School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council
Sylvia Mendez Elementary School	01-61143-6090278	

Also, there are far more students identified as needing intervention support than there is capacity for in the allocated resources for Tier 2 and Tier 3 support. This indicates the need to focus on Tier 1 practices, but there are insufficient resources allocated to sustained study and inquiry to shift Tier 1 practices, particularly within a TWI school where there needs to be profound understanding of language acquisition and transfer for different kinds of learners: Emerging bilinguals from English or Spanish speaking households , students who come into school speaking both languages, etc. There is the additional barrier for some of our students of having limited access to academic Spanish outside of school .

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

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

Key Barriers:

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

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

Conclusions based on this data:

1. There has been fluctuating enrollment at our school in the last three years because of the pandemic. Our projection for next year is 14 students more than the current year, and we are still adjusting to a smaller than usual classmaller

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

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

Conclusions based on this data:

1. This is still an area of growth to accelerate student learning and reclassification for our English Learners, who are lagging behind their English Only peers on many of the assessments in our assessment suite.
2.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	57	68		0	62		0	62		0.0	91.2	
Grade 4	52	61		0	59		0	59		0.0	96.7	
Grade 5	60	61		0	54		0	54		0.0	88.5	
All Grades	169	190		0	175		0	175		0.0	92.1	

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

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

Written Language Percentage of Students at Each Performance Level for All Students					
	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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33	0.00		50.00	76.00		41.67	24.00		12	25	
1	15.38	*		38.46	*		46.15	*		13	*	
2	*	14.29		*	57.14		*	28.57		*	14	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	15.38	6.15		53.85	61.54		30.77	32.31		52	65	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33	32.00		50.00	36.00		41.67	32.00		12	25	
1												

School and Student Performance Data

Student Population

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

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

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

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

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

Conclusions based on this data:

1. Our two largest student groups are our Latinx students(53% but higher this year - almost 60%), and our White students (26%). Our Black/African American group is relatively small (10%), although there are some questions about how our Afrolatino students are categorized and how to represent their existence and experience at our

School and Student Performance Data

Overall Performance

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts High	**Chronic Absenteeism** High	**Suspension Rate** Very Low
Mathematics High		
English Learner Progress Low		

Conclusions based on this data:

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

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

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

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 119.6 points below standard 17 Students		No Performance Level 5 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 0.4 points below standard 99 Students	No Performance Level 35.3 points above standard 13 Students		Very High 58.9 points above standard 46 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
86.4 points below standard 18 Students	27.2 points above standard 25 Students	11.2 points above standard 103 Students

Conclusions based on this data:

1. Our math academic performance data broken into subgroups mirrors that of many other schools in our district, state

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Low
44.1 making progress towards English language proficiency
Number of EL Students: 34 Students
Performance Level: 2

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.6%	35.3%	0.0%	44.1%

School and Student Performance Data

Academic Performance
College/Career Report

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

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very High 36.6% Chronically Absent 41 Students	No Performance Level Less than 11 Students 1 Student	No Performance Level 0% Chronically Absent 13 Students	

Hispanic	Two or More Races
Very High 23% Chronically Absent 226 Students	

School and Student Performance Data

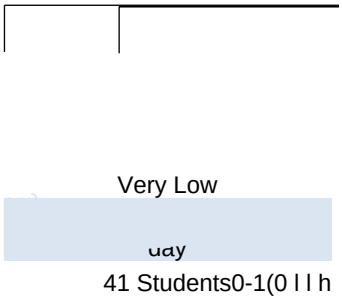
Academic Engagement
Graduation Rate

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

School and Student Performance Data

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP Math - subgroups 2022	At or above grade level proficiency: overall 63% (111/175), Black/AA 14% (2/14), Latinx 57% (53/93), 2 or more races 69% (9/13), White 83% (40/48) Standard not met/far below: overall 15% (27/175), Black/AA 64% (9/14), Latinx 14% (13/93), 2 or more races 23% (3/13), White 4% (2/48)	

Students with Disabilities
Unhoused Students

Strategy/Activity

Action #1
To improve the literacy, mathematics achievement and language development of all students, especially subgroups performing below grade level:
Sylvia Mendez teachers and staff will ensure implementation of high quality, balanced Spanish Language Arts (SLA), English Language Arts (ELA) and Math programs using district adopted curriculum (Teachers College Reading and Writing Program, Wilson Reading, Estrellitas, Heggerty en Español for phonemic awareness K-2, Canciones y Cuentos Spanish phonics program, from K - 2nd grade and Fast Track phonics from 2nd - 4th grade and A Story of Units program in math.
Teachers will attend district wide and site based trainings led by literacy and math teacher leaders as we implement Common Core standards in Spanish and English.
Teachers are articulating the two way immersion (90:10 model) instructional program and will determine the content that will be taught and assessed in Spanish or English. Materials and Supplies - $5,433 BSEP, $5,000 BSEP Carryover

Unallocated reserve: $2567

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

Amount(s)	Source(s)
5,000	BSEP Carryover
5,433	BSEP
2,567	BSEP

Strategy/Activity 2

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

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

Strategy/Activity

Action #2: Literacy Support and Coaching

English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities
Unhoused Students

