

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sylvia Mendez Elementary School	01-61143-6090278	April 24, 2024	June 12, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Sylvia Mendez Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Sylvia Mendez Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

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.

Educational Partner Involvement

How, when, and with whom did Sylvia Mendez Elementary 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.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

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 90/10 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

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The State indicator which overall performance was in "orange" was English Language Arts for our English Learners. We had 33.1 points below standard and decreased. In addition, students with disabilities had 87.6 points below standard and decreased. However, overall for all students we were in the green by 28.5 points above standard.

The State indicator which overall performance was in "orange" was Mathematics for our English Learners. We had 44.4 points below standard and decreased significantly by 27 points. However, overall for all students we were in the green by 18.4 points above standard.

Our school performance data for condition and climate related to suspension rate we were "orange" in two student groups, English Learners where we had an increase of 1.2% and for Students with Disabilities also had a 2.8% suspended at least one day.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

N/A

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

N/A

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Sylvia Mendez Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	10.1%	9.71%	7.3%	39	40	27
Asian	3.1%	3.16%	0.81%	12	13	3
Filipino	%	%	0%			0
Hispanic/Latino	50.5%	52.91%	56.76%	195	218	210
Pacific Islander	%	0.24%	0%		1	0
White	29.3%	25.49%	28.38%	113	105	105
Multiple/No Response	7.0%	8.50%	6.76%	27	35	25
Total Enrollment				386	412	370

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 four years because of the pandemic. We have had an increase in enrollment and have had more newcomers join our school. 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 21 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 and will begin this summer, 2024. We need to continue to be thoughtful, intentional 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

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	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 four days a week for approximately 150 minutes a week (average 40 minutes four days a week), and are working for next year to provide increased interventions and resources to improve their experiences and outcomes.
3. We have received the report from the Center for Applied Linguistics about our TWI program model, and we will move forward on implementing some of the recommended shifts and 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	57	68	64	0	63	59	0	63	59	0.0	92.6	92.2
Grade 4	52	61	60	0	59	58	0	59	58	0.0	96.7	96.7
Grade 5	60	61	53	0	54	49	0	54	49	0.0	88.5	92.5
All Grades	169	190	177	0	176	166	0	176	166	0.0	92.6	93.8

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2434.		28.57	27.12		25.40	27.12		25.40	22.03		20.63	23.73
Grade 4		2516.	2517.		44.07	43.10		25.42	31.03		16.95	13.79		13.56	12.07
Grade 5		2537.	2544.		37.04	32.65		27.78	36.73		20.37	20.41		14.81	10.20
All Grades	N/A	N/A	N/A		36.36	34.34		26.14	31.33		21.02	18.67		16.48	15.66

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	20.34		57.14	59.32		14.29	20.34
Grade 4		28.81	32.76		66.10	63.79		5.08	3.45
Grade 5		27.78	32.65		59.26	59.18		12.96	8.16
All Grades		28.41	28.31		60.80	60.84		10.80	10.84

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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	13.56		66.13	55.93		22.58	30.51
Grade 4		33.90	29.31		52.54	63.79		13.56	6.90
Grade 5		29.63	32.65		50.00	59.18		20.37	8.16
All Grades		24.57	24.70		56.57	59.64		18.86	15.66

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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	11.86		72.58	72.88		6.45	15.25
Grade 4		20.34	18.97		71.19	79.31		8.47	1.72
Grade 5		16.67	20.41		68.52	65.31		14.81	14.29
All Grades		19.43	16.87		70.86	72.89		9.71	10.24

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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	18.64		65.08	72.88		15.87	8.47
Grade 4		18.64	25.86		76.27	65.52		5.08	8.62
Grade 5		24.07	22.45		62.96	65.31		12.96	12.24
All Grades		20.45	22.29		68.18	68.07		11.36	9.64

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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 67% of students exceeding or meeting grade level standards overall, almost 70% of students at or above standard in the area of research/inquiry, over 89% near/at/above benchmark on listening, 84% near/at/above benchmark for writing, and 89% near/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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	57	68	64	0	62	64	0	62	64	0.0	91.2	100.0
Grade 4	52	61	60	0	59	58	0	59	58	0.0	96.7	96.7
Grade 5	60	61	53	0	54	48	0	54	48	0.0	88.5	90.6
All Grades	169	190	177	0	175	170	0	175	170	0.0	92.1	96.0

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2450.		32.26	31.25		40.32	21.88		19.35	23.44		8.06	23.44
Grade 4		2517.	2513.		40.68	32.76		20.34	36.21		28.81	22.41		10.17	8.62
Grade 5		2527.	2534.		37.04	37.50		18.52	16.67		14.81	27.08		29.63	18.75
All Grades	N/A	N/A	N/A		36.57	33.53		26.86	25.29		21.14	24.12		15.43	17.06

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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	42.19		48.39	34.38		14.52	23.44
Grade 4		38.98	34.48		44.07	50.00		16.95	15.52
Grade 5		37.04	29.17		37.04	52.08		25.93	18.75
All Grades		37.71	35.88		43.43	44.71		18.86	19.41

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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	32.81		48.39	46.88		11.29	20.31
Grade 4		37.29	37.93		49.15	50.00		13.56	12.07
Grade 5		29.63	35.42		42.59	50.00		27.78	14.58
All Grades		36.00	35.29		46.86	48.82		17.14	15.88

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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	26.56		62.90	54.69		4.84	18.75
Grade 4		38.98	22.41		42.37	67.24		18.64	10.34
Grade 5		29.63	25.00		51.85	58.33		18.52	16.67
All Grades		33.71	24.71		52.57	60.00		13.71	15.29

