

School Year: **2023-24**



## School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

<b>School Name</b>	William Mendenhall Middle School
<b>Address</b>	1701 El Padro Drive Livermore, CA 94550
<b>County-District-School (CDS) Code</b>	01-61200-6001341
<b>Principal</b>	Erik Taylor
<b>District Name</b>	Livermore Valley Joint Unified School District
<b>SPSA Revision Date</b>	October 30, 2023
<b>Schoolsite Council (SSC) Approval Date</b>	October 24, 2023
<b>Local Board Approval Date</b>	November 14, 2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

## School Vision and Mission:

The mission of William Mendenhall Middle School is to create responsible, independent and collaborative learners in a changing world.

The vision of William Mendenhall Middle School is:

- to provide a rigorous, stimulating education in a safe and supportive learning environment that empowers students to become responsible citizens.
- to foster partnerships with parents, teachers and other educational partners.
- to motivate students to strive for accuracy and excellence in order to reach their highest level of achievement through student choice.
- to promote global citizenship by valuing diversity and demonstrating mutual respect within our school and community.

# School Profile

William Mendenhall Middle School is located in the beautiful Livermore Valley in the city of Livermore, California. The school opened May 25, 1967. It was named after William Mendenhall, a descendent of Quakers, emigrated from England with William Penn. He crossed the plains on horseback in 1845, was a member of Fremont's battalion in 1846, and soon after engaged in farming near San Jose. William Mendenhall came to the Livermore Valley in the late 1850's. In 1869, in honor of the completion of the railroad through the valley, he laid out a new town. His plan included gifts of land for a depot, schools, churches, and other civic needs. He named the town in honor of his friend and neighbor, Robert Livermore, the first settler of the area. In 2017, William Mendenhall Middle School was awarded a Gold Ribbon award. The school was named a National Blue Ribbon School in 2004. In 2003, William Mendenhall Middle School was awarded the Distinguished School Award. William Mendenhall Middle School is one of three middle schools in the Livermore Valley Joint Unified District. There are additionally two K-8 schools. The Mendenhall faculty and staff provide an engaging, challenging, and enriching environment that supports high academic rigor based on the California State Standards. The diverse economic community includes parents with a variety of education levels and careers, all of whom are vested and engaged in their child's academic and developmental success.

Students have a six-period day, with core (social studies and language arts) offered at all three grade levels – three periods for sixth graders, and two periods for seventh and eighth graders. Science, math, and physical education round out the middle school schedule. Seventh and eighth graders are offered an elective of Spanish, Science, Technology, Engineering, and Mathematics (STEM), band, orchestra, choral music, art, woodshop, yearbook, or leadership. Seventh graders may also take Spectrum, a wheel offering a trimester of art, a trimester of STEM, and a trimester of woodshop.

The Instructional Leadership Team (ILT) meets regularly to plan for schoolwide and department activities that follow the mission and vision. The ILT guides department collaboration three times a month. They share best practices, align their lessons with the California State Standards, evaluate their common formative assessments, participate in data teams, collaborate around common pacing and curriculum maps, and lead collaboration around Choose Love lessons. The ILT is part of the LVJUSD Cohort II Multi-Tiered Systems of Support (MTSS) that began in spring 2019. The team is currently focusing on Positive Behavioral Interventions and Supports (PBIS). William Mendenhall Middle School was awarded a 2020 PBIS Community Cares Award from the California PBIS Coalition. In 2021, William Mendenhall Middle School was named a California Distinguished School. Mendenhall was also awarded a California PBIS Coalition Silver PBIS Implementation Award. In 2022, Mendenhall was awarded a California PBIS Coalition Gold PBIS Award. Mendenhall was also awarded a California Department of Education Pivotal Practice Award in 2022.

# Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

The Instructional Leadership Team (ILT), Staff, School Site Council (SSC), English Language Advisory Committee (ELAC) and Parent Teacher Student Association (PTSA) will meet several times during the school year to plan, discuss and monitor the School Plan for Student Achievement (SPSA).

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.33%	0.34%	1	3	3
African American	0.3%	0.67%	0.68%	3	6	6
Asian	13.3%	16.18%	17.78%	122	145	157
Filipino	2.3%	1.79%	1.93%	21	16	17
Hispanic/Latino	19.4%	19.75%	19.48%	179	177	172
Pacific Islander	%	%	0%			0
White	52.8%	51.45%	49.83%	486	461	440
Multiple/No Response	11.8%	9.82%	9.97%	109	88	88
	<b>Total Enrollment</b>			921	896	883

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	281	306	304
Grade 7	321	280	299
Grade 8	319	310	280
<b>Total Enrollment</b>	921	896	883

### Conclusions based on this data:

1. The total enrollment across all student groups has gradually declined over the three years, decreasing from 921 in 20-21 to 896 in 21-22, and further down to 883 in 22-23. This indicates a consistent overall decrease in student enrollment.
2. Several student groups, such as American Indian, African American, and Multiple/No Response, experienced consistent enrollment numbers over the three years. For example, American Indian enrollment remained stable at 3 students in both 21-22 and 22-23, while African American enrollment also remained steady at 6 students for the same periods.
3. The larger student groups, such as Asian, Hispanic/Latino, and White, showed some fluctuations in enrollment over the three-year period. The Asian student group saw a steady increase from 122 students in 20-21 to 157 students in 22-23. In contrast, both the Hispanic/Latino and White student groups experienced slight declines in enrollment, with Hispanic/Latino decreasing from 179 to 172 students and White decreasing from 486 to 440 students during the same period.

# 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	28	33	29	3.00%	3.7%	3.3%
Fluent English Proficient (FEP)	144	150	154	15.60%	16.7%	17.4%
Reclassified Fluent English Proficient (RFEP)	5			17.9%		

### Conclusions based on this data:

1. The English Learner (EL) enrollment increased from 28 students in 2020-2021 to 33 students in 2021-2022 and then slightly decreased to 29 students in 2022-2023.
2. The percentage of EL students in the total student population was 3% in 2020-2021, increased to 3.70% in 2021-2022, and decreased to 3.30% in 2022-2023.
3. The percentage of EL students in the total student population was 3% in 2020-2021, increased to 3.70% in 2021-2022, and decreased to 3.30% in 2022-2023.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	277	299	300	241	283	290	240	283	290	87.0	94.6	96.7
Grade 7	309	282	292	251	277	283	250	277	283	81.2	98.2	96.9
Grade 8	304	304	282	237	290	281	237	290	281	78.0	95.4	99.6
All Grades	890	885	874	729	850	854	727	850	854	81.9	96.0	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2590.	2584.	2574.	38.75	36.40	34.14	42.08	37.10	34.83	13.33	17.67	21.03	5.83	8.83	10.00
Grade 7	2608.	2598.	2601.	39.20	33.21	33.92	34.40	37.18	36.40	15.20	14.44	20.14	11.20	15.16	9.54
Grade 8	2614.	2611.	2602.	34.18	32.07	28.47	35.02	33.79	39.86	18.14	24.48	17.08	12.66	9.66	14.59
All Grades	N/A	N/A	N/A	37.41	33.88	32.20	37.14	36.00	37.00	15.54	18.94	19.44	9.90	11.18	11.36

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 6	35.00	32.86	28.28	57.92	56.89	55.86	7.08	10.25	15.86	
Grade 7	35.60	35.51	33.57	53.60	53.26	59.72	10.80	11.23	6.71	
Grade 8	32.07	33.79	28.83	50.21	54.83	56.94	17.72	11.38	14.23	
All Grades	34.25	34.04	30.21	53.92	55.01	57.49	11.83	10.95	12.30	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	34.73	32.51	32.07	55.23	53.71	56.55	10.04	13.78	11.38
Grade 7	39.36	39.86	40.28	48.59	44.93	45.23	12.05	15.22	14.49
Grade 8	37.13	37.37	28.47	49.79	50.17	56.58	13.08	12.46	14.95
All Grades	37.10	36.56	33.61	51.17	49.65	52.81	11.72	13.80	13.58



