School Year: **2026-27**

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 SSC	01-61143-6090278	May 18, 2026	June 17, 2026

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 SSC 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 SSC 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 SSC 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 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, and assessment.

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. Our Family Engagement Specialist works with our families to address attendance and educational support.

Key Barriers:

- 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 literacy and math intervention & coaching to teachers in Spanish and English

*Limited funding to pay for a full time Family Engagement Specialist to work with our families and school to work together to best support our students

- 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
- 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

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.

N/A

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 SSC. 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.26%	0.26%	0.27%	1	1	1
African American	6.99%	7.65%	7.77%	27	29	29
Asian	0.26%	%	%	1		
Filipino	%	%	0.27%			1
Hispanic/Latino	60.88%	60.69%	61.66%	235	230	230
White	24.09%	23.48%	22.52%	93	89	84
Multiple/No Response	7.51%	7.92%	7.51%	29	30	28
			Total Enrollment	386	379	373

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		17	21
Kindergarten	65	64	62
Grade 1	67	66	60
Grade 2	62	65	64
Grade3	51	57	62
Grade 4	63	48	58
Grade 5	59	62	46
Total Enrollment	386	379	373

Conclusions based on this data:

1. There has been fluctuating enrollment at our school in the last three years because of the modernization project and families moving. We will continue to work to promote our school and our TWI model to ensure consistent and steady enrollment.
2. Some families moved from the city, making it difficult to continue to attend our school. In addition, 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, reading and math intervention, and within designated ELD time.

3. The Modernization project for Sylvia Mendez is in the final stage and it is exciting. We began construction two summers ago, 2024, and will be completed it this summer, 2026. 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 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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	88	83	81	21.6%	22.8%	21.7%
Fluent English Proficient (FEP)	86	79	79	21.4%	22.3%	21.2%

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 implemented our Language Lab to provide specific time for ELD and SLD for our students at a dedicated and set time four days a week with specific ELD teachers.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	64	51	57	59	46	52	59	44	52	92.2	90.2	91.2
Grade 4	60	65	47	58	57	45	58	57	45	96.7	87.7	95.7
Grade 5	53	60	61	49	54	60	49	54	60	92.5	90	98.4
All Grades	177	176	165	166	157	157	166	155	157	93.8	89.2	95.2

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2434.	2457.	2445.	27.12	36.36	30.77	27.12	22.73	28.85	22.03	22.73	23.08	23.73	18.18	17.31
Grade 4	2517.	2502.	2496.	43.10	43.86	35.56	31.03	24.56	33.33	13.79	10.53	6.67	12.07	21.05	24.44
Grade 5	2544.	2550.	2542.	32.65	42.59	41.67	36.73	25.93	23.33	20.41	16.67	20.00	10.20	14.81	15.00
All Grades	N/A	N/A	N/A	34.34	41.29	36.31	31.33	24.52	28.03	18.67	16.13	17.20	15.66	18.06	18.47

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	20.34	25.00	23.08	59.32	65.91	61.54	20.34	9.09	15.38
Grade 4	32.76	35.09	26.67	63.79	54.39	57.78	3.45	10.53	15.56
Grade 5	32.65	33.33	38.33	59.18	53.70	50.00	8.16	12.96	11.67
All Grades	28.31	31.61	29.94	60.84	57.42	56.05	10.84	10.97	14.01

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.56	27.27	15.38	55.93	54.55	65.38	30.51	18.18	19.23
Grade 4	29.31	24.56	20.00	63.79	57.89	71.11	6.90	17.54	8.89
Grade 5	32.65	37.04	38.33	59.18	50.00	50.00	8.16	12.96	11.67
All Grades	24.70	29.68	25.48	59.64	54.19	61.15	15.66	16.13	13.38

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.86	22.73	23.08	72.88	68.18	63.46	15.25	9.09	13.46
Grade 4	18.97	17.54	15.56	79.31	73.68	64.44	1.72	8.77	20.00
Grade 5	20.41	25.93	20.00	65.31	66.67	71.67	14.29	7.41	8.33
All Grades	16.87	21.94	19.75	72.89	69.68	66.88	10.24	8.39	13.38

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18.64	25.00	19.23	72.88	61.36	65.38	8.47	13.64	15.38
Grade 4	25.86	24.56	24.44	65.52	63.16	68.89	8.62	12.28	6.67
Grade 5	22.45	24.07	23.33	65.31	70.37	65.00	12.24	5.56	11.67
All Grades	22.29	24.52	22.29	68.07	65.16	66.24	9.64	10.32	11.46

Conclusions based on this data:

1. As always with data, there are many celebration points as well as areas for inquiry and growth. We have 64% of students exceeding or meeting grade level standards overall, almost 88% of students near/at/above benchmark in the area of research/inquiry, over 86% near/at/above benchmark on listening, 86% near/at/above benchmark for writing, and 86% 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	64	51	57	64	46	52	64	46	52	100.0	90.2	91.2
Grade 4	60	65	47	58	57	45	58	57	45	96.7	87.7	95.7
Grade 5	53	60	61	48	54	60	48	54	60	90.6	90	98.4
All Grades	177	176	165	170	157	157	170	157	157	96.0	89.2	95.2