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Conclusions based on this data:

- 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 58% of students exceeding or meeting grade level standards overall, 79% of students above standard or at/near in the area of math concepts and procedures, over 84% above or at/near benchmark on math problem solving and modeling/data analysis, 84% 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.
- There seems to be a decline and increase in different areas in performance throughout the grade levels with no significant pattern this year. 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

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

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	1455.6	1423.0	1432.0	1477.5	1376.8	1377.4	1404.6	12	25	22
1	1448.6	*	1421.9	1482.4	*	1461.9	1414.5	*	1381.3	13	8	21
2	*	1483.4	*	*	1511.5	*	*	1454.7	*	9	14	7
3	*	*	1490.5	*	*	1491.1	*	*	1489.5	8	7	13
4	*	*	*	*	*	*	*	*	*	4	5	7
5	*	*	*	*	*	*	*	*	*	6	6	*
All Grades										52	65	73

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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	45.45	8.33	36.00	22.73	50.00	44.00	13.64	25.00	12.00	18.18	12	25	22
1	7.69	*	19.05	38.46	*	23.81	38.46	*	28.57	15.38	*	28.57	13	*	21
2	*	21.43	*	*	50.00	*	*	21.43	*	*	7.14	*	*	14	*
3	*	*	23.08	*	*	30.77	*	*	23.08	*	*	23.08	*	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.31	16.92	27.40	36.54	30.77	26.03	30.77	36.92	19.18	15.38	15.38	27.40	52	65	73

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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	50.00	16.67	44.00	22.73	33.33	36.00	4.55	33.33	12.00	22.73	12	25	22
1	61.54	*	42.86	15.38	*	23.81	7.69	*	19.05	15.38	*	14.29	13	*	21
2	*	50.00	*	*	28.57	*	*	14.29	*	*	7.14	*	*	14	*
3	*	*	53.85	*	*	23.08	*	*	0.00	*	*	23.08	*	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.23	26.15	43.84	23.08	36.92	24.66	13.46	23.08	6.85	19.23	13.85	24.66	52	65	73

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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	0.00	8.33	24.00	50.00	50.00	48.00	36.36	33.33	28.00	13.64	12	25	22
1	0.00	*	0.00	23.08	*	33.33	23.08	*	0.00	53.85	*	66.67	13	*	21
2	*	0.00	*	*	28.57	*	*	42.86	*	*	28.57	*	*	14	*
3	*	*	15.38	*	*	15.38	*	*	30.77	*	*	38.46	*	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.69	3.08	4.11	25.00	23.08	32.88	36.54	36.92	21.92	30.77	36.92	41.10	52	65	73

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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	54.55	58.33	60.00	22.73	25.00	4.00	22.73	12	25	22
1	61.54	*	61.90	30.77	*	23.81	7.69	*	14.29	13	*	21
2	*	28.57	*	*	64.29	*	*	7.14	*	*	14	*
3	*	*	0.00	*	*	76.92	*	*	23.08	*	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.31	33.85	39.73	46.15	56.92	35.62	11.54	9.23	24.66	52	65	73

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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	40.91	41.67	64.00	36.36	41.67	28.00	22.73	12	25	22
1	30.77	*	38.10	53.85	*	42.86	15.38	*	19.05	13	*	21
2	*	78.57	*	*	14.29	*	*	7.14	*	*	14	*
3	*	*	61.54	*	*	23.08	*	*	15.38	*	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.10	35.38	45.21	35.29	41.54	30.14	19.61	23.08	24.66	51	65	73

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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	0.00	50.00	76.00	81.82	41.67	24.00	18.18	12	25	22
1	15.38	*	28.57	38.46	*	4.76	46.15	*	66.67	13	*	21
2	*	14.29	*	*	57.14	*	*	28.57	*	*	14	*
3	*	*	7.69	*	*	46.15	*	*	46.15	*	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.38	6.15	13.70	53.85	61.54	42.47	30.77	32.31	43.84	52	65	73

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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	36.36	50.00	36.00	59.09	41.67	32.00	4.55	12	25	22
1	0.00	*	0.00	46.15	*	57.14	53.85	*	42.86	13	*	21
2	*	0.00	*	*	57.14	*	*	42.86	*	*	14	*
3	*	*	30.77	*	*	38.46	*	*	30.77	*	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.80	18.46	17.81	52.94	46.15	52.05	37.25	35.38	30.14	51	65	73

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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

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
370	28.6	21.6	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	80	21.6
Foster Youth		
Homeless	5	1.4
Socioeconomically Disadvantaged	106	28.6
Students with Disabilities	33	8.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	7.3
Asian	3	0.8
Hispanic	210	56.8
Two or More Races	25	6.8
White	105	28.4

Conclusions based on this data:

- Our two largest student groups are our Latinx students, 56%, and our White students, 28%. Our Black/African American group is relatively small 7%, 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. 28% 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

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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	Chronic Absenteeism Yellow	Suspension Rate Blue
Mathematics Green		
English Learner Progress Green		

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 did make progress. This is an area we still want to focus on with the increase of newcomers and also 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 coming out of the 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