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	23.33	24.38	16.90	70.83	67.14	75.86	5.83	8.48	7.24
Grade 7	20.80	15.94	24.73	72.00	76.81	69.61	7.20	7.25	5.65
Grade 8	22.78	24.14	21.00	70.89	72.41	71.53	6.33	3.45	7.47
All Grades	22.28	21.55	20.84	71.25	72.08	72.37	6.46	6.36	6.79

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	42.92	32.86	31.03	52.50	61.13	60.00	4.58	6.01	8.97
Grade 7	44.00	35.74	28.98	49.60	53.07	62.19	6.40	11.19	8.83
Grade 8	36.29	32.41	29.18	54.85	58.62	59.79	8.86	8.97	11.03
All Grades	41.13	33.65	29.74	52.27	57.65	60.66	6.60	8.71	9.60

**Conclusions based on this data:**

- Over the three academic years (2020-2021, 2021-2022, and 2022-2023), the percentage of students tested generally increased across all grade levels, indicating strong participation.
- Across all grade levels, the percentage of students meeting or exceeding academic standards showed a positive trend over the years.
- In "Writing," there was improvement in students performing above or at/near the standard, with fewer students falling below the standard.

# 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 6	277	299	300	240	283	291	239	283	291	86.6	94.6	97.0
Grade 7	309	282	292	249	274	281	248	271	281	80.6	97.2	96.2
Grade 8	304	304	282	235	291	281	235	291	281	77.3	95.7	99.6
All Grades	890	885	874	724	848	853	722	845	853	81.3	95.8	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2560.	2552.	2542.	30.54	30.04	25.77	24.69	18.02	25.43	23.85	35.34	24.05	20.92	16.61	24.74
Grade 7	2573.	2584.	2587.	31.05	33.21	33.45	20.56	23.25	23.84	25.40	26.57	27.76	22.98	16.97	14.95
Grade 8	2581.	2589.	2608.	30.64	29.90	36.65	18.72	21.31	19.93	22.98	23.71	26.33	27.66	25.09	17.08
All Grades	N/A	N/A	N/A	30.75	31.01	31.89	21.33	20.83	23.09	24.10	28.52	26.03	23.82	19.64	18.99

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 6	28.87	28.98	24.05	46.86	50.53	49.48	24.27	20.49	26.46	
Grade 7	33.87	33.95	36.30	48.39	50.18	48.75	17.74	15.87	14.95	
Grade 8	26.38	30.10	38.08	48.51	47.06	47.69	25.11	22.84	14.23	
All Grades	29.78	30.96	32.71	47.92	49.23	48.65	22.30	19.81	18.64	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	26.78	22.26	18.90	53.14	55.83	54.64	20.08	21.91	26.46
Grade 7	27.82	29.89	33.45	55.24	54.24	49.82	16.94	15.87	16.73
Grade 8	26.81	27.59	32.38	45.53	52.41	50.18	27.66	20.00	17.44
All Grades	27.15	26.54	28.14	51.39	54.15	51.58	21.47	19.31	20.28

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 6	30.13	21.91	23.02	56.90	65.72	63.23	12.97	12.37	13.75
Grade 7	27.82	28.04	30.96	52.42	62.73	58.36	19.76	9.23	10.68
Grade 8	28.94	28.62	27.40	57.02	55.52	56.58	14.04	15.86	16.01
All Grades	28.95	26.18	27.08	55.40	61.26	59.44	15.65	12.56	13.48

**Conclusions based on this data:**

1. Student participation in math assessments remained consistently high across all grade levels and academic years.
2. Academic achievement in math showed relatively stable performance across the three academic years.
3. In "Problem Solving & Modeling/Data Analysis," students demonstrated strong problem-solving skills, with a considerable percentage performing above or at/near the standard.

# ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>6</b>	*	*	*	*	*	*	*	*	*	9	6	9
<b>7</b>	1485.9	*	*	1518.4	*	*	1453.2	*	*	11	10	7
<b>8</b>	*	*	1552.5	*	*	1576.0	*	*	1528.5	5	7	11
<b>All Grades</b>										25	23	27

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>	27.27	*	*	27.27	*	*	9.09	*	*	36.36	*	*	11	*	*
<b>8</b>	*	*	27.27	*	*	27.27	*	*	18.18	*	*	27.27	*	*	11
<b>All Grades</b>	20.00	21.74	33.33	32.00	39.13	33.33	8.00	34.78	14.81	40.00	4.35	18.52	25	23	27

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>	27.27	*	*	36.36	*	*	9.09	*	*	27.27	*	*	11	*	*
<b>8</b>	*	*	54.55	*	*	18.18	*	*	9.09	*	*	18.18	*	*	11
<b>All Grades</b>	28.00	52.17	62.96	32.00	34.78	18.52	4.00	8.70	3.70	36.00	4.35	14.81	25	23	27

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>	9.09	*	*	9.09	*	*	36.36	*	*	45.45	*	*	11	*	*
<b>8</b>	*	*	18.18	*	*	18.18	*	*	9.09	*	*	54.55	*	*	11
<b>All Grades</b>	4.00	0.00	14.81	24.00	21.74	22.22	40.00	52.17	29.63	32.00	26.09	33.33	25	23	27

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*
7	18.18	*	*	45.45	*	*	36.36	*	*	11	*	*
8	*	*	18.18	*	*	63.64	*	*	18.18	*	*	11
All Grades	12.00	21.74	22.22	56.00	56.52	62.96	32.00	21.74	14.81	25	23	27

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*
7	72.73	*	*	0.00	*	*	27.27	*	*	11	*	*
8	*	*	63.64	*	*	18.18	*	*	18.18	*	*	11
All Grades	60.00	73.91	77.78	8.00	26.09	11.11	32.00	0.00	11.11	25	23	27

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
6	*	*	*	*	*	*	*	*	*	*	*	*
7	9.09	*	*	18.18	*	*	72.73	*	*	11	*	*
8	*	*	18.18	*	*	18.18	*	*	63.64	*	*	11
All Grades	8.00	4.35	11.11	28.00	34.78	33.33	64.00	60.87	55.56	25	23	27

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
6	*	*	*	*	*	*	*	*	*	*	*	*
7	18.18	*	*	45.45	*	*	36.36	*	*	11	*	*
8	*	*	9.09	*	*	63.64	*	*	27.27	*	*	11
All Grades	8.00	8.70	18.52	68.00	82.61	62.96	24.00	8.70	18.52	25	23	27

**Conclusions based on this data:**

1. The data indicates limited information for the "Overall" and specific domain-level (Oral Language, Written Language, Listening Domain, Speaking Domain, Reading Domain, and Writing Domain) ELPAC assessments for certain grade levels and academic years.
2. In the "Writing Domain," the majority of students fell into the "Beginning" performance level.

3. The combined data reveals variations in student performance across the different language domains, with the majority of students in the "Beginning" performance level in the "Listening," "Reading," and "Writing" domains.

# School and Student Performance Data

## Physical Fitness Test Results (PFT) 2022-2023

Number of Students Tested

<b>Total student tested = 300</b>	300
<b>Aerobic Capacity</b>	77%
<b>Abdominal Strength and Endurance</b>	76%
<b>Trunk Extensor Strength and Flexibility</b>	76%
<b>Upper Body Strength and Endurance</b>	76%
<b>Flexibility</b>	76%

## Physical Fitness Test Results (PFT) 2022-2023

Number of Students Tested

<b>Total student tested = 23</b>	29%
<b>Aerobic Capacity</b>	323
<b>Body Composition</b>	323
<b>Abdominal Strength and Endurance</b>	323
<b>Trunk Extensor Strength and Flexibility</b>	323
<b>Upper Body Strength and Endurance</b>	323
<b>Flexibility</b>	323

### Conclusions based on this data:

1. Participants achieved a wide range of scores in each test, indicating variations in their physical fitness levels.
2. Times vary from as fast as 5 minutes and 54 seconds to as slow as 18 minutes and 1 second, most individuals completed between 15 to 30 curl-ups, most participants completed between 1 to 20 push-ups, most participants completed between 1 to 20 push-ups.