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2450.	2471.	2438.	31.25	34.78	25.00	21.88	41.30	30.77	23.44	8.70	17.31	23.44	15.22	26.92
Grade 4	2513.	2498.	2496.	32.76	35.09	33.33	36.21	26.32	28.89	22.41	17.54	20.00	8.62	21.05	17.78
Grade 5	2534.	2553.	2530.	37.50	44.44	31.67	16.67	18.52	18.33	27.08	24.07	28.33	18.75	12.96	21.67
Grade 11															
All Grades	N/A	N/A	N/A	33.53	38.22	29.94	25.29	28.03	25.48	24.12	17.20	22.29	17.06	16.56	22.29

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	42.19	42.22	30.77	34.38	51.11	46.15	23.44	6.67	23.08
Grade 4	34.48	36.84	28.89	50.00	38.60	48.89	15.52	24.56	22.22
Grade 5	29.17	40.74	36.67	52.08	44.44	36.67	18.75	14.81	26.67
Grade 11									
All Grades	35.88	39.74	32.48	44.71	44.23	43.31	19.41	16.03	24.20

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	32.81	32.61	30.77	46.88	50.00	51.92	20.31	17.39	17.31
Grade 4	37.93	35.09	35.56	50.00	50.88	51.11	12.07	14.04	13.33
Grade 5	35.42	33.33	20.00	50.00	55.56	55.00	14.58	11.11	25.00
All Grades	35.29	33.76	28.03	48.82	52.23	52.87	15.88	14.01	19.11

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	26.56	32.61	26.92	54.69	56.52	57.69	18.75	10.87	15.38
Grade 4	22.41	36.84	31.11	67.24	42.11	51.11	10.34	21.05	17.78
Grade 5	25.00	29.63	26.67	58.33	62.96	55.00	16.67	7.41	18.33
All Grades	24.71	33.12	28.03	60.00	53.50	54.78	15.29	13.38	17.20

Conclusions based on this data:

1. As always with data, there are many celebration points as well as areas for inquiry and growth. We have 55% of students exceeding or meeting grade level standards overall, 75% of students above standard or at/near in the area of math concepts and procedures, over 81% above or at/near benchmark on math problem solving and modeling/data analysis, 82% above or at/near benchmark for communicating reasoning. We have much to celebrate and be excited about in this data, especially because it shows that our TWI model is highly successful, especially because students at ALL grades at Sylvia Mendez learn math in Spanish, and are then able to apply it in a standards-based assessment taken in English.
2. There seems to be a decline 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) 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1455.6	1393.2	1429.4	1477.5	1413.0	1446.4	1404.6	1347.0	1389.6	22	18	15
1	1421.9	1432.1	1406.4	1461.9	1475.4	1425.5	1381.3	1388.3	1386.9	21	14	14
2	*	1423.3	1477.4	*	1448.0	1509.8	*	1398.3	1444.5	7	16	16
3	1490.5	*	1452.3	1491.1	*	1467.6	1489.5	*	1436.4	13	8	16
4	*	1480.4	*	*	1482.3	*	*	1477.9	*	7	11	7
5	*	*	*	*	*	*	*	*	*	*	7	8
All Grades										73	74	76

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	45.45	16.67	20.00	22.73	22.22	33.33	13.64	38.89	33.33	18.18	22.22	13.33	22	18	15
1	19.05	0.00	7.14	23.81	28.57	14.29	28.57	50.00	28.57	28.57	21.43	50.00	21	14	14
2	*	0.00	12.50	*	43.75	50.00	*	25.00	12.50	*	31.25	25.00	*	16	16
3	23.08	*	0.00	30.77	*	50.00	23.08	*	18.75	23.08	*	31.25	13	*	16
4	*	18.18	*	*	27.27	*	*	18.18	*	*	36.36	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.40	9.46	13.16	26.03	25.68	34.21	19.18	31.08	23.68	27.40	33.78	28.95	73	74	76

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	50.00	22.22	40.00	22.73	27.78	20.00	4.55	27.78	26.67	22.73	22.22	13.33	22	18	15
1	42.86	42.86	21.43	23.81	42.86	21.43	19.05	7.14	21.43	14.29	7.14	35.71	21	14	14
2	*	37.50	50.00	*	37.50	25.00	*	6.25	18.75	*	18.75	6.25	*	16	16
3	53.85	*	37.50	23.08	*	31.25	0.00	*	6.25	23.08	*	25.00	13	*	16
4	*	45.45	*	*	9.09	*	*	18.18	*	*	27.27	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	43.84	32.43	38.16	24.66	28.38	26.32	6.85	13.51	18.42	24.66	25.68	17.11	73	74	76

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		0.00	0.00		16.67	40.00		44.44	40.00		38.89	20.00		18	15
1		0.00	7.14		7.14	0.00		21.43	14.29		71.43	78.57		14	14
2		0.00	6.25		25.00	12.50		18.75	37.50		56.25	43.75		16	16
3		*	0.00		*	6.25		*	50.00		*	43.75		*	16
4		0.00	*		9.09	*		54.55	*		36.36	*		11	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	4.11	1.35	5.26	32.88	14.86	14.47	21.92	31.08	35.53	41.10	52.70	44.74	73	74	76

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	54.55	22.22	26.67	22.73	61.11	60.00	22.73	16.67	13.33	22	18	15
1	61.90	64.29	21.43	23.81	28.57	57.14	14.29	7.14	21.43	21	14	14
2	*	37.50	56.25	*	43.75	25.00	*	18.75	18.75	*	16	16
3	0.00	*	12.50	76.92	*	56.25	23.08	*	31.25	13	*	16
4	*	36.36	*	*	36.36	*	*	27.27	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	39.73	33.78	27.63	35.62	45.95	52.63	24.66	20.27	19.74	73	74	76

