture and strategies for supporting their student at home \$851 Title 1 Parent

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)

851

Source(s)

Title I A - Parent Involvement

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

Unhoused Students

Strategy/Activity

Action #4:

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.

2. 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)

Strategy/Activity 5

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

Unhoused Students

Strategy/Activity

Action #5:

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 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. Site will 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)

Annual Review

SPSA Year Reviewed: 2022-23

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.

Overall we implemented as planned this year. Our RTI and ELD team of teachers worked to identify students at each RTI cycle, led and facilitated COS and SST meetings in order to ensure that students were identified appropriately and that student supports - academic, socioemotional, behavioral - were aligned to needs and were created in partnership with teachers and other school staff as well as with families and our family engagement and equity specialist. RTI teachers also monitored student progress and tracked this progress in data trackers internally and through district wide platforms and systems. This year we also held "Snapshot" Meetings mid year in which an expanded team that included the classroom teacher, RTI teachers, other COS team members, and the principal met to discuss student needs and interventions, and identify action steps to provide additional supports for students.

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

none

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.

none

Goals, Strategies, & Proposed Expenditures

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

Goal 3

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.

Identified Need

PBIS goals

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Uh Ohs and Behavioral Referrals	approximately 80% of "discipline" type issues happen during lunch or lunch recess	decrease referrals and uh ohs that are issued at recess, increase in positive and proactive play at recess across all grade levels
Survey of African American Families	??	increase in feeling of inclusion and belonging as reported by African American families

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
 Unhoused Students

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. All grades will have P.E. instruction once or twice a week taught by a certificated P.E. teacher and the classroom teacher. \$.12 BSEP (14,997), .88 district allocation
2. A .73 FTE Farm and Garden teacher will be hired. -- 73 district allocation
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. Students in Kinder have a music teacher push in to classroom instruction for 20 minutes a week to teach songs related to curriculum and learning units throughout the year, as well as to social emotional and social justice themes.

PTA Unallocated reserve: \$2032

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)
14,997	BSEP
2032	PTA

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
Unhoused Students

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 Community Resources (BACR) and BUSD to provide direct support services to students. \$36,000 - PTA, This money will supplement the City of Berkeley Grant, (\$10,000 projected)
2. Additional .3 FTE for a campus aide shall be provided in order to organize and support inclusive and collaborative games at morning and lunch recess, and to organize and oversee a Junior Coach program for 4th and 5th graders that provides opportunities for upper grade students to lead games for their younger and grade level peers. \$17,355 BSEP
3. In order to support recess games and Jr Coach program, Playworks will be contracted order to provide additional training and support of campus aides and teachers throughout the year. \$4,000 BSEP
4. Campus Aides and IAs will be receive PBIS and recess training throughout the year in order to increase their capacity to lead games and activities that support a positive and inclusive climate with students at recess and in the classroom. \$1,999 BSEP

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)
17,355	BSEP
4,000	BSEP
1,999	BSEP
36,000	PTA

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
 Unhoused Students

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)
 School Plan for Student Achievement (SPSA) Page 44 of 68 Sylvia Mendez Elementary School
 1. The Coordination of Services Team (COS) team will meet weekly 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 PBIS/SEL Committee will meet at least monthly to monitor progress of the PBIS expectations and incentives, and 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, and will plan for and coordinate regular assemblies focused on Social Emotional key themes in order to reinforce these throughout the year in multiple venues. \$2,000 BSEP Carryover for Curriculum Development for team members

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)

2,000

BSEP Carryover

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

Unhoused Students

Strategy/Activity

Action #4:

To support African American/Black students and families and ensure that they feel fully welcomed and included within our school

1. Identify one to three Mendez families to invite to participate on the BUSD African American Success Advisory Committee

2. Sponsor Mendez family engagement evenings specifically targeted to African American families to encourage participation in school wide and district committees

- 3. Launch a “Black-to-School” event to enlist parent support at the beginning of the school year
- 4. Host an PCAD event in January to celebrate families and reinforce parent engagement

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)

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
 Unhoused Students

Strategy/Activity

Action #5:
 Continue to prioritize the value of ongoing 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 6

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
Unhoused Students

Strategy/Activity

Action #6:

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. (\$851 - see Goal #2, Action #3)
2. 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)

Annual Review

SPSA Year Reviewed: 2022-23

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.

This year strategies and activities were generally implemented as planned, and were highly supportive of creating a welcoming and supportive climate throughout the school. The Mental Health supports were very timely and effective, and our COS team met weekly throughout the year in order to coordinate supports for students in partnership with classroom teachers, SpED teachers, and our counselor and psychologist. One area that was identified as needing additional support was the creation and maintenance of a positive and welcoming climate during student lunch and recess. Mid year, our SEL team worked with teachers and campus aides to re-set our lunch climate and culture, and then in April Playworks came and held a 4 day "Recess Reboot" in order to

introduce and reinforce collaborative and inclusive games that can be played by students during their morning and lunch recesses. Another area that was not implemented as explicitly and regularly this year was the implementation of Uh Ohs and Behavioral referrals, and a clear distinction between those two for all staff. This will be an area of focus and explicit instruction and practice next year.