### Middle Schools Grade 7 and High Schools Grades 9 and 11:

7<sup>th</sup> or 9<sup>th</sup> Grade

11<sup>th</sup> Grade

1. School Connectedness – sites will report percent of students Average reporting “Agree” or “Strongly Agree”
2. Perceived Safety at School – sites will report percent of students Students reporting “Very safe” or “Safe”

70 %

%

66 %

%

3. Caring Adult Relationships – site will report percent of students Average reporting “Pretty much true” or “Very much true” 78 % %

- During distance learning, 70% of students reported school connectedness. Wednesday check-in during distance learning was used for teachers to check in with students. Also, the counselor prepared a social-emotional video and lesson for the teachers to do with their students.
1. During distance learning, 66% of students reported they perceived safety at school.
  2. During distance learning, 66% of students reported they perceived safety at school.
  3. During distance learning, 78% of students reported to have caring adult relationships.



# 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			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>896</b>	<b>8.4</b>	<b>3.7</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in William Mendenhall Middle 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
<b>English Learners</b>	33	3.7
<b>Foster Youth</b>		
<b>Homeless</b>	2	0.2
<b>Socioeconomically Disadvantaged</b>	75	8.4
<b>Students with Disabilities</b>	100	11.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	6	0.7
<b>American Indian</b>	3	0.3
<b>Asian</b>	145	16.2
<b>Filipino</b>	16	1.8
<b>Hispanic</b>	177	19.8
<b>Two or More Races</b>	88	9.8
<b>Pacific Islander</b>		
<b>White</b>	461	51.5

**Conclusions based on this data:**

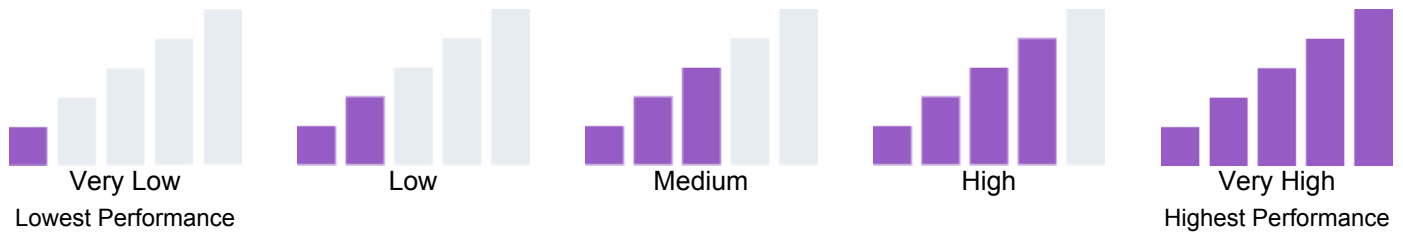
1. Less than 1% of the total enrollment were American Indian while our largest demographic was White at 51. %.
2. Students with Disabilities: 11.2% of the total enrollment (100 students) had disabilities
3. 8.40% of the total enrollment (75 students) were socioeconomically disadvantaged

# School and Student Performance Data

## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

- In 2023, 70% of students met or exceeded standard on the English Language Arts CAASPP assessment and 52% of students met or exceeded standard on the Math CAASPP assessment.
- In 2022-2023, 18 students (2%) were suspended for 1-5 days.

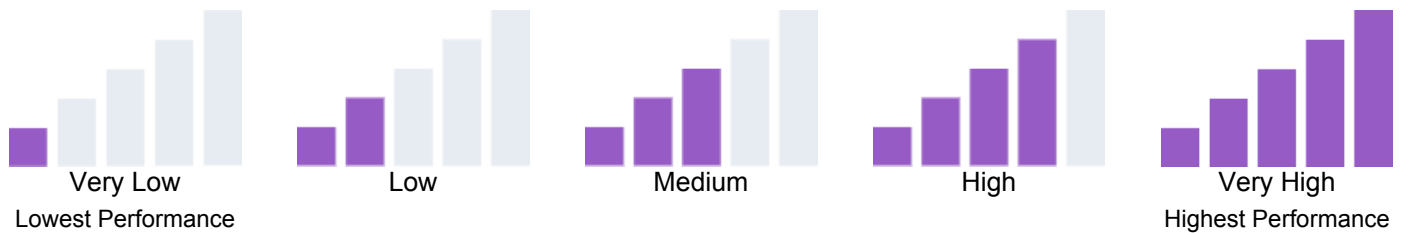
- 
- 
3. The average daily attendance rate was 94.78% for 2022-2023.

# School and Student Performance Data

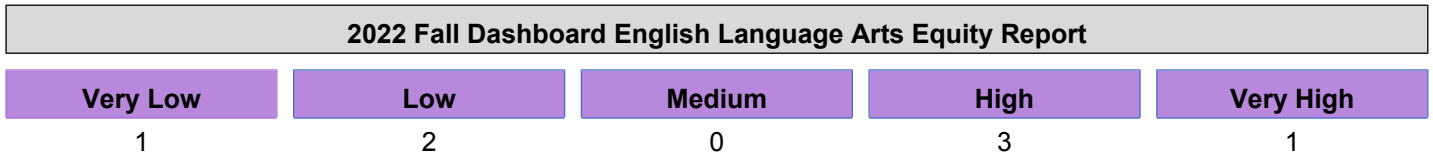
## Academic Performance English Language Arts

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

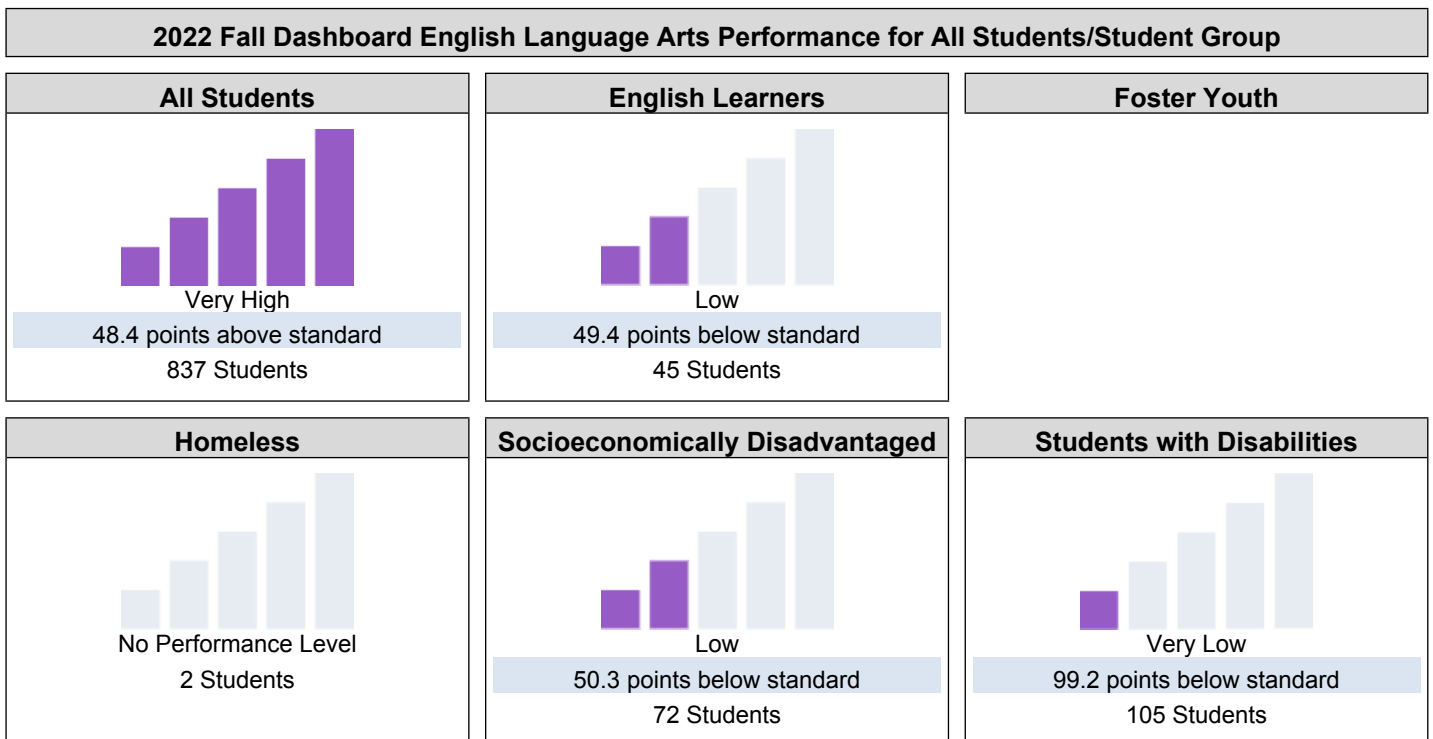
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