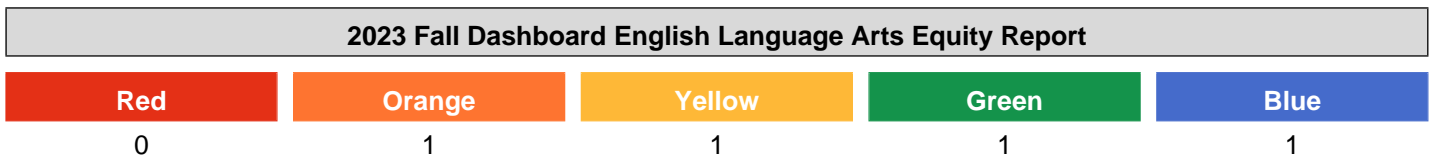
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green	 Orange	 No Performance Color
28.5 points above standard	33.1 points below standard	0 Students
Increased +9.1 points	Decreased -14.5 points	
167 Students	36 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Yellow	87.6 points below standard
2 Students	26.4 points below standard	Decreased -8.9 points
	Increased Significantly +29.2 points	22 Students
	46 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Green 11.5 points above standard Increased +6.5 points 96 Students	69.3 points above standard Increased Significantly +30.7 points 12 Students	 No Performance Color 0 Students	 Blue 68.6 points above standard Maintained +0.3 points 46 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
102.9 points below standard Increased +11.3 points 19 Students	23.9 points above standard Maintained +2.7 points 18 Students	49.4 points above standard Increased Significantly +31.9 points 93 Students

Conclusions based on this data:

- 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, as a whole, are meeting standards on these state assessments, due in great part to excellent teaching provided by teachers who often reflect students' cultural and ethnic backgrounds.
- 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 continue 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

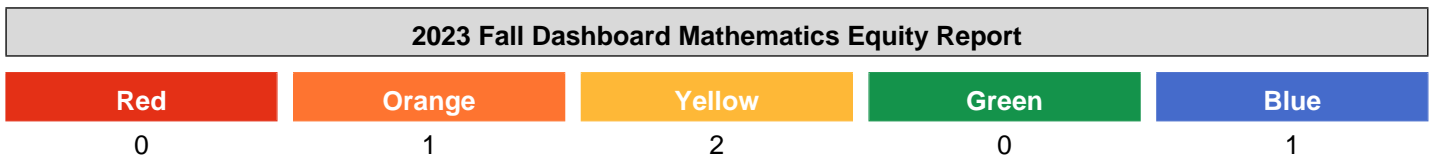
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Green 18.4 points above standard Increased +8.7 points 167 Students	English Learners Orange 44.4 points below standard Decreased Significantly -27 points 39 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged Yellow 46.4 points below standard Increased +11.4 points 49 Students	Students with Disabilities 74.9 points below standard Decreased -4.1 points 22 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.2 points below standard Maintained +2.3 points 98 Students	52.7 points above standard Increased Significantly +25.2 points 12 Students	 No Performance Color 0 Students	 Blue 56.5 points above standard Maintained -2.4 points 46 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
101.3 points below standard Decreased -3.5 points 22 Students	8.2 points above standard Decreased Significantly -19 points 18 Students	34.1 points above standard Increased Significantly +27.9 points 92 Students

Conclusions based on this data:

- 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, are at "yellow", with a score that is only 1.2 below standards on these state assessments, due in great part to excellent teaching provided by teachers who often reflect students' cultural and ethnic backgrounds.

School and Student Performance Data

Academic Performance English Learner Progress

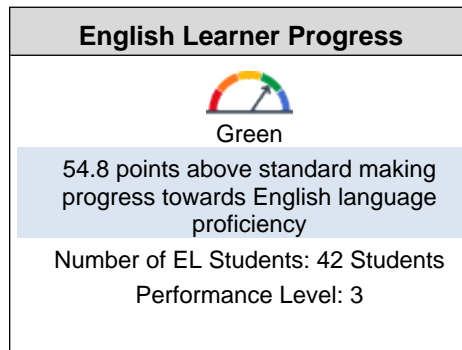
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 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.

2023 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
7	11	0	23

Conclusions based on this data:

- 54% of our ELs progressed at least one ELPI level over the last year at Sylvia Mendez. This is good news! Only 54.8% 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

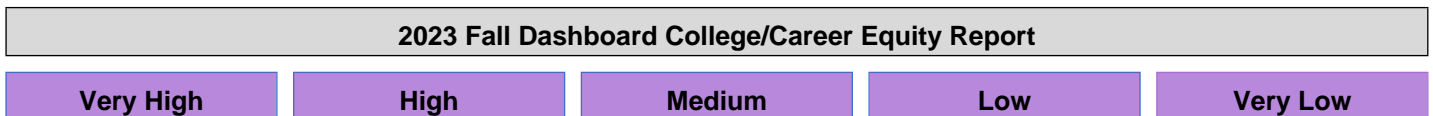
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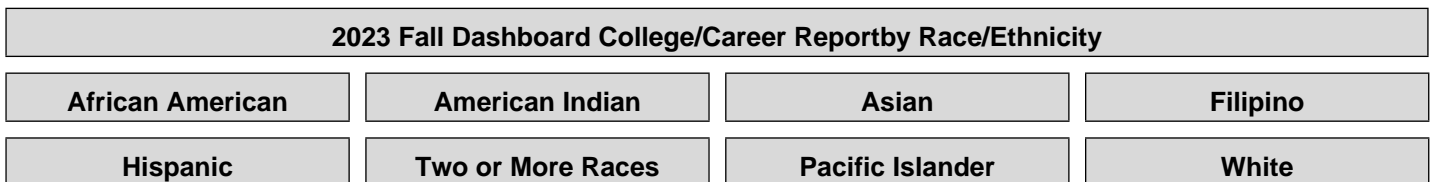
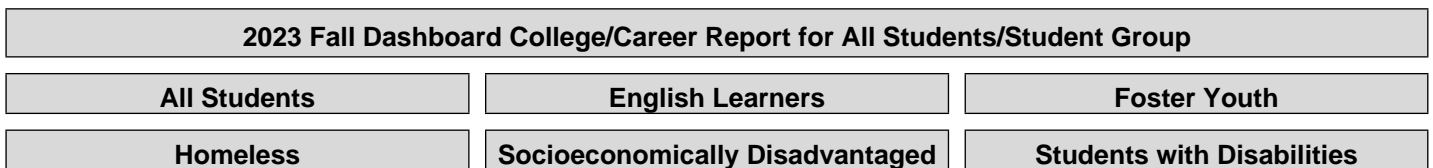
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Low Medium High Very High
Lowest Performance Highest Performance

