School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the [illegible] Education Act (ESEA) requirements. Each school may consolidate all school plans for programs into the School Plan for Student Achievement.

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sylvia Mendez Elementary School	01-61143-6090278	May 29, 2020	June 2020

Purpose and Description

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

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

State assessments are used to develop goals for our school

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

Classroom teachers use routine end of the chapter tests and benchmark assessments to evaluate and student

Resource Inequities

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

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

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

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

Key Barriers:

-

School and Student Performance Data

Student Enrollment

Enrollment

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners						

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.79	23.64	26.32	55.36	65.45	56.14	17.86	10.91	17.54
Grade 4	25.58	28.57	23.08	55.81	62.50	48.08	18.60	8.93	28.85
Grade 5	20.75	20.45	23.53	60.38	63.64	60.78	18.87	15.91	15.69
All									

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	59	55	60	56	55	57	56	55	57	94.9	100	95
Grade 4	45	57	54	43	56	51	43	56	51	95.6	98.2	94.4
Grade 5	**43**											

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.71	52.73	29.82	42.86	38.18	50.88	21.43	9.09	19.30
Grade 4	27.91	35.71	27.45	39.53	39.29	39.22	32.56	25.00	33.33
Grade 5	24.53	29.55	25.00	30.19	45.45	51.92	45.28	25.00	

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Written Language Percentage of Students at Each Performance Level for All Students					
Grad65BT	Level 4	Level 3	Level 2	Level 1	Total Number of Students

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	66.67	75.00	*	25.00	21	20
1	*	*	*	*	*	*	14	*
2	*	*	*	*	*	*	14	*
3		*	*	*	*	*	11	*
4	*	*	*	*	*	*	16	*
5	*	16.67	*	75.00		8.33	*	12
All Grades	27.06	4.92	48.24	59.02				

School and Student Performance Data

Student Population

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

2018-19 Student Population
Total Enrollment
398

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance — Green — Red — Orange — Yellow — Green — Blue

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
99.7 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Declined Significantly -42.5 points		3	
24			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
6.3 points below standard	43.3 points above standard	0 Students	72.3 points above standard
Increased ++7.3 points	Maintained ++2 points		Increased ++9.1 points
86	18		29

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
87 points below standard	5.8 points above standard	12 points above standard
Declined -6.5 points	23	Declined Significantly -16.7 points
27		

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
[redacted] No Performance Color 77.6 points below standard Declined Significantly -22.5 points 24		[redacted] No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	

Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3.2 points below standard Declined -3.8 points 86	[redacted] No Performance Color 23.6 points above standard Declined -13.9 points 18		[redacted] No Performance Color 54.3 points above standard Declined Significantly -19.2 points 29

This section provides a view of Student Assessment Results and other

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report		
Red	Orange	Yellow

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report	
Red	**Orange**
0	0

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Blue		No Performance Color	No Performance Color
0		Less than 11 Students - Data 9	Less than 11 Students - Data 2
Maintained 0			
51			

Hispanic		
Blue	Blue	
0	0	
Maintained 0		
207		

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the

Students with Disabilities

Strategy/Activity

Action #2
To provide specific intervention for students below grade level in literacy or math and supplemental support for all students:

1. One 1.0 TWI program support/RTI teacher will provide intervention to students who need additional support in literacy or English language development from K - 5th

4,000	BSEP

2. The site ELD teacher, District ELD teacher, the Family Engagement and Equity Coordinator, and the Principal will help parents/guardians understand students' progress toward re designation (fluency in English-speaking, listening, reading, and writing), and help understand what is required for a student to be re-designated. District resources will be available to help parents/guardians support this process.

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

Amount(s)	Source(s)
11,675	BSEP
23,350	PTA

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Student

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

2.1 Reduce the number of students with ten or more total absences

Strategy/Activity

Action # 1
Certificated teachers and support staff will provide cultural enrichment and extended learning opportunities that build on students' interests and diverse backgrounds to motivate and engage students.

Instruction and Enrichment

1. First, second and third grade students will have P.E. instruction twice a week by a certificated P.E. teacher. TK, Kindergarten, 4th and 5th grade students will have P.E. instruction once a week taught by a certificated

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Student groups and grade levels to participate in this goal:
All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table

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

Amount(s)	Source(s)
506	Title I A - Parent Involvement

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

1.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC).

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

Briefly describe the school's plan for effectively meeting

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the

Appendix A: Plan Requirements

data,

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student

SPSA.

Sylvia Mendez
(118)

Goal/
Strategy