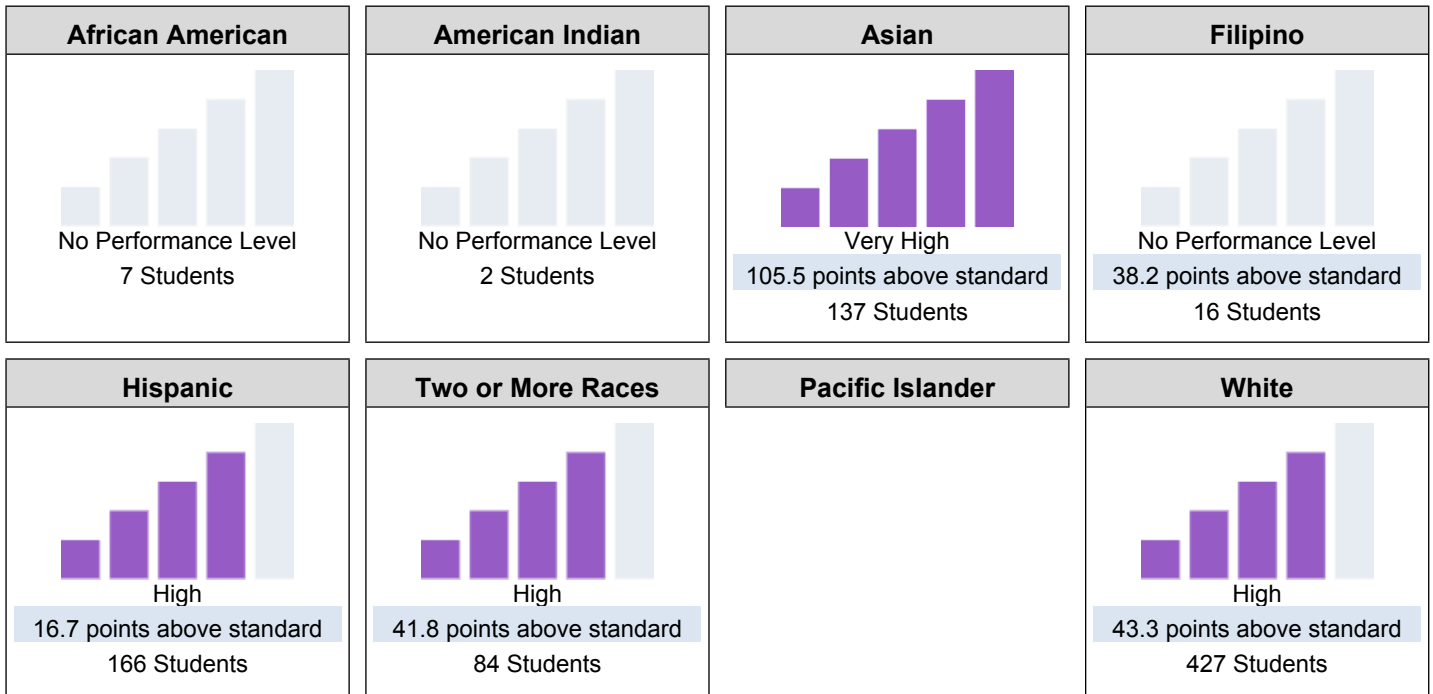
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

## 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>113.2 points below standard</p> <p>25 Students</p>	<p>30.5 points above standard</p> <p>20 Students</p>	<p>42.5 points above standard</p> <p>665 Students</p>

### Conclusions based on this data:

1. In 2023, 30% of English Learners, 35% of Socioeconomically Disadvantaged, and 24% of Students with Disabilities met or exceeded standards on English Language Arts CAASPP.
2. In 2023, 63% of African American students, 47% of American Indian students, 84% of Asian students, 56% of Hispanic/Latino students, 50% of native Hawaiian/Pacific Islander students, and 70% of White students met or exceeded standards on English Language Arts CAASPP.
3. Mendenhall has identified students who have not met standards in English Language Arts and is working on interventions for these students.