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.



Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 17.3% Chronically Absent Declined -1.5 381 Students	English Learners Red 35.3% Chronically Absent Increased 2.8 85 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 9 Students	Socioeconomically Disadvantaged Orange 29.8% Chronically Absent Declined -1 121 Students	Students with Disabilities Red 30.6% Chronically Absent Increased 5.6 36 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>22.2% Chronically Absent</p> <p>Declined -14.4</p> <p>27 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>21.3% Chronically Absent</p> <p>Declined -1.7</p> <p>221 Students</p>	<p>11.5% Chronically Absent</p> <p>Increased 3</p> <p>26 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Orange</p> <p>9.6% Chronically Absent</p> <p>Increased 1.3</p> <p>104 Students</p>

Conclusions based on this data:

1. 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, 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

Academic Engagement Graduation Rate

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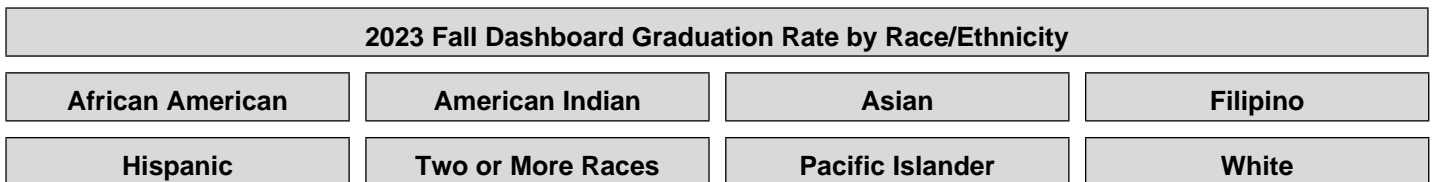
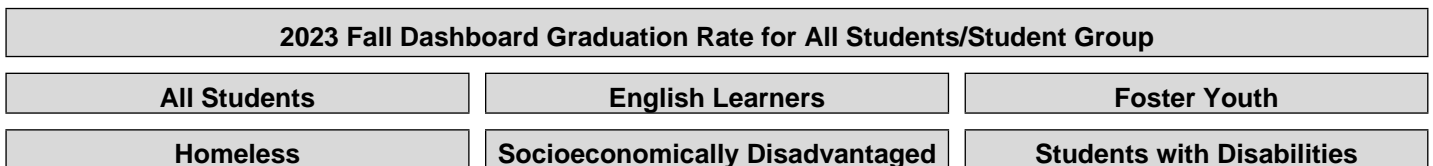
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

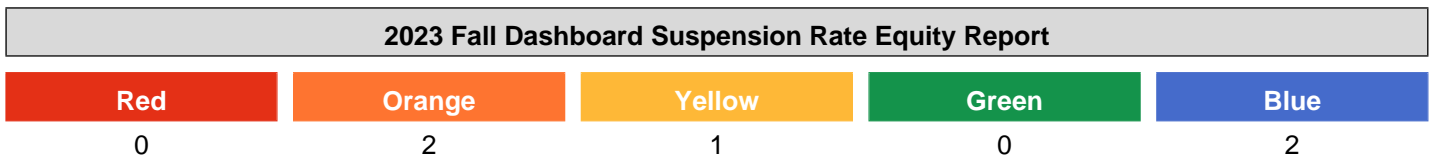
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Blue 0.3% suspended at least one day Maintained 0 381 Students	English Learners Orange 1.2% suspended at least one day Increased 1.2 85 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 9 Students	Socioeconomically Disadvantaged Yellow 0.8% suspended at least one day Increased 0.8 121 Students	Students with Disabilities Orange 2.8% suspended at least one day Increased 1 36 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Maintained 0 27 Students</p>	<p align="center"></p> <p>No Performance Color 0 Students</p>	<p>Less than 11 Students 2 Students</p>	<p>Less than 11 Students 1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p>Blue</p> <p>0.5% suspended at least one day</p> <p>Maintained 0 221 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 26 Students</p>	<p align="center"></p> <p>No Performance Color 0 Students</p>	<p align="center"></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 104 Students</p>

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 2.8% 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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

High Quality Instruction and Curriculum

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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 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, 59% of 3rd graders, 66% of 4th graders, and 80% of 5th graders are above grade level as of MOY assessment.

On the STAR Reading test in Spanish, 89% of 4th graders and 90% of 5th graders are above grade level (3rd do not take it in Spanish) as of MOY assessment.