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	40.91	22.22	26.67	36.36	50.00	46.67	22.73	27.78	26.67	22	18	15
1	38.10	7.14	21.43	42.86	85.71	42.86	19.05	7.14	35.71	21	14	14
2	*	43.75	50.00	*	37.50	37.50	*	18.75	12.50	*	16	16
3	61.54	*	56.25	23.08	*	18.75	15.38	*	25.00	13	*	16
4	*	45.45	*	*	18.18	*	*	36.36	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.21	28.38	40.79	30.14	43.24	38.16	24.66	28.38	21.05	73	74	76

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	0.00	0.00	81.82	55.56	80.00	18.18	44.44	20.00	22	18	15
1	28.57	0.00	7.14	4.76	28.57	21.43	66.67	71.43	71.43	21	14	14
2	*	0.00	6.25	*	43.75	50.00	*	56.25	43.75	*	16	16
3	7.69	*	0.00	46.15	*	43.75	46.15	*	56.25	13	*	16
4	*	0.00	*	*	54.55	*	*	45.45	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.70	1.35	6.58	42.47	40.54	47.37	43.84	58.11	46.05	73	74	76

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	36.36	5.56	26.67	59.09	55.56	53.33	4.55	38.89	20.00	22	18	15
1	0.00	0.00	0.00	57.14	57.14	21.43	42.86	42.86	78.57	21	14	14
2	*	0.00	12.50	*	56.25	31.25	*	43.75	56.25	*	16	16
3	30.77	*	0.00	38.46	*	56.25	30.77	*	43.75	13	*	16
4	*	9.09	*	*	45.45	*	*	45.45	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.81	6.76	7.89	52.05	50.00	46.05	30.14	43.24	46.05	73	74	76

Conclusions based on this data:

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

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
379	**28%**	**21.9%**	**0.0%**
Total Number of Students enrolled in Sylvia Mendez Elementary School SSC.	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.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	83	21.9%
Foster Youth	0	0.0%
Homeless	9	2.4%
Socioeconomically Disadvantaged	106	28%
Students with Disabilities	26	6.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	29	7.7%
American Indian	1	0.3%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	230	60.7%
Two or More Races	30	7.9%
Pacific Islander	0	0.0%
White	89	23.5%

Conclusions based on this data:

1. Our two largest student groups are our Latinx students, 60.7%, and our White students, 23.5%. 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, English Language Learners, and our newcomer students in particular deserve our attention, as students and families that may experience stigma, discrimination or isolation within our TWI model based on their small numbers combined with larger systemic forces of racism and cultural difference.

3. 30.4% 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 me make decisions and plan events.

School and Student Performance Data

Overall Performance

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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
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2025 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 Yellow		

Conclusions based on this data:

1. We have lots of fantastic and promising data in regards to both ELA , Math, and Conditions & Climates! 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. We continue to focus on our English Learners so they can make steady progress. This is an area we still want to focus on 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 still a concern and will continue to work with our families regarding absenteeism and supports we can put in place.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 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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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
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	2	0	1	1

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Orange	
27.1 points above standard	74.8 points below standard	
Increased 3.6 points	Increased 26.1 points	
156 Students	45 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	53.4 points below standard
	5 Students	Maintained 1.1 points
		53 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
97.6 points below standard	47.4 points below standard	0 Students
Increased 20.9 points	Increased 22.1 points	
18 Students	14 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
0 Students	0 Students	1.2 points below standard
		Increased 4.9 points
		89 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
77.2 points above standard	0 Students	79.4 points above standard
Maintained -1.7 points		Increased 16.2 points
15 Students		40 Students

Conclusions based on this data:

1. The positive news is that overall ALL of our students as a whole maintained or increased points on these state assessments, due in great part to excellent teaching provided by teachers who often reflect students' cultural and ethnic backgrounds.
2. There are gaps between White students, who despite coming in often speaking no Spanish are performing very well on these assessments. However, our English Learners are in the orange. The two sub groups who are in the orange are 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.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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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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

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	2	0

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Yellow	
5.1 points above standard	85.2 points below standard	
Increased 3.2 points	Increased 53.3 points	
156 Students	46 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	57.4 points below standard
	5 Students	Maintained 1.4 points
		54 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
92.4 points below standard	68.4 points below standard	0 Students
Declined 27.8 points	Declined 14.4 points	
18 Students	14 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
0 Students	0 Students	24.1 points below standard
		Increased 18 points
		90 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
70.5 points above standard	0 Students	45.5 points above standard
Declined 13.4 points		Declined 14.6 points
15 Students		40 Students

Conclusions based on this data:

1. Overall for all of our students we average in the " green". However, we continue to see the huge gap between our White students and our English Learners and socioeconomically disadvanteged students who are in the "yellow and orange". For our 3rd grade English Learners, this is the first time they took a math test in English. For next year, we have to provide more opportunities for our students to take math in English.

2. Our English Learners and Socioeconomically Disadvantaged students scored below standard in math which had them score in the yellow or orange. Intervention and more math practice for our subgroups is important for the following year.