# School and Student Performance Data

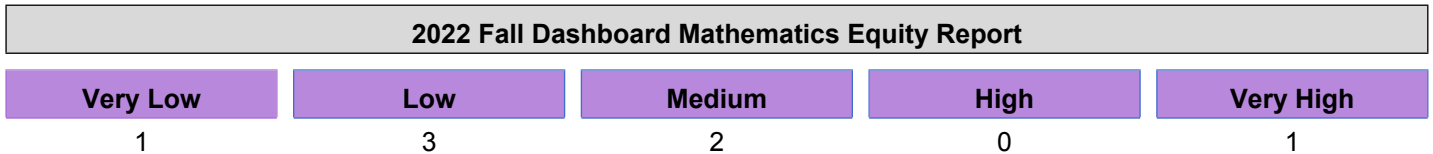
## Academic Performance Mathematics

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

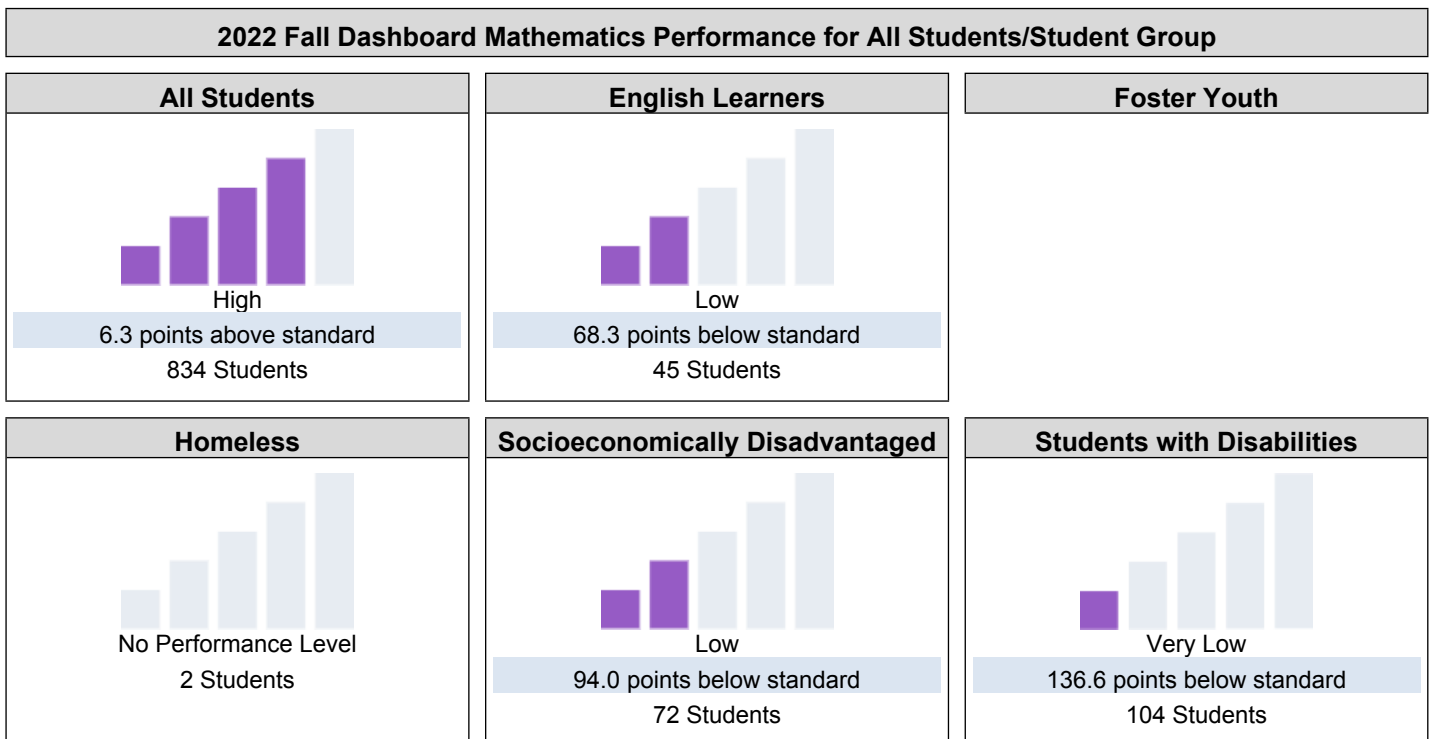
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



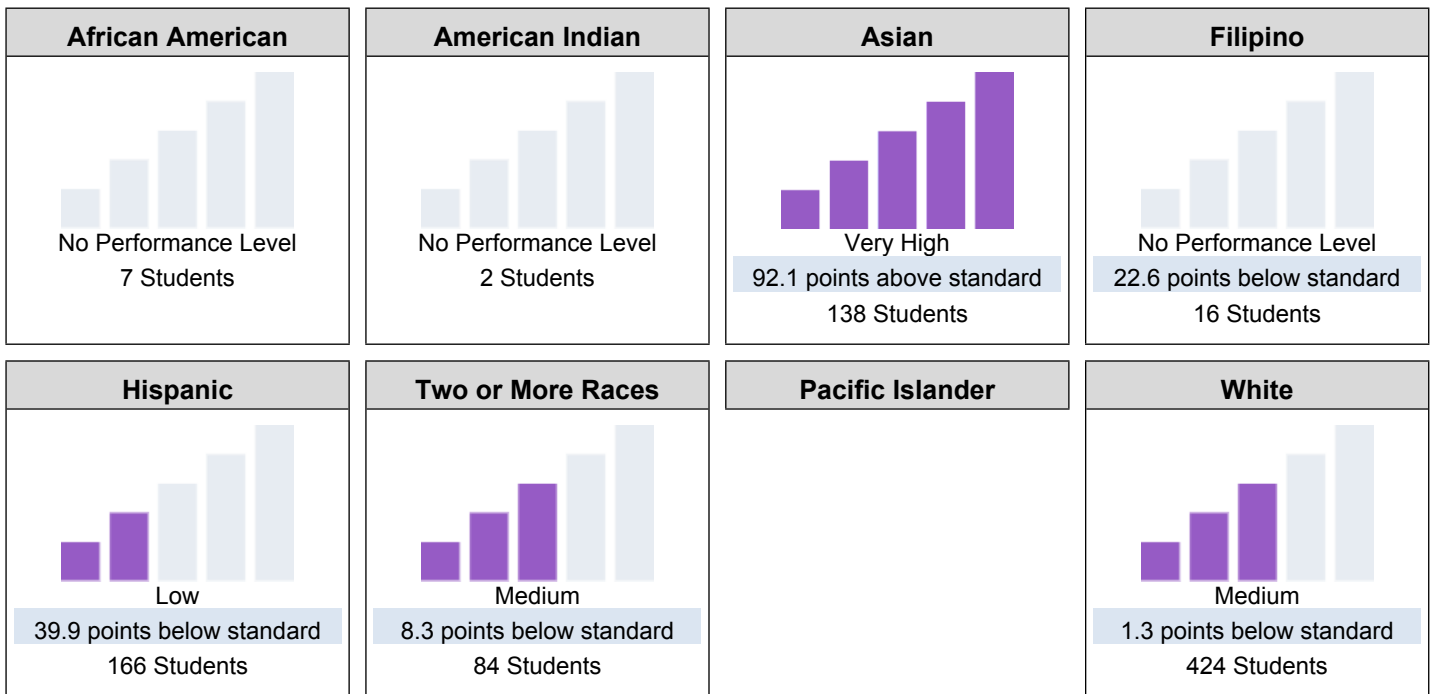
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">134.0 points below standard</p> <p>25 Students</p>	<p style="background-color: #e6f2ff;">13.8 points above standard</p> <p>20 Students</p>	<p style="background-color: #e6f2ff;">3.7 points below standard</p> <p>661 Students</p>

### Conclusions based on this data:

1. In 2023, 4% of English Learners, 21% of Socioeconomically Disadvantaged, and 17% of Students with Disabilities met or exceeded standards on Math CAASPP.
2. In 2023, 42% of African American students, 50% of American Indian students, 72% of Asian students, 32% of Hispanic/Latino students, 0% of native Hawaiian/Pacific Islander students, and 51% of white students met or exceeded standards on Math CAASPP.
3. Mendenhall has identified students who have not met standards in Mathematics and is working on interventions for these students.



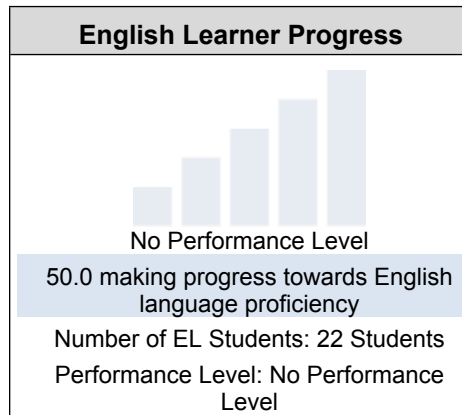
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9.1%	40.9%	4.5%	45.5%

#### Conclusions based on this data:

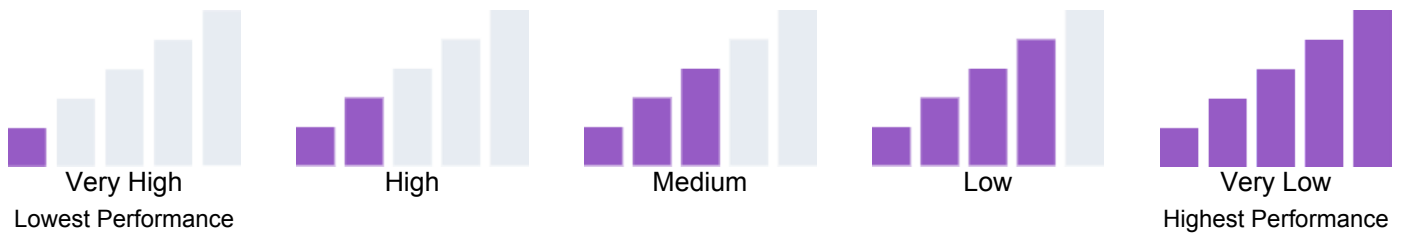
- In 2023, 45.5% of English Learner students progressed at least one ELPI level.
- In 2023, 4% of English Learner students Maintained ELPI Level 4
- In 2023, 9% of English Learner students decreased one ELPI level.