In STAR Math, these are the percentages of students above grade level: 3rd: 79%, 4th: 86%, 5th: 90% 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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Math	As of middle of 23-24 SY year assessment: 3rd: 79%, 4th: 86%, 5th: 90%	increase % 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: 59% of 3rd graders, 66% of 4th graders, and 80% 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: 89% of 4th grade and 90% of 5th grade 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 2023	overall proficiency - 66%: 54% of 3rd graders , 74% of 4th graders, 69% of 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 2023	At or above grade level: overall 66%, Black/AA 20%, Latinx 58%, 2 or more races 100%, White 83%. At or above grade level proficiency: SpED 17%, EL 19%, Latinx EL 19%	increase proficiency in each subgroup by 7%
CAASP Math 2023	overall proficiency 59%. 53% of 3rd, 69% of 4th, 54% of 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
CAASP Math - subgroups 2023	At or above grade level proficiency: overall 59%, Black/AA 20%, Latinx 49%, 2 or more races 85%, White 83%. At or above grade level proficiency: SPED 17%, SED 34%, and EL & Latinx 20%.	increase students at grade level proficiency bt 7%
IDEL (DIBELS in Spanish)	Mid Year assessment Composite Score at proficiency: Kindergarten 68%, 1st grade 80%, 2nd graders 77%.	increase % at proficiency

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Action #1 To improve the literacy, mathematics achievement and language development of all students, especially subgroups performing below grade level:	All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control	4,393 BSEP Unallocated 9,000

	<p>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 (CORE, 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.</p> <p>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.</p> <p>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.</p> <p>Materials and Supplies - \$8,731 BSEP, \$2,004 Title I, and \$8,878 Other District Resources</p> <p>\$9,000 Carryover</p> <p>Unallocated reserve: \$4,393 BSEP</p>	<p>Accountability Plan (LCAP):</p> <p>English Language Learners (EL) 8,731 BSEP</p> <p>Socio-Economically Disadvantaged Students Foster-Youth African-American Students 2,004 Title I A - Basic Funding</p> <p>Hispanic or Latino Students 8,878</p> <p>Students with Disabilities 8,878</p> <p>Unhoused Students Other</p>	<p>BSEP Carryover</p> <p>8,731 BSEP</p> <p>2,004 Title I A - Basic Funding</p> <p>8,878 Other</p>
1.2	<p>Action #2: Literacy Support and Coaching</p> <p>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 2024-25 academic year.</p> <p>The FTE is .07 @ \$9,126 from BSEP, a .18 FTE @ \$23,466 from Title I, a .75 FTE from centrally funded BSEP.</p> <p>Four bilingual IAs (.4 FTE each/1.60 overall) will provide academic support to students in early grade classrooms. An FTE of 1.6 @ \$70,890. In addition, \$3,545 for unallocated reserve.</p>	<p>All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):</p> <p>English Language Learners (EL) 70,890 PTA</p> <p>Socio-Economically Disadvantaged Students Foster-Youth African-American Students 3,545 PTA</p> <p>Hispanic or Latino Students</p> <p>Students with Disabilities</p> <p>Unhoused Students</p>	<p>23,466 Title I A - Basic Funding</p> <p>9,126 BSEP</p> <p>70,890 PTA</p> <p>3,545 PTA</p>
1.3	<p>Action #3:</p> <p>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, Equity Lead Teacher, and an 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, EL students, and 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</p>	<p>All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):</p> <p>English Language Learners (EL)</p> <p>Socio-Economically Disadvantaged Students Foster-Youth African-American Students</p> <p>Hispanic or Latino Students</p>	<p>15,000 BSEP</p> <p>5,000 BSEP Carryover</p>

	<p>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, attend conferences, and review, and time to observe instruction together. \$15,000</p> <p>Professional Development (contracts, hourly, conferences) - \$5,000 Carryover</p>	<p>Students with Disabilities Unhoused Students</p>	
1.4	<p>Action #4: Collaboration and Support related to using assessments to inform and improve instructional practices.</p> <p>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.</p> <p>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.</p> <p>3. Professional development opportunities will be provided for teachers in literacy, math and Spanish and English language development.</p> <p>Carryover \$5,000 (subs teacher collaboration)</p>	<p>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</p>	<p>5,000 BSEP Carryover</p>
1.5	<p>Action #5: To support AA student success at Sylvia Mendez as a TWI program</p> <p>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</p> <p>b) Provide academic break learning toolkits to Mendez African American students that support families in working with their students in Spanish and in English.</p>	<p>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</p>	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This year we focused on the English Learner Progress Indicator (ELPI) by analyzing data and implementing best teaching strategies with new curriculum/one year old curriculum. We implemented Language Lab School Wide and focused on teaching by ELD and Spanish LD levels by grade levels. We increased the number of students at Proficiency Level. This year we also had ELD Professional Development for site leaders and teachers. Lastly, we were able to monitor our students who were in the RFEP category.

In addition to focusing on ELD for ELLs we focused on Literacy for all of our students, in English and in Spanish. Teachers received PD for literacy and best Tier I teaching strategies. We received training on our Literacy curriculum (CORE, Orton Gillingham, Heggerty, Esperanza, Canciones y Cuentos, and Estrellita).

Lastly, we monitored and assessed students in all areas to measure progress by grade level. We also analyzed data by sub. groups (race, ethnic groups, SED, etc.)

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

The major differences between the intended implementation and budgeted expenditures to implement the strategies and activities to meet the articulated goals is not enough funding to provide intervention, professional development for all staff, and not enough time to receive training.

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.

More coaching will be implemented in the classrooms and more time will be provided to analyze data to be able to provide intentional intervention.