School and Student Performance Data

Academic Performance
Science

The 2025 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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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

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	No Performance Color
55.6 science points	42.9 science points	0 Students
Increased 2.7 points	Increased 15.9 points	
57 Students	17 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	43.9 science points
		Increased 5.7 points
		17 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
No Performance Color 0 Students	No Performance Color 0 Students	Green 51.6 science points Increased 6 points 34 Students
Two or More Races	**Pacific Islander**	**White**
No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	No Performance Color 0 Students	No Performance Color 61.8 science points Declined 3.8 points 15 Students

Conclusions based on this data:

1. Having a dedicated Science teacher able to teach science in two languages and engage students is evident as our students performed in the green overall and for our Latinx students.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Yellow	No Performance Color
39 making progress.	making progress.
Number Students: 59 Students	Number Students: 0 Students

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.

2025 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**
12.3%	49.1%	3.5%	35.1%

Conclusions based on this data:

1. 35.1% of our ELs progressed at least one ELPI level over the last year at Sylvia Mendez which had this group score in the "yellow". These students are making progress towards English language proficiency currently.
2. 12.3% of our students decreased one ELPI level and 52.6% maintained their ELPI Level. This decrease and pause can be due to our Language model at our school and our ELD model.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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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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 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.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 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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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

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Yellow	
10.7% Chronically Absent	19.3% Chronically Absent	
Declined 6.7	Declined 17.3	
382 Students	88 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
0 Students	41.7% Chronically Absent	16.8% Chronically Absent
	Declined 16.7	Declined 12.3
	12 Students	125 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
12.9% Chronically Absent	10.3% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 15.7	Declined 11.9	1 Student
31 Students	29 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
0 Students	0 Students	14.6% Chronically Absent
		Declined 7.7
		233 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
6.7% Chronically Absent	0 Students	2.2% Chronically Absent
Declined 7.1		Declined 2
30 Students		89 Students

Conclusions based on this data:

1. Students with the highest absenteeism rates are our students from focal groups who have historically been poorly served in our schools and who have the largest opportunity gaps: ELs, socioeconomically disadvantaged, and 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.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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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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

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	4

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Blue	
0% suspended at least one day	0% suspended at least one day	
Declined 0.3%	Declined 1%	
385 Students	88 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
0 Students	0% suspended at least one day	0% suspended at least one day
	Maintained 0%	Declined 0.7%
	12 Students	126 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
0% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 3.6%	Maintained 0%	1 Student
32 Students	30 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Blue
0 Students	0 Students	0% suspended at least one day
		Declined 0.4%
		234 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
0% suspended at least one day	0 Students	0% suspended at least one day
Maintained 0%		Maintained 0%
30 Students		90 Students

Conclusions based on this data:

1. There are very few suspensions at Sylvia Mendez which is an area for celebration. The student groups with suspensions at all are English Learner, Socioeconomically Disadvantaged, and LatinX students which were suspended at least one day or less. We will continue to work to address this area to reduce this area for next year through partnering with our families and school teams 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.

Academic Excellence & Equitable Outcomes
Academic Excellence & Equitable Outcomes
Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Excellence & Equitable Outcomes
Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program.

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 Lectura - (DIBELS in Spanish) and STAR (literacy and math) 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: Lectura (K-2nd grade) and STAR (Reading 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 Amplify and observational data.

Areas of opportunity: There is a very significant gap in academic achievement between our AA/Black students and their White, multi-ethnic and LatinX counterparts on all STAR Reading and Math assessments and on all Lectura 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.

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 – Lectura, 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 25-26 SY year assessment students are at or above grade level: 1st: 84%, 2nd: 72%, 3rd: 91%, 4th: 50%, 5th: 44%	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 students are at or above grade level: 3rd: 55% 4th: 64% 5th: 74%	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 students are at or above grade level: 3rd: 81% 4th: 83% 5th: 86%	increase % of students at or above grade level by the end of the year compared to BOY
CAASP Language Arts 2025	overall proficiency for all grades is 64%. For students who met benchmark or exceeded: 3rd: 59% 4th: 69% 5th: 65%	increase % of students who are at or above grade level proficiency by at least 3% in Reading at EOY compared to BOY
CAASP Language Arts - Subgroups 2025	At or above grade level: overall 64%, Black/AA 28%, Latinx 53%, 2 or more races 93%, White 90%, SpED 33%, EL 16%,	increase proficiency in each subgroup by 3%
CAASP Math 2025	overall proficiency 55% for all grades. For students who met benchmark or exceeded: 3rd: 55% 4th: 62% 5th: 49%	increase % of students who are at or above grade level proficiency by at least 3% in Math overall and at each grade level
CAASP Math - subgroups 2025	At or above grade level proficiency: overall 55%, Black/AA 21%, Latinx 45%, 2 or more races 93.3%, White 75% SPED 11%, SED 33%, EL 8%, Latinx 45%	increase students at grade level proficiency bt 3%
Lectura (Spanish)	Mid Year assessment Composite Score at proficiency - students are at or above benchmark: Kindergarten -3rd Grade: Overall 75%, 88% Black/AA, Latinx 76%, 2 or more races 94%, White 91%	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: 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 (Functional Phonics, Orton-Gillingham, Esperanza, Heggerty - English and Spanish for phonemic awareness. For knowledge base learning in K-3, Arriba la Lectura will be implemented. Firshtank & Morpohlogy for 4th & 5th grade. A Story of Units program for TK-5th grade in math.) Teachers will attend district wide and site based trainings led by literacy and math teacher leaders & coach as we implement Common Core standards in Spanish and English. Teachers are articulating the two way immersion (90:10 model) instructional program and will determine the content that will be taught and assessed in Spanish or English. Materials and Supplies: Title I - $2,500 & PTA - $11,000 Carryover funds for Certificated Hourly $10,000 & Professional Development $3,000 BSEP Carryover funds for Professional Dev. (Registration, Travel, conference attendance, etc.) $10,000 BSEP Carryover funds for curriculum $6,000 Carryover funds for Inderect Cost: $1,505 BSEP	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	10000 BSEP Carryover 1116 Certificated Hourly hourly 11000 PTA 2,500 Title I A - Basic Funding 10000 BSEP Carryover 5200 Travel and Conference PD (conferences, travel, registration, etc.) 6000 BSEP Carryover 4300 Materials and Supplies Curriculum 3000 BSEP Carryover 1116 Certificated Hourly PD 1505 BSEP Carryover Inderect Cost
1.2	Action #2: Literacy Support and Coaching Literacy Coach will provide intervention to students who need additional support K - 5th grade. Literacy Coach will demonstrate lessons, observe, co-teach, 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 2026-27 academic year. Title I - 0.25 FTE @ $36,335 Centrally funded BSEP - 0.75 FTE Unallocated Reserve - $2,180	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	36335 Title I A - Basic Funding 2180 Title I A - Basic Funding Unallocated Reserve