# School and Student Performance Data

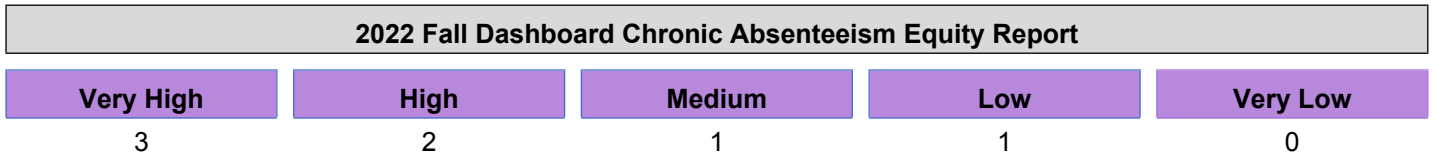
## Academic Engagement Chronic Absenteeism

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

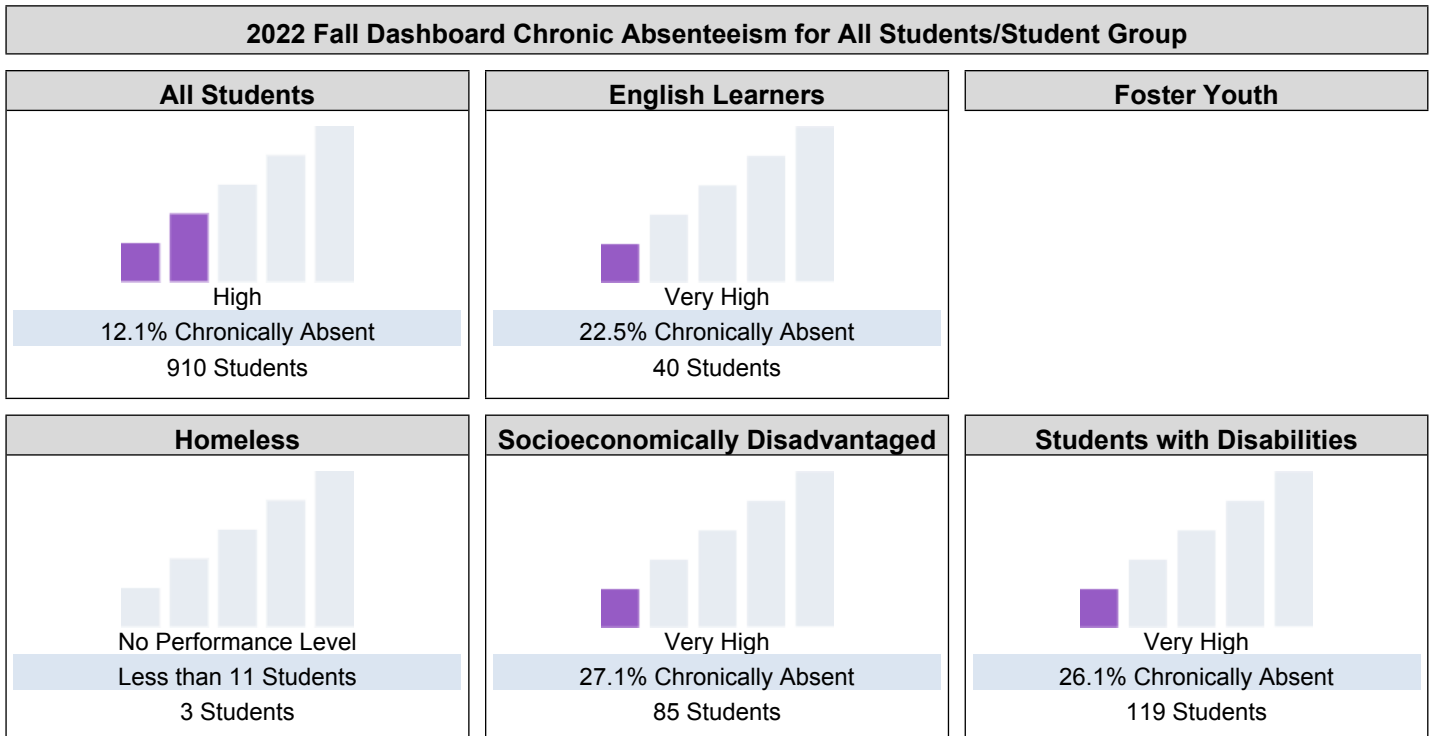
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



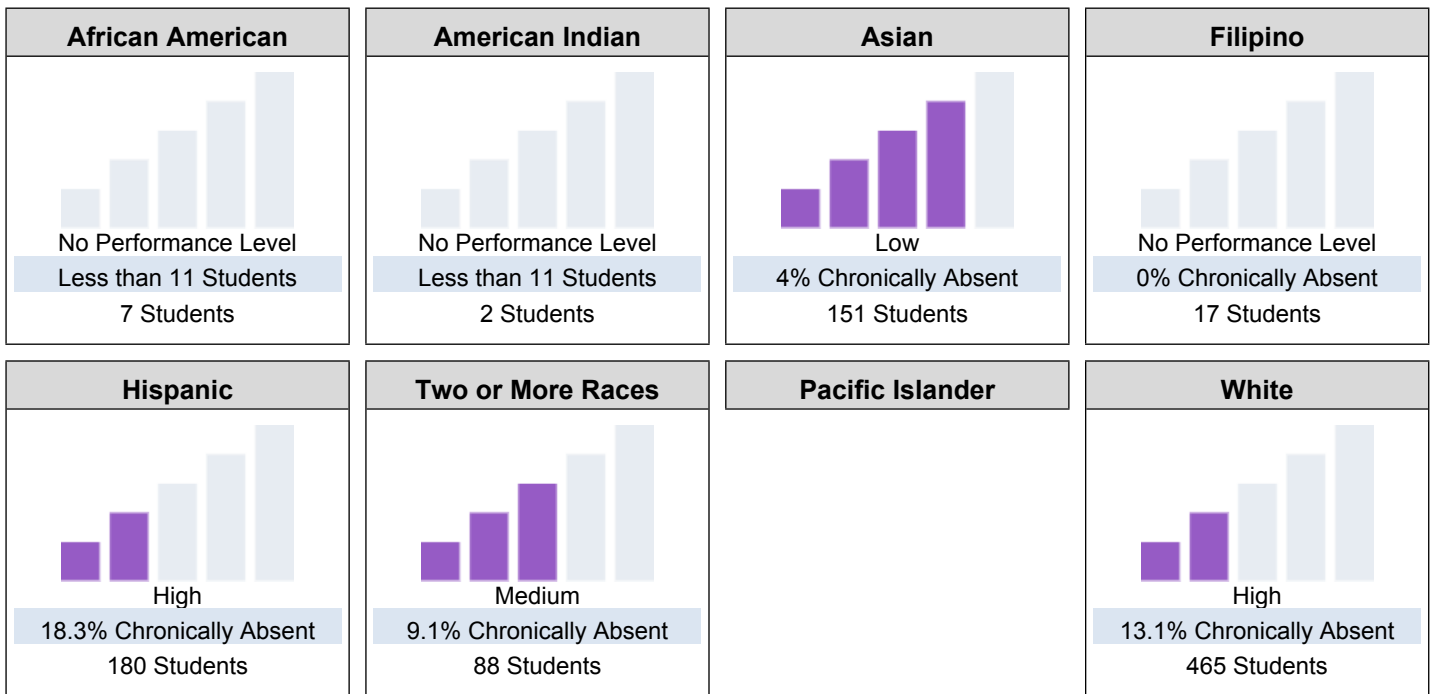
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