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Cultural and Linguistic Responsiveness

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Throughout the year and during each RTI cycle, our RTI team evaluate students and gather data in order to identify students who are 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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
IDEL - assessment + students selected for RTI	<p>% of students identified for RTI who are below grade level proficiency:</p> <p>Mid Year assessment: Composite Score for IDEL at proficiency or above: Kindergarten: 67%, 1st Grade: 79%, 2nd Grade: 76%</p> <p>For our subgroups: Kindergarten: 100% AA, 59% Latinx, 81% White, 30% ELs 1st Grade: 80% AA, 74% Latinx, 94% White, 53% ELs 2nd Grade: 20% AA, 75% Latinx, 92% White, 46% ELs</p> <p>Word Fluency (FEP) - at proficiency: K - 89%, 1st - 76%, 2nd - 76% Kindergarten: 66% AA, 100% Latinx, 92% White, 100% ELs 1st Grade: 60% AA, 71% Latinx, 94% White, 53% ELs 2nd Grade: 50% AA, 72% Latinx, 84% White, 40% ELs</p>	increase % of students at grade level proficiency and demonstrated accelerated growth
STAR Reading	<p>MOY assessment at proficiency or above:</p> <p>3rd Grade - 58% overall: 50% AA, 45% Latinx, 71% White 4th Grade - 66% overall: 0% AA, 63% Latinx, 86% White 5th Grade - 80% overall: 0% AA, 75% Latinx, 80% White</p>	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
STAR Reading in Spanish - 4th grade	<p>MOY assessment - at proficiency 79% overall: 0% AA, 84% Latinx, 86% White, 80% ELs</p>	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	<p>MOY assessment - at proficiency 3rd Grade - 79% overall: 66% AA, 70% Latinx, 92% White, 28% ELs 4th Grade: 86% overall: 75% AA, 81% Latinx, 100% White, 50% ELs</p>	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	<p>MOY assessment - at proficiency: 84% overall, 0% AA, 50% Latinx, 54% White, 60% ELs</p>	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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

<p>2.1</p>	<p>Action #1 To provide specific intervention for students below grade level in literacy or math and supplemental support for all students:</p> <p>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. \$5,000 Carryover (Certificated Hourly)</p> <p>2. One 0.70 RTI teacher will provide intervention to students who need additional support in literacy or English language development from K - 5th grade. 0.60 FTE funded by District LCAP and 0.10 FTE funded by Centrally funded BSEP.</p> <p>3. Two RTI math teachers on special assignment will provide intervention to students who need additional support K - 2nd and 3rd - 5th. Math teachers 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 2024-2025 academic year: RTI Math TSA for K-2nd - 0.30 FTE (0.10 FTE from BSEP - \$15,221 and 0.20 FTE from Centrally funded BSEP) Rtl Math TSA for 3rd-5th - 0.40 FTE (0.22 FTE from BSEP - \$30,451 and 0.18 FTE from Title I - \$24,914)</p> <p>4. One 1.0 ELD 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.</p> <p>5. Certificated staff will provide extended day after school intervention for students who need additional support \$3,841 District Title IV allocation</p> <p>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</p>	<p>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</p>	<p>15,221 BSEP</p> <p>30,451 BSEP</p> <p>24,914 Title I A - Basic Funding</p> <p>3,841 District Allocation</p> <p>Title IV 25,000 BSEP</p> <p>2,419 Title I A - Basic Funding</p> <p>5,000 BSEP Carryover</p>
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	<p>providing interventions to African American and English Learner students to support language development and transfer. \$25,000 BSEP</p> <p>Title 1 Unallocated Reserve: \$2,419</p>		
2.2	<p>Action #2: All ELs will demonstrate measurable growth on the English Learning Proficiency Assessment of California (ELPAC).</p> <p>Curriculum and Instruction</p> <p>1. An English Language Development (ELD) teacher will create a schedule for Language Lab and also teach small groups of EL students during the day in addition to providing planning support for classroom teachers: 1.0 FTE district allocation.</p> <p>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 35 minutes per day, four days a week. This will take place during a Language Lab block.</p> <p>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.</p> <p>Support and Assessment</p> <p>1. All teachers will analyze Initial and Summative ELPAC scores during PLCs with the support of the ELD Teacher and Principal to determine students instructional needs and plan for instruction.</p> <p>2. The site ELD teacher, District ELD teacher, TWI Teacher (0.6 FTE centrally funded by BSEP), 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.</p>	<p>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</p>	
2.3	<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL)</p>	

	<p>specifically geared to African American students</p> <ul style="list-style-type: none"> • Create a targeted outreach plan for Mendez African American students for school year academic intervention geared toward African American students 	<p>Socio-Economically Disadvantaged Students Foster-Youth African-American Students Hispanic or Latino Students Students with Disabilities Unhoused Students</p>	
2.4	<p>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:</p> <ol style="list-style-type: none"> 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 3. Sponsor family engagement sessions as a way to educate families on school climate and culture and strategies for supporting their student at home <p>\$718 Title 1 Parent</p>	<p>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</p>	<p>718 Title I A - Parent Involvement</p>
2.5	<p>Action #5: Advisory Area</p> <ol style="list-style-type: none"> 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. School Site Council will analyze student data and give feedback in literacy, math, English Language development and behavior 7. Sylvia Mendez School Site Council will adhere to district recommendations for the sections on annual measurable outcomes 	<p>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</p>	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This 2023-2024 school year we implemented the strategies and activities that were planned in this goal with Rtl for Literacy and Math. In addition, the implementation of ELD through our school wide Language Lab was put in place in October. We also met with our different parent groups to share data, provide workshops, and receive feedback on our strategies and activities in the different areas.