Strategy/Activity

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

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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

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

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

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

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

None

Goals, Strategies, & Proposed Expenditures

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

Goal 2

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Reading in Spanish - 4th grade		

3. One 1.0 RTI math teacher on special assignment will provide intervention to students who need additional support K - 5th. Math teacher on special assignment will demonstrate lessons, observe and coach teachers. They will provide ongoing math training, lesson plan development and support for classroom teachers during the 203-24 academic year: .33 FTE/ $48,044 from BSEP, .27 FTE/$33,417 from Title 1
4. One 1.0 ELD/TWI program coordinator will provide academic enrichment and support to students identified as English Learners.
This is provided for by a 1.0 district LCAP allocation.

5. Certificated staff will provide extended day after school intervention for students who need additional support $ 3287 District Title IV allocation, $2415 Title 1 allocation, $2,000 BSEP Carryover
6. Sylvia Mendez staff will collaborate with the BUSD African American Success Framework to analyze African American students academic and behavioral data in the Two Way Immersion program, and to provide sustained professional development in support of core instructional and intervention practices to support African American students and families, English Learners, and all students.
The African American Success Framework is working with
R.T. Fisher Educational Enterprises to conduct this work. This collaboration is paid for by BUSD. AASF will recruit, train and support progress monitoring of one or several staff dedicated to providing interventions to African American and English Learner students to support language development and transfer. $25,000 BSEP

Title 1 Unallocated Reserve: $1818

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

Amount(s)	Source(s)
48,044	

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

Strategy/Activity

Hispanic or Latino Students
Students with Disabilitieic or Latino Students

2. Improve partnerships with families of children who are English Learners, African American, and who have special learning needs, to improve learning outcomes

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

Amount(s) Source(s)

Strategy/Activity 5

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

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

Strategy/Activity

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

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Overall we implemented as planned this year. Our RTI and ELD team of teachers worked to identify students at each RTI cycle, led and facilitated COS and SST meetings in order to ensure that students were identified appropriately and that student supports - academic, socioemotional, behavioral - were aligned to needs and were created in partnership with teachers and other school staff as well as with families and our family engagement and equity specialist. RTI teachers also monitored student progress and tracked this progress in data trackers internally and through district

Goals, Strategies, & Proposed Expenditures

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

Goal 3

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

Identified Need

PBIS goals

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Instruction and Enrichment
1. First, second and third grade students will have P.E. instruction twice a week by a certificated P.E. teacher. All grades will have P.E. instruction once or twice a week taught by a certificated P.E. teacher and the classroom teacher. $ .12 BSEP (14,997), .88 district allocation
2.. A .73 FTE Farm and Garden teacher will be hired. -- 73 district allocation
3. Library programs will be offered by a Library Media Specialist to all students. Students will have access to books and online library resources in both Spanish and English for cultural and academic enrichment and engagement. Library program will provide stories read aloud to students for listening enjoyment, to introduce new ideas and to broaden their interests through literature. Grades 3-5 students will have additional instruction in online resources.
4. Students in Grades 3-5 will have music enrichment offered by BUSD music teachers to enhance their learning, listening and enjoyment. Grade 4-5 will choose an instrument for learning to play and develop skills. Students in Kinder have a music teacher push in to classroom instruction for 20 minutes a week to teach songs related to curriculum and learning units throughout the year, as well as to social emotional and social justice themes.

PTA Unallocated reserve: $2032

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

Amount(s)	Source(s)
14,997	BSEP
2032	PTA

Strategy/Activity 2

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

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

Strategy/Activity

Action #2:
To provide a safe environment and improve school culture teachers, staff and Principal will model and teach expected behaviors such as how to behave respectfully in the classroom and common areas, and how to respectfully respond to others, etc.
Curriculum and Reinforcement of Positive Behaviors

1. A .1.0 Behavioral Health Counselor will be contracted with Bay Area Community Resources (BACR) and BUSD to provide direct support services to students. $36,000 - PTA, This money will supplement the City of Berkeley Grant, ($10,000 projected)
2. Additional .3 FTE for a campus aide shall be provided in order to organize and support inclusive and collaborative games at morning and lunch recess, and to organize and oversee a Junior Coach program for 4th and 5th graders that provides opportunities for upper grade students to lead games for their younger and grade level peers. $17,355 BSEP
3. In order to support recess games and Jr Coach program, Playworks will be contracted order to provide additional training and support of campus aides and teachers throughout the year. $4,000 BSEP
4. Campus Aides and IAs will be receive PBIS and recess training throughout the year in order to increase their capacity to lead games and activities that support a positive and inclusive climate with students at recess and in the classroom. $1,999 BSEP