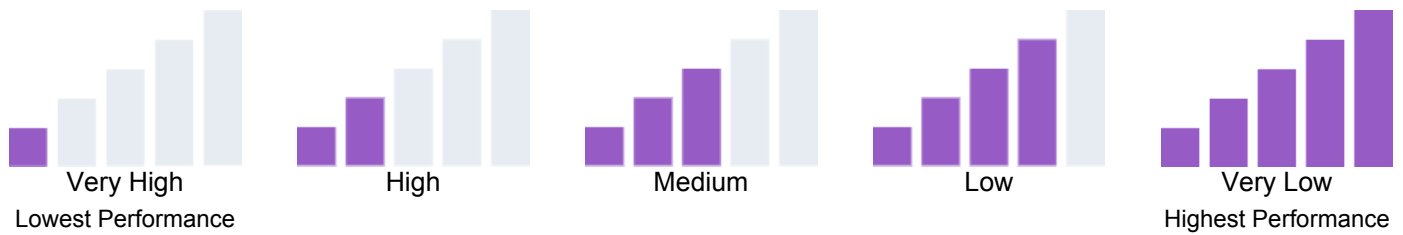
1. In 2022-2023, the average daily attendance rate was 94.78%.
2. Socioeconomically Disadvantaged students had the highest chronic absenteeism rate, with 27.1% of them being chronically absent.
3. Among ethnic groups, Hispanic students had a chronic absenteeism rate of 18.3%.

# School and Student Performance Data

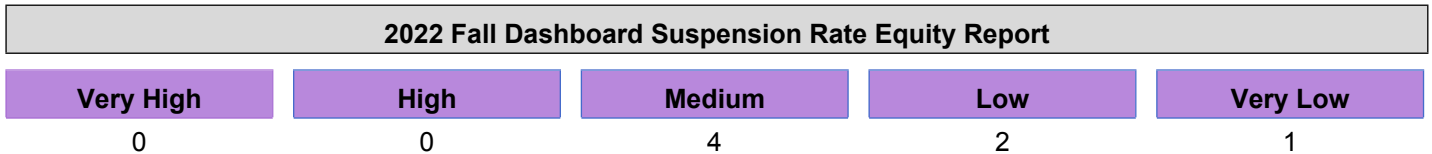
## Conditions & Climate Suspension Rate

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

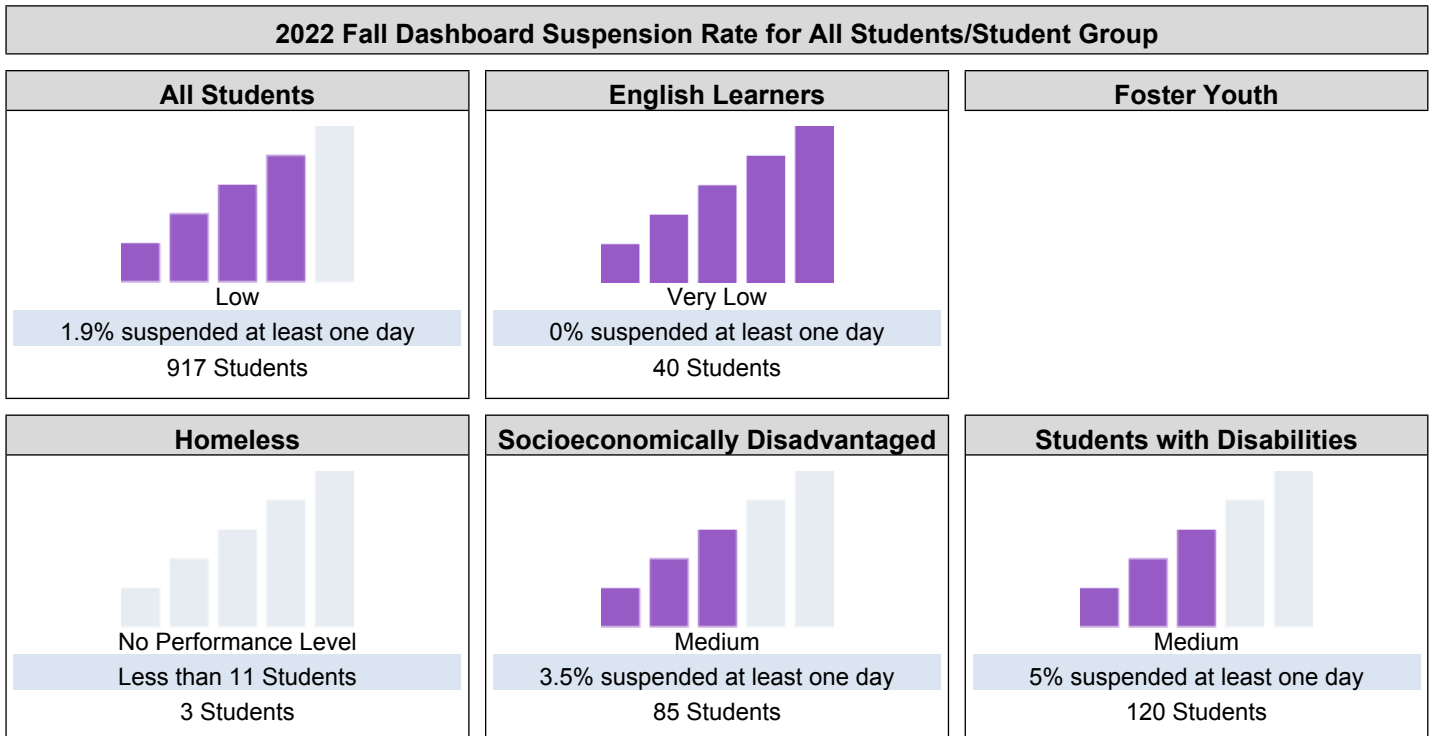
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