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.3	Action #3: Collaboration and Support related to using assessments to inform and improve instructional practices. 1. Teachers will collaborate with the TWI Coordinator, 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. 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. 3. Professional development opportunities will be provided for teachers in literacy, math and Spanish and English language development. BSEP - $12,336 (Teacher hourly and subs for teacher collaboration)	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	12336 BSEP
1.4	Action #4: To support AA students at Sylvia Mendez as a TWI program Provide academic support for our African American focal students through intervention and Tier I practices/strategies/lessons	All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): Socio-Economically Disadvantaged Students Foster-Youth African-American Students Students with Disabilities Unhoused Students	
1.5	Action #5: To support our Kindergarten and First grade students during the core day, during literacy and math with bilingual Instructional Assistants (IA). Each kindergarten classroom will have one instructinal assistant and the first grade classrooms will share one instructional assistant in a three hour span. Students will receive support and Tier II services in their class. Four bilingual IAs (.4 FTE each/1.60 overall) will provide academic support to students in early grade classrooms. An FTE of 1.6 @ $93,268. In addition, $5,596 for unallocated reserve.	All Kindergarten through first 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	93268 PTA 5596 PTA

Annual Review

SPSA Year Reviewed: 2025-26

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.

These last two years we have focused on Literacy for all of our students, in English and in Spanish. Teachers received PD for literacy and best Tear I and Tier II teaching strategies using our new curriculum. We received a a full year of training on our new adopted Literacy curriculum (Functional Phonics, Esperanza, Functional Morphology, Arriba la lectura, and Fishtank). We also continued to analyze the diagnostic assessments for our focal students. 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 there 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.

We will continue to focus on our new literacy adoption and continue to use our current assessments. In addition, more coaching will be implemented in the classrooms and more time will be provided to train staff and analyze data to be able to provide intentional intervention with the new curriculum.

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.

Academic Excellence & Equitable Outcomes
Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and eliminate barriers to student success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and 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.

Throughout the year and during each RTI cycle, our COS Team reviews classroom and RTI data of student assessments and gather more data points 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
Lectura Dibels - assessment + students selected for RTI	% of students identified for RTI who are below grade level proficiency: Mid Year assessment Composite Score for Lectura at proficiency: Kindergarten - 3rd Grade, students at or above benchmark: Overall 85% Subgroups Black/AA 88% Latinx 77% 2 or more races 94% White 91%	increase % of students at grade level proficiency and demonstrated accelerated growth
STAR Reading - Spanish	MOY assessment at or above proficiency level: 78% of 3rd grade 59% of 4th grade 75% of 5th grade	increase % of students in focal groups and/or receiving RTI by 3% to meet grade level proficiency or demonstrated accelerated growth, as measured by EOY assessment
STAR Reading in English	MOY assessment at or above proficiency level: 50% of 3rd graders 62% of 4th graders 61% of 5th graders	increase % of students in focal groups and/or receiving RTI by 3% to meet grade level proficiency or demonstrated accelerated growth, as measured by EOY assessment

STAR Math - 1st - 5th grade	MOY assessment -at or above proficiency level: 84% of 1st 72% of 2nd 91% of 3rd 50% of 4th 44% of 5th	increase % of students in focal groups and/or receiving RTI by 3% to meet 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
2.1	Action #1 To provide specific intervention for students below grade level in literacy and supplemental support for focal students: 1. Principal will work with Leadership team to ensure that there are systemic and consistent opportunities within collaboration and professional development schedule to look at data across the school, within grade levels, and within RTI and SPED teams, in order to ensure timely and necessary academic interventions for students that are aligned to and designed to enhance and complement Tier 1 and Tier 2 practices within the classroom. Afterschool intervention is encouraged. $7,000 BSEP 2. One (1.0 FTE) RTI teacher will provide intervention four times a week for at least one cycle to students who need additional support in literacy or English language development from K - 5th grade. 0.50 FTE funded by District LCAP 0.10 FTE funded by Centrally funded BSEP 0.40 FTE funded by BSEP Site funds ($68,458) Unallocated Reserve - $7,927 BSEP 3. One RTI math teacher on special assignment will provide intervention to students who need additional support at least three times a week. Math teacher on special assignment will provide intervention to focal students, demonstrate lessons, observe, and coach teachers. They will provide ongoing math training, lesson plan development and support for classroom teachers during the 2026-2027 academic year: RTI Math TSA - 0.20 FTE 0.2 FTE from Centrally Funded BSEP Indirect Cost $7,474 BSEP	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	68458 BSEP 7000 BSEP 7927 BSEP Unallocated Reserve 7474 BSEP Indirect Cost
2.2	Action #2: All ELs will demonstrate measurable growth on the English Learning Proficiency Assessment of California (ELPAC). Curriculum and Instruction 1. An English Language Development (ELD) teacher will create a schedule for Langugage Lab	All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):	26502 BSEP