Proposed Expenditures for this Strategy/Activity

needs. The Coordination of Services Team will also collaborate with classroom teachers to schedule Student Study Team meetings with teachers and families to discuss specific students academic and behavioral needs.
2. Implementation of School-wide Positive Behavior Interventions and Support (PBIS). The school's classroom rules, procedures, and behavior management policies will be written, explained, practiced, and supported with sensitivity towards all student's emotional health as well as cultural and linguistic differences.
3. Whole school and classroom behavior expectations will be posted, explicitly taught, reviewed, and recognized. Staff will implement the use of the "Uh Oh" referral to track minor student behaviors that require some type of response. Office referrals will be used for more serious issues.
4. Our PBIS/SEL Committee will meet at least monthly to monitor progress of the PBIS expectations and incentives, and the Social emotional learning calendar with planned themes for Social Emotional Learning instruction throughout the year. Panda Paws will be used school wide to reinforce and encourage positive behavior. Team will also plan school wide incentives for positive behaviors, and will plan for and coordinate regular assemblies focused on Social Emotional key themes in order to reinforce these throughout the year in multiple venues. $2,000 BSEP Carryover for Curriculum Development for team members

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity

Action #6:
Provide regular Parent Forums and educational events in coordination with the PTA and After-

introduce and reinforce collaborative and inclusive games that can be played by students during their morning and lunch recesses. Another area that was not implemented as explicitly and regularly this year was the implementation of Uh Ohs and Behavioral referrals, and a clear distinction between those two for all staff. This will be an area of focus and explicit instruction and practice next year.
In terms of recruiting and retaining certificated employees of color, only one person of color has announced they are leaving, due to working distance from school. This is an ongoing area of focus. SSC member participated was diversified this year, both in terms of the language spoken and the racial, ethnic and English learner makeup, with the SSC being comprised primarily of staff and parents of color. (including alternates, 25% white, 75% BIPOC representation on SSC, 20% of voting members are Spanish dominant, and the committee conducts its business and speaks in both languages.

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

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

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

As a result of the identification of lunch and recess as areas of additional need, this year's activities and budget a mois yq 1 0 0 -16entCpt

Goals, Strategies, & Proposed Expenditures

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

Goal 4

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

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

Amount(s) Source(s)

Strategy/Activity 2

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

All

Strategy/Activity

Program Evaluation Support:

On-going meetings with Leadership Team to review data.

Utilize Educlimber to track and monitor student progress.

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

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

Amount(s)	Source(s)
0	

Strategy/Activity 3

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

All

Strategy/Activity

System of Local Assessments:

Complete district assessments within the assessment window.

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

Share student assessment data through family communications.

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

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

Identified Need

0	

Recommendations and Assurances

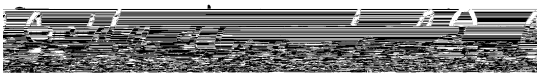
The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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



Sylvia Mendez (118) 5/12/23 Budget Item	Obj. Code	Goal/ Strategy	B BGT	FTE	BGT	FTE	9110	FTE	Res.	FTE	BGT	FTE	Other District Resources RES.	BGT.	FTE	
Literacy Coach/TSA **maestra de lectura**	1102	1/2	5,175	0.04	27,169	0.21			0763/0741	0.75						1.00
TWI Program Support **apoyo de inmersión dual**	1102	2/1							0741-068	0.60						0.60
RtI TSA **intervención**	1102	2/1										0.40				0.40
RtI TSA math K - 5th **intervención matemáticas K - 5to**	1102	2/1	48,044	0.33	33,417	0.27			0741-068	0.20		0.20				1.00
ELD TSA/TWI Coordinator **maestra de inglés/coordinación de ID**	1102	2/1										1.00				1.00
PE Teacher **educ. física**	1102	3/1	14,997	0.12									0000	PE release	0.88	1.00
Bilingual IAs **assistentes bilingües**	2146	1/2					67,737	1.20								
Campus Aide/Additional Recess Support	2902	3/2	17,355	0.30												
Certificated Hourly (Curr. Dev.)	1116	1/3	10,480													
Extended Day After School Intervention **intervención despues de clases**	1116	2/1			2,415								Title IV	3,287	57 hrs	
Classified Hourly: IA + Campus Aide Training	2116	3/2	1,999													
Behavioral Health Contract (BACR) **consejera**	5800	3/2					36,000						Dist-wide	all avail.		
Materials & Supplies **materiales & útiles**	4300	1/1	5,433										0000	8,510		
AA + EL targeted support (academic intervention + identity-based groups)	5800/1116	2/1	25,000													
Playworks follow up training/consultation	5800	3/2	4,000													
Parent Involvement		2/3			851											
Unallocated Reserve	4380	1/1, 2/1, 3/1	2,567		1,818		2,032									
Revenue Allocation			135,050		65,670		105,769					1.60	0	11,797		
			135,050		**65,670**											
			(0)		0											
BSEP Carryover Priorities																
Materials & Supplies	4300	1/1	5,000													
Certificated Hourly (Curr. Dev. & additional conferences)	1116	3/3	2,000													
Certificated Hourly (Intervention)	1116	2/1	2,000													
Professional Development	5200	1/4	7,000													
Subs Teacher Collaboration/**colaboración maestros**	1103	1/4	4,000													
Total			**20,000**													