We were able to meet with our African American parent group and hear about their needs and we were able to meet them based on their suggestions.

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

The major differences between the intended implementation and budgeted expenditures to implement the strategies/activities to meet the articulated goals was not enough FTE to meet all of the needs of our students for every cycle. The data showed there was a higher need for Rtl Tier II and Tier III, but not enough personnel/staffing to meet all of the needs of our students who were below grade level. In addition, we did not have a full time Math Rtl staff member as we had to share our math Rtl staff with a classroom that did not have a permanent teacher.

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.

Changes to this goal is to move TSA positions to best meet the needs of our students and needs. We will have full time Rtl staff for literacy and assigned grade levels for math.

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe, Welcoming and Inclusive School Climate

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

PBIS goals

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Uh Ohs and Behavioral Referrals	Many of "discipline" type issues happen during recess, 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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Action # 1</p> <p>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.</p> <p>Instruction and Enrichment</p> <p>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. A 0.12 FTE</p>	<p>All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):</p> <p>English Language Learners (EL)</p> <p>Socio-Economically Disadvantaged Students</p> <p>Foster-Youth</p>	<p>15,087 BSEP</p> <p>10,000 Other</p> <p>5800 Contracted Services (inc software subscriptions Prop 28)</p>

	<p>funded by BSEP (\$15,087) and 0.88 FTE is funded by other district allocation.</p> <p>2. Farm and Garden will be offered on a every other week basis to each classroom by a 0.73 FTE Farm and Garden teacher. - The 0.73 FTE is funded by the district allocation.</p> <p>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.</p> <p>4. Students in Grades 1-5 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 TK and 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.</p> <p>\$10,000 Contract for TK & Kindergarten</p>	<p>African-American Students</p> <p>Hispanic or Latino Students</p> <p>Students with Disabilities</p> <p>Unhoused Students</p>	
3.2	<p>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, SEL Committee</p> <p>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. This is funded by the district.</p> <p>2. An additional 0.3 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 5th graders that provides opportunities for upper grade students to lead games for their younger and grade level peers. \$17,981 BSEP.</p> <p>3. 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. \$2,000 BSEP</p>	<p>All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):</p> <p>English Language Learners (EL)</p> <p>Socio-Economically Disadvantaged Students</p> <p>Foster-Youth</p> <p>African-American Students</p> <p>Hispanic or Latino Students</p> <p>Students with Disabilities</p> <p>Unhoused Students</p>	<p>17,981 BSEP</p> <p>2,000 BSEP</p>
3.3	<p>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.</p>	<p>All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control</p>	

	<p>Leadership Teams and Coordination of Services Team (COS)</p> <p>School Plan for Student Achievement (SPSA)</p> <p>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.</p> <p>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.</p> <p>3. Whole school and/or classroom behavior expectations will be posted, explicitly taught, reviewed, and recognized. Staff will implement the use of a behavior plan and/or the "Uh Oh" referral to track minor student behaviors that require some type of response. Office referrals will be used for more serious issues.</p> <p>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. Behavior plans by grade level and/or 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.</p>	<p>Accountability Plan (LCAP):</p> <p>English Language Learners (EL)</p> <p>Socio-Economically Disadvantaged Students</p> <p>Foster-Youth</p> <p>African-American Students</p> <p>Hispanic or Latino Students</p> <p>Students with Disabilities</p> <p>Unhoused Students</p>	
<p>3.4</p>	<p>Action #4:</p> <p>To support African American/Black students and families and ensure that they feel fully welcomed and included within our school</p> <p>1. Identify one to three Mendez families to invite to participate on the BUSD African American Success Advisory Committee</p> <p>2. Sponsor Mendez family engagement evenings specifically targeted to African American families to encourage participation in school wide and district committees (PCAD at Sylvia Mendez and other district committees)</p>	<p>All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):</p> <p>English Language Learners (EL)</p> <p>Socio-Economically Disadvantaged Students</p> <p>Foster-Youth</p> <p>African-American Students</p> <p>Hispanic or Latino Students</p> <p>Students with Disabilities</p> <p>Unhoused Students</p>	
<p>3.5</p>	<p>Action #5:</p>	<p>All Kindergarten through fifth grade students with</p>	

	<p>Continue to prioritize the value of ongoing written and oral communication between Sylvia Mendez staff and parents:</p> <ol style="list-style-type: none"> 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. 	<p>a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):</p> <p>English Language Learners (EL) Socio-Economically Disadvantaged Students Foster-Youth African-American Students Hispanic or Latino Students Students with Disabilities Unhoused Students</p>	
3.6	<p>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:</p> <ol style="list-style-type: none"> 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 	<p>All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):</p> <p>English Language Learners (EL) Socio-Economically Disadvantaged Students Foster-Youth African-American Students Hispanic or Latino Students Students with Disabilities Unhoused Students</p>	
3.7	<p>Action #7: Provide Puberty Ed. to our 5th grade classes by contracting with vendor who has curriculum/program. Contract for the program - \$5,620 from BSEP</p>		5,620 BSEP

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All actions and strategies were implemented in 3.1 for enrichment this school year. Action 2 for our site counselor and PBIS support with our campus aid was implemented as well. We also meet for Leadership Teams and Coordination of Services Team (COS) where we created our School Plan for Student Achievement (SPSA) . The Coordination of Services Team (COS) team 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 collaborated with classroom

teachers to schedule Student Study Team meetings with teachers and families to discuss specific students academic and behavioral needs.