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	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. 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 - 40 minutes per day, four days a week. This will take place during a Language Lab block. 3. ELPAC testing will be administered by a team of staff members on campus and results will be shared with teacher, support staff, and parents/caregivers. Support and Assessment 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. 2. The site ELD teacher, District ELD teacher, TWI Coordinator (0.8 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. One 1.0 ELD Teacher will provide academic enrichment and support to students identified as English Learners. This is provided for by a 1.0 district LCAP allocation. One TWI Coordinator - (0.8 FTE centrally funded by BSEP) and 0.2 TWI Coordinator/RtI TSA FTE from BSEP Site Funds @ $26,502	English Language Learners (EL) Socio-Economically Disadvantaged Students Foster-Youth Hispanic or Latino Students Students with Disabilities Unhoused Students	
2.3	Action #3: Provide regular Parent Forums and educational events in coordination with the PTA and After-school Program on topics identified as critical by diverse parent groups and/or staff: 1. Sylvia Mendez Staff will host informational meetings about Literacy, Math, English Language Development, Spanish Language Development and Welcoming schools about positive behavior management programs being implemented at the school at School Site Council (SSC), Parent Teacher Association (PTA), English Learner	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	555 Title I A - Parent Involvement

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Advisory Council (ELAC) and Parents of Children of African Descent (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 4. Include parent workshops about student attendance and the outcomes of student achievements. $555 Title I to support above action	African-American Students Hispanic or Latino Students Students with Disabilities Unhoused Students	
2.4	Action #4: Advisory Area 1. Ensure there is an ELAC rep at SSC to advise school on how to support EL's. 2. Ensure there is a PCAD rep at SSC to advise school on how to support African American/Black students, especially those without Spanish support at home. 3. Ensure there is a parent of a child with special learning needs to advise SSC on how to support children with special needs. 4. Ensure there is rep at district level DELAC and PAC for LCAP, P&O for BSEP. 5. Ensure there is communication between SSC, ELAC, PCAD, PTA and district representative to share and inform about school site concern, district decision, budget, plans. 6. 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	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	
2.5	Action #5: Prop 28 Include arts during the school day and integrate other academic areas through the arts. 1. One 0.36 FTE art teacher will provide a 45 minute lesson per classroom once a week. The students will be receiving art class in cycles. 0.36 FTE - $51,612 Prop 28, materials for art classes - $1,133, and unallocated reserve - $3,097.	All Transitional Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability	51612 Other Prop 28 1133 Other Prop 28 3097 Other Prop 28

Annual Review

SPSA Year Reviewed: 2025-26

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 2025-2026 school year we implemented the strategies and activities that were planned in this goal with our site COS Team and with our RtI for Literacy and Math Teachers. In addition, the implementation of ELD through our school wide Language Lab we are providing ELD leveled classes. 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.

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 RtI 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 RtI staff member as we had to share our math RtI FTE between two TSA.

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 RtI 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.

Wellness & Belonging
Goal 3: Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.

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 by 3% 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	Action # 1: Instruction and Enrichment 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. 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 funded by BSEP ($16,607) and 0.88 FTE is funded by other district allocation. 2. Farm and Garden will be offered on a every other week basis to each classroom by a 0.50 FTE	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	16607 BSEP 3483 PTA

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Farm and Garden teacher. - Materials for the farm and garden class - $3,483 PTA funds. 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 K-5 students will have additional instruction in online resources. 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. VAPA Contract for TK & Kindergarten		
3.2	Action #2: Curriculum and Reinforcement of Positive Behaviors, SEL Committee 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. 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. 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. $20,424 from BSEP 3. Campus aids and instructional assistants will receive training and/or attend curriculum deveopment throughout the year to increase their capacity in conflict resolution and leading games to support positive and inclusive climate with students during recess and in the classroom. $1,000 for curriculum development from BSEP 4. From Carryover funds provide an Equity teacher leader stipend to provide SEL and Equitable actions at our site by attending and facilitating meetings. $3,300 teacher leader stipend from Carryover. 5. Carryover funds will support additional professional developments to support curriculum	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	20424 BSEP 1000 BSEP 3300 BSEP Carryover 1102 Certificated Monthly Stipend