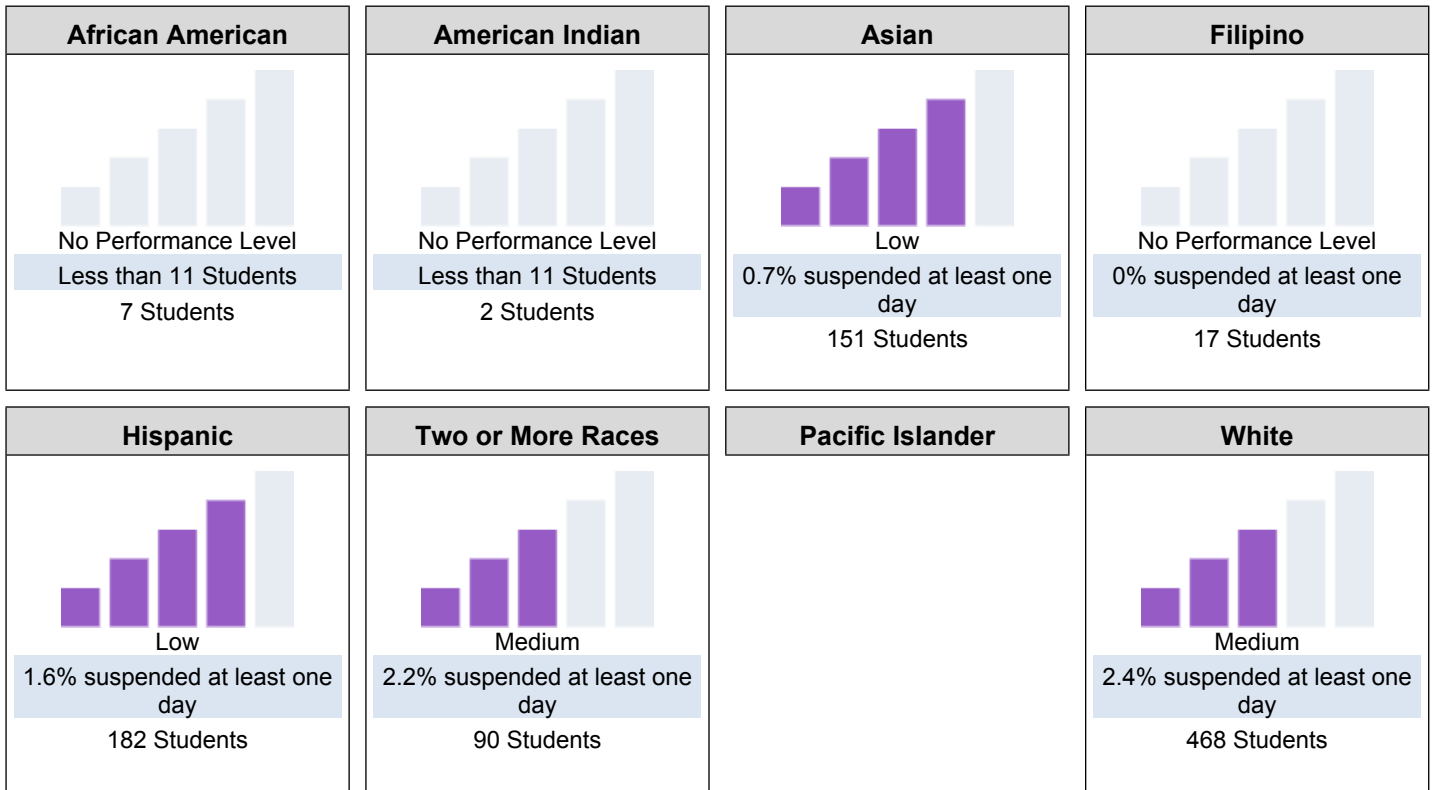
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. In the 2022-2023 academic year, the overall suspension rate for all students was 2%, with 1.9% of students being suspended at least one day. There were 917 students affected.
2. English Learners had the lowest suspension rate and none of them were suspended at least one day out of a total of 40 students.
3. Socioeconomically disadvantaged students had a suspension rate of 3.5%, with 3.5% of them being suspended at least one day. This affected 85 students.

# Annual Review and Update

## SPSA Year Reviewed: 2022-23

### Goal 1

Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP 2022 results Administrator/teacher observation/feedback Passing Grades	<p>To increase the percentage of students scoring standard met or exceeded in ELA-Literacy/Reading Comprehension from 70% to 75%.</p> <p>To increase the percentage of students scoring standard met or exceeded in Mathematics from 52% to 55%.</p> <p>To increase percentage of students scoring above standard in Writing from 37% to 45%.</p> <p>To increase the percentage of students passing all of their classes from 92% to 95%.</p> <p>To continue weekly articulation to parents and communication to students through the leadership students.</p> <p>To increase articulation to include more information to students in weekly broadcast.</p>	<p>Not met. For the 2022-2023 school year ELA-Literacy/Reading Comprehension scores were 69%</p> <p>Met. For the 2022-2023 school year Math scores were 55%.</p> <p>Not Met. For the 2022-2023 school year Writing scores were 36%.</p> <p>Not met. For the 2022-2023 school year 92% of students passed all of their classes.</p> <p>Met.</p> <p>Met</p>

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELA-Literacy/Reading Comprehension: Collaboration, staff development, instruction.</p> <p>Teachers will participate in weekly collaboration.</p> <p>Co-teachers will participate in weekly collaboration.</p>	<p>Actual Actions/Services for ELA-Literacy/Reading Comprehension: Implemented weekly collaboration time with agenda and have staff report out on each meeting.</p> <p>Meetings varied between grade level collaboration,</p>	<p>EL Homework Club 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3,648</p> <p>EL Materials 4000-4999: Books And Supplies LCFF - Supplemental 2,000</p>	<p>EL Homework Club 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3,648</p> <p>EL Materials 4000-4999: Books And Supplies LCFF - Supplemental 2,000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers will participate in Data Teams every trimester.</p> <p>Special Education teachers will use Learning Ally during instruction.</p> <p>Fountas and Pinnell Assessments will be used with SDC Mild and Moderate students.</p> <p>Fountas and Pinnell Leveled Literacy will be used with SDC Mild and Moderate students.</p> <p>Counselor will support at-promise students.</p> <p>Teachers are available to support students After school EL homework club.</p> <p>Teacher collaboration about Integrated ELD/Equity EL Class.</p>	<p>department meetings and whole staff meetings.</p> <p>Learning Ally, Fountas and Pinnell was used by our Special Education department to support student learning in ELA.</p> <p>School counselor presented to all student about topics that are relevant for student success.</p> <p>School counselor checked in with at-promise students.</p>	<p>Homework Club 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 5,472</p> <p>Teacher Collaboration 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4,788</p>	<p>Homework Club 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 5,472</p> <p>Teacher Collaboration 4000-4999: Books And Supplies LCFF - Supplemental 4,788</p>
<p>Mathematics: Collaboration, staff development, instruction Math intervention will be taught by grade level during 0 period.</p> <p>After-school homework club.</p> <p>Co-teachers will participate in weekly collaboration.</p> <p>All teachers will participate in weekly collaboration.</p> <p>Counselor will support at-promise students.</p>	<p>Actual Actions/Services for Mathematics: 0 period was utilized to support student who are identified by our Math department for intervention.</p> <p>After-school homework club was available for students who needed extra support but were not scheduled in 0 period support classes.</p> <p>Implemented weekly collaboration time with agenda and staff reported out at each meeting.</p>	<p>Homework Club 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p> <p>3 Math Intervention sections 1000-1999: Certificated Personnel Salaries District Funded 63,000</p> <p>Teacher Collaboration 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>	<p>Homework Club 1000-1999: Certificated Personnel Salaries</p> <p>3 Math Intervention sections 1000-1999: Certificated Personnel Salaries District Funded 63,000</p> <p>Teacher Collaboration 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers are available to support students.	<p>Meetings varied between grade-level collaboration, department meetings, and whole staff meetings.</p> <p>School counselor presented to all students about topics that were relevant for student success.</p> <p>School counselor checked in with at-promise students.</p>		
<p>Writing Collaboration, staff development, instruction.</p> <p>Co-teachers will participate in weekly collaboration.</p> <p>All teachers will participate in weekly collaboration.</p> <p>Counselor will support at-promise students.</p> <p>Teachers are available to support students.</p>	<p>Implemented weekly collaboration time with agenda and staff reported out at each meeting.</p> <p>Meetings varied between grade-level collaboration, department meetings, and whole staff meetings.</p> <p>School counselor presented to all students about topics that were relevant for student success.</p> <p>School counselor checked in with at-promise students.</p>	Homework Club 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0	Homework Club 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0
<p>Articulation / Social Emotional</p> <p>Counselor will support at-promise students individually, in small groups, and in large groups.</p> <p>Choose Love lessons in classrooms overseen by the counselor. Presentations and lessons given by the counselor.</p>	<p>School counselor presented to all students about topics that were relevant for student success.</p> <p>School counselor checked in with at-promise students.</p>	Staff Development-Conferences 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3,272	Staff Development-Conferences 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3,272
		Staff Development-Collaboration/Conferences 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 4,370	Staff Development-Collaboration/Conferences 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 4,370



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Administrator outreach to Mendenhall families in weekly update.  Weekly leadership school-wide activities.  Participation in LVJUSD