Our PBIS/SEL Committee did 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.

Parents did receive weekly school updates and at least monthly, if not weekly, school site and classroom newsletters.

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

For section 3.3 we did have a difference between the intended implementation of the following...

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

This year we did not implement our School-wide Positive Behavior Interventions and Support (PBIS) that was consistent for every grade level. The school's classroom rules, procedures, and behavior management policies were practiced, but not on a consistent basis. We did have a classroom behavior expectation that was posted, explicitly taught, reviewed, and recognized by grade level, but not consistent throughout every grade. We did not implement the use of a behavior plan and/or the "Uh Oh" referral to track minor student behaviors that require some type of response consistently.

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.

Changes to this goal are contracting a vendor for staff training and support for outdoor SEL during recess to switching it to the needs of our fifth grade level to contract with a vendor to provide puberty ed. These changes can be found in this SPSA 3.7.

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Assess Student Progress With Local and State Measures

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We have identified a need to use Lectura, STAR, ELPAC, and RTI cycle data 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 COS, Leadership team, and whole staff 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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	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 teachers and COS to review and analyze CA Dashboard and Educlimber data.	All	

4.2	<p>Program Evaluation Support:</p> <p>On-going meetings with Leadership Team and COS to review data.</p> <p>Utilize Educlimber to track and monitor student progress.</p> <p>Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions.</p>	All	0
4.3	<p>System of Local Assessments:</p> <p>Complete district assessments within the assessment window.</p> <p>Utilize benchmark and program monitoring data to assess student need for interventions.</p> <p>Share student assessment data through family communications.</p>	All	0

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The site evaluated the previous year's SPSA in collaboration with our site SSC. This supported the development of the 2024-2025 SPSA. District assessments and program evaluation was an ongoing process that also supported the development of the 2024-2025 SPSA.

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

No major differences.

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.

This will continue to be a priority for Sylvia Mendez.

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Decreasing Chronic Absentee, Suspension Rates, and Increase Access To School

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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 district to reduce barriers to access to school and increase students' academic performance.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students who experience homelessness who meet/exceed CAASPP standards in the district	ELA - 20.20% Math - 10.28%	ELA - 35% Math - 30%
Chronic Absentee Rate (CDE Dataquest)	17.3%	12%
Suspension Rate (CDE Dataquest)	0.3%	2%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Supports for Students Experiencing Homelessness: Collaborate with the district to provide direct services and support to our McKinney-Vento students.	Students Experiencing Homelessness	0
5.2	Family Engagement - Office of Family Engagement and Equity (OFEE):	Students Experiencing Homelessness	0

	<p>Site Staff to provide support in three main focal areas:</p> <ol style="list-style-type: none"> 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 		
5.3	<p>Intervention Services for Students Experiencing Homelessness:</p> <p>Work with the district to identify students at risk due to chronic absenteeism.</p> <p>Provide incentives to promote attendance (from the district level - ex. sweaters, backpacks, etc.)</p> <p>On going review of chronic absenteeism data.</p> <p>Work with the district to support the needs of students experiencing homelessness.</p> <p>Work with staff to ensure families are connected to the site and available resources.</p>	Students Experiencing Homelessness	0

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall the actions in this goal need to be prioritized.

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

No major differences.

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.

Reaching out earlier to families, especially those that we know have attendance issues.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$NA
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$323,285.00
Total Federal Funds Provided to the School from the LEA for CSI	\$NA

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

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	\$148,610.00
BSEP Carryover	\$24,000.00
District Allocation	\$3,841.00
Other	\$18,878.00
PTA	\$74,435.00
Title I A - Basic Funding	\$52,803.00
Title I A - Parent Involvement	\$718.00

Subtotal of state or local funds included for this school: \$323,285.00

Total of federal, state, and/or local funds for this school: \$323,285.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00
BSEP	148,610.00
BSEP Carryover	24,000.00
District Allocation	3,841.00
Other	18,878.00
PTA	74,435.00
Title I A - Basic Funding	52,803.00
Title I A - Parent Involvement	718.00

Expenditures by Budget Reference

Budget Reference	Amount
	302,665.00
5800 Contracted Services (inc software subscriptions)	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	BSEP	148,610.00
	BSEP Carryover	24,000.00
	District Allocation	3,841.00
	Other	8,878.00
5800 Contracted Services (inc software subscriptions)	Other	10,000.00
	PTA	74,435.00
	Title I A - Basic Funding	52,803.00

Title I A - Parent Involvement

718.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	165,033.00
Goal 2	107,564.00
Goal 3	50,688.00
Goal 4	0.00
Goal 5	0.00

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
Maria Carriedo	Principal
Emily Blossom	Classroom Teacher
Liliana Aguas	Other School Staff
David Canfield	Other School Staff
Gaddy Barbero-Reyes	Other School Staff
Carrie Rybczynski	Parent or Community Member
Aaron Sachowitz	Parent or Community Member
Abel Salas	Parent or Community Member
Erin Egan	Parent or Community Member
Lonisha Duchine	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 April 24, 2024.

Attested:



Principal, Maria Carriedo on April 25, 2024



SSC Chairperson, Carrie Rybczynski on May 16, 2024

Kathy Fleming
Director of Local Resources



6-4-24

Signature

Date

Jill Hoogendyk
Associate Superintendent, Educational Services



6-6-24

Signature

Date