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	and reinforcement of SEL for our classified staff $3,000 (see goal 1)		
3.3	Action #3: School Plan for Student Achievement (SPSA) To support teachers in developing programs and creating behavior plans to personalize the learning environment for all students, especially students who demonstrate behavioral needs. Leadership Teams and Coordination of Services Team (COS) 1. The Coordination of Services Team (COS) team will meet weekly to facilitate meetings with teachers to develop and provide year-long support for students who have academic or behavioral needs. The Coordination of Services Team will also collaborate with classroom teachers to schedule Student Study Team meetings with teachers and families to discuss specific students academic and behavioral needs. 2. Implementation of School-wide Positive Behavior Interventions and Support (PBIS). The school's classroom rules, procedures, and behavior management policies will be written, explained, practiced, and supported with sensitivity towards all student's emotional health as well as cultural and linguistic differences. In addition, family booklets and flyers will be sent home as we introduce PBIS/SEL themes on a monthly basis during our assemblies and in class. 3. Whole school and/or classroom behavior expectations will be posted, explicitly taught, reviewed, and recognized. Staff will implement the use of Panda Paws as rewards and a behavior plan and/or the "Uh Oh" as referrals to track minor student behaviors that require some type of response. Office referrals will be used for more serious issues. 4. Our PBIS/SEL Committee will meet at least monthly to monitor progress of the PBIS expectations and incentives, and the Social emotional learning calendar with planned themes for Social Emotional Learning instruction throughout the year. 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.	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	
3.4	Action #4: To support African American/Black students and families and ensure that they feel fully welcomed and included within our school	All Kindergarten through fifth grade students with a focus on the subgroups targeted in	9,995 PTA

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	1. Create an affinity student group afterschool to celebrate and enbrace their culture, roots, and bilingualism in our school. (Contract or hourly staff to lead the afterschool group, like Black Joy Club). Contract, $9,995. 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) 3. Support and help lead our Parents of Children of African Descent, PCAD on a monthly basis to organize and have the following events at our site: Kwanzaa, Talent Show, Black Graduation, and Oratorical Fest.	the Local Control Accountability Plan (LCAP): Socio-Economically Disadvantaged Students Foster-Youth African-American Students Students with Disabilities Unhoused Students	
3.5	Action #5: Continue to prioritize the value of ongoing written and oral communication between Sylvia Mendez staff and parents: 1. Parents will receive monthly 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 bi-weekly communication from the principal to inform families of upcoming site and district events.	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	
3.6	Action #6: Provide regular Parent Forums and educational events in coordination with the PTA and After-school Program on topics identified as critical by diverse parent groups and/or staff: 1. Sylvia Mendez Staff will host informational meetings about Literacy, Math, English Language Development, Spanish Language Development, Science, Welcoming Schools, positive behavior management programs being implemented at the school. Staff will invite our school community and in some cases organize the event with one of our parent groups, School Site Council (SSC), Parent Teacher Association (PTA), English Learner Advisory Council (ELAC), and/or Parents of Children of the African Diaspora (PCAD) meetings. 2. Improve partnerships with families of children who are English Learners, African American, and	All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL) Socio-Economically Disadvantaged Students Foster-Youth African-American Students Hispanic or Latino Students Students with Disabilities Unhoused Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	who have special learning needs, to improve learning outcomes.		
3.7	Action #7: Provide Puberty Ed. to our 4th and 5th grade classes by contracting with vendor who has curriculum/program. In addition, provide a sexual harassment class. Contract for the program - $5,620 from PTA Site Counselor/psychologist presents consent and personal safety presentations to all TK-5th grade classes.		5,620 PTA

Annual Review

SPSA Year Reviewed: 2025-26

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. The Coordination of Services Team (COS) team meets 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, modify our behavior charts, implement our new systems, and add to our Social emotional learning calendar with planned themes for Social Emotional assemblies.

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

3.2. We need funding for our Campus Aides and IAs so they can receive PBIS, Conflict Resolution, 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.In addition, we need funds for the training/trainer.

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 PBIS, conflict resolution, and recess training.

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.

Partnership & Engagement
Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for 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.

Partner with our community to provide extra support and intervention to our focal students afterschool. In addition, partner with our focal parent groups to hear the needs of our families and partner with our community to provide the need of our families.

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	Program Evaluation Support:	All	0

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	On-going meetings with Leadership Team and COS to review data. Utilize Educlimber to track and monitor student progress. Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions.		
4.3	System of Local Assessments: Complete district assessments within the assessment window. Utilize benchmark and program monitoring data to assess student need for interventions. Share student assessment data through family communications.	All	0

Annual Review

SPSA Year Reviewed: 2025-26

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 2025-2026 SPSA. District assessments and program evaluation was an ongoing process that also supported the development of the 2025-2026 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.

Equity Multiplier
Goal 5: Within three years, all students, and particularly all students at Berkeley Technology Academy will demonstrate growth towards being prepared for college or a career.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 5: Within three years, all students, and particularly all students at Berkeley Technology Academy will demonstrate growth towards being prepared for college or a career.

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): Site Staff to provide support in three main focal areas:	Students Experiencing Homelessness	0

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	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	Intervention Services for Students Experiencing Homelessness: Work with the district to identify students at risk due to chronic absenteeism. Provide incentives to promote attendance (from the district level - ex. sweaters, backpacks, etc.) On going review of chronic absenteeism data. Work with the district to support the needs of students experiencing homelessness. Work with staff to ensure families are connected to the site and available resources.	Students Experiencing Homelessness	0

Annual Review

SPSA Year Reviewed: 2025-26

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	$427,907.00
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	$167,728.00
BSEP Carryover	$33,805.00
Other	$55,842.00
PTA	$128,962.00
Title I A - Basic Funding	$41,015.00
Title I A - Parent Involvement	$555.00

Subtotal of state or local funds included for this school: $427,907.00

Total of federal, state, and/or local funds for this school: $427,907.00

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

Expenditures by Funding Source

Funding Source	Amount
	0.00
BSEP	167,728.00
BSEP Carryover	33,805.00
Other	55,842.00
PTA	128,962.00
Title I A - Basic Funding	41,015.00
Title I A - Parent Involvement	555.00