In terms of recruiting and retaining certificated employees of color, only one person of color has announced they are leaving, due to working distance from school. This is an ongoing area of focus. SSC member participation was diversified this year, both in terms of the language spoken and the racial, ethnic and English learner makeup, with the SSC being comprised primarily of staff and parents of color. (including alternates, 25% white, 75% BIPOC representation on SSC, 20% of voting members are Spanish dominant, and the committee conducts its business and speaks in both languages.

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

As a result of the identified need to create a more inclusive and positive climate at recess, one time monies from Restorative Restart were identified in order to contract with Playworks to lead a 4-day intensive Recess Reboot.

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.

As a result of the identification of lunch and recess as areas of additional need, this year's activities and budget include a line item for a campus aide who will provide additional support for inclusive and collaborative games at recess, and who will coordinate our upper grade Junior Coach Program.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Goal 4: Use local and state measures to assess student progress resulting from district programs in order to evaluate and improve planned actions and services.

Identified Need

We have identified a need to use just-in-time assessments in order to inform Tier 1 practices and differentiated support in the classroom, as well as additional supports through RTI and ELD teachers. This data review is also needed by our SSC and Leadership team, who need to be able to determine the effectiveness of planned actions and services within a cycle that allows for adjustments and/or pivots based on the data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Review of SPSA Actions	Annually	Once Per Year
Annual Review of SPSA funds expended	All Funds Expended	All Funds Expended

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

Strategy/Activity

Provide on-going monitoring of the site's School Plan for Student Achievement through School Site Council, English Learner Advisory Committee, Leadership Team, and any other school site committees.

Complete annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee.

On-going meetings with Leadership Team to review and analyze CA Dashboard and Educlimber data.

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

Strategy/Activity

Program Evaluation Support:

On-going meetings with Leadership Team to review data.

Utilize Educlimber to track and monitor student progress.

Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions.

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)

0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

System of Local Assessments:

Complete district assessments within the assessment window.

Utilize benchmark and program monitoring data to assess student need for interventions.

Share student assessment data through family communications.

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)

0

Annual Review

SPSA Year Reviewed: 2022-23

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.

New Goal for 2023-2024

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

New Goal for 2023-2024

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.

New Goal for 2023-2024

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Goal 5: Increase access to school for our Students Experiencing Homelessness by decreasing chronic absentee and suspension rates.

Identified Need

While the numbers are relatively low at our school, we know that our students experiencing homelessness have an increased likelihood of chronic absenteeism and suspension. We need to partner with our OFEE staff person and other resources within the school to reduce barriers to access to school and increase students' academic performance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students who experience homelessness who meet/exceed CAASPP standards in the district	ELA - 27% Math - 22%	ELA - 35% Math - 30%
Chronic Absentee Rate (CDE Dataquest)	33%	15%
Suspension Rate (CDE Dataquest)	8%	5%

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)

Students Experiencing Homelessness

Strategy/Activity

Supports for Students Experiencing Homelessness:

Collaborate with the district to provide direct services and support to our McKinney-Vento students.

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)
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students Experiencing Homelessness

Strategy/Activity

Family Engagement - Office of Family Engagement and Equity (OFEE):

Site Staff to provide support in three main focal areas:

- 1) Establishing links between home and school for academic success
- 2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students
- 3) Promoting attendance and access to health services

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)

0

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students Experiencing Homelessness

Strategy/Activity

Intervention Services for Students Experiencing Homelessness:

Work with the district to identify students at risk due to chronic absenteeism.

Provide incentives to promote attendance.

On going review of chronic absenteeism data.

Work with the district to support the needs of students experiencing homelessness.

Work with staff to ensure families are connected to the site and available resources.

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)

Annual Review

SPSA Year Reviewed: 2022-23

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.

New Goal for 2023-2024

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

New Goal for 2023-2024

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.

New Goal for 2023-2024

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	\$329,776.00

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 (\$)
	\$0.00
BSEP	\$135,050.00
BSEP Carryover	\$20,000.00
District Allocation	\$3,287.00
PTA	\$105,769.00
Title I A - Basic Funding	\$64,819.00
Title I A - Parent Involvement	\$851.00

Subtotal of state or local funds included for this school: \$329,776.00

Total of federal, state, and/or local funds for this school: \$329,776.00

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:

- 1 School Principal
- 1 Classroom Teachers
- 3 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Tamara Dukes	Principal
Gloria Munoz	Other School Staff
Vanessa Sinai	Other School Staff
Gabriela Casal	Classroom Teacher
Gaddy Barbero-Reyes	Other School Staff
Denis Dafflon	Parent or Community Member
Pablo Javier	Parent or Community Member
Abel Salas	Parent or Community Member
Natasha Korff	Parent or Community Member
Sara Parker	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.


Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Principal met with Sylvia Mendez's PTA, ELAC and PCAD (Parents and Children of African Descent) to discuss school site plan recommendations and prioritize budget decisions.

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 9, 2023.

Attested:

	Principal, Tamara Dukes on May 9th, 2023
	SSC Chairperson, Denise Dafflon on May 9th, 2023

Kathy Fleming
Director of Local Resources


Signature

5/25/23
Date

Jill Hoogendyk
Associate Superintendent, Educational Services


Signature

5/25/23
Date