Expenditures by Budget Reference

Budget Reference	Amount
	385,757.00
1102 Certificated Monthly	3,300.00
1116 Certificated Hourly	13,000.00
4300 Materials and Supplies	6,000.00
5200 Travel and Conference	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	BSEP	167,728.00
	BSEP Carryover	1,505.00
1102 Certificated Monthly	BSEP Carryover	3,300.00
1116 Certificated Hourly	BSEP Carryover	13,000.00
4300 Materials and Supplies	BSEP Carryover	6,000.00

5200 Travel and Conference	BSEP Carryover	10,000.00
	Other	55,842.00
	PTA	128,962.00
	Title I A - Basic Funding	41,015.00
	Title I A - Parent Involvement	555.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	193,720.00
Goal 2	173,758.00
Goal 3	60,429.00
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

6 Parent or Community Members

Name of Members	Role
Maria Carriedo	Principal
Michelle Mazzeo	Other School Staff
Liliana Aguas	Other School Staff
Denisse Perez Estrada	Classroom Teacher
Marcel Ramos	Other School Staff
Nora Houseman	Parent or Community Member
Laura King	Parent or Community Member
Julia Stefani	Parent or Community Member
Javay Ross	Parent or Community Member
Alina Ball	Parent or Community Member
Yvette Perez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on May 27, 2026.

Attested:

Principal, Maria Carriedo on May 18, 2026

SSC Chairperson, Nora Houseman on May 18, 2026

Recommendations and Assurances

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Signature	Committee or Advisory Group Name
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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.

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Attested:

	Principal, Maria Carriedo on May 18, 2026
	SSC Chairperson, Nora Houseman on May 18, 2026

Kathy Fleming
Director of Local Resources

Kathy Fleming — Signature

6-9-26 — Date

Jill Hoogendyk
Associate Superintendent, Educational Services

J Hoogendyk — Signature

6/10/26 — Date

SITE BUDGET SUMMARY 2026-27

Sylvia Mendez (118) March 18, 2026	Obj. Code	Goal/ Strategy	BSEP Site Funds Resource 0852		Title I Resource 3010		Prop 28 Resource 6770		PTA esource 9110 (DDF 906)		Centrally - Funded BSEP		District LCAP Resource 0500		Other District Resources			Sum of FTE
Budget Item			**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**9110**	**FTE**	**Res.**	**FTE**	**BGT**	**FTE**	**RES.**	**BGT.**	**FTE**	
Literacy Coach/TSA **maestra de lectura**	1102	1/2	0	0.00	36,335	0.25					0863/0841	0.75						1.00
TWI Program Support **apoyo de inmersión dual**	1102										0841-068	0.80						0.80
RtI TSA **intervencion**	1102	2/2	26,625	0.20														0.20
RtI TSA TWI Math **intervención matemáticas**	1102										0841-068	0.20						0.20
RtI TSA **intervención**	1102	2/1	68,458	0.40	0	0.00					0863-017	0.10		0.50				1.00
ELD TSA **maestra de inglés**	1102													1.00				1.00
PE Teacher **educ. física**	1102	3/1	16,607	0.12											0000	PE release	0.88	1.00
Art Teacher **maestra de arte**	1102	2/5					51,612	0.36										
Bilingual IA	2102	1/5							25,735	0.40								
Bilingual IA	2102	1/5							28,012	0.40								
Bilingual IA	2102	1/5							20,091	0.40								
Bilingual IA	2102	1/5							19,430	0.40								
Campus Aide/Additional Recess Support	2902	3/2	20,424	0.30											0000		0.23	
Garden Supplies	4300	3/1							3,483									
Certificated Hourly	1116	1/3	12,336															
Extended Day After School Intervention **intervención despues de clases**	1116	2/1	7,000												Title IV			
Classified Hourly: IA + Campus Aide Training	2116	3/1	1,000															
Behavioral Health Contract (BACR) **consejera**	5800														dist-wide		0.40	
Materials & Supplies **materiales & útiles**	4300	1/1, 2/5			2,500		1,133		11,000						0000			
AA targeted support (academic intervention + identity-based groups)	5800	3/4							9,995									
Puberty Ed	5800	3/7							5,620									
Parent Involvement		2/3			555													
Unallocated Reserve	4380	1/2, 1/5, 2/1, 2/5	7,927		2,180		3,097		5,596									
Indirect Cost (0852 only)	7340	2/1	7,474															
Total Expenditures			167,850	1.02	41,570	0.25	55,842	0.36	128,962	1.60		1.85		1.50	0	0	1.51	
Revenue Allocation			**167,850**		**41,570**		**55,842**		**128,962**									
			(0)		0		0		(0)									
BSEP Site Fund Carryover Priorities:																		
Available BSEP site fund carryover: TBD Fall 2026																		
Equity Teacher Leader Stipend	1117	3/2	3,300		**In case of unspent Title I Funds:**													
Certificated Hourly	1116	1/1	10,000		Intervention:		All Available											
Professional Development - Travel & Conference	5200	1/1	10,000															
Classified Hourly - Professional Development	2116	1/1	3,000															
Curriculum	4300	1/1	6,000															
Indirect Cost	7340	1/1	1,505															
Total Carryover Priorities per SPSA:			**33,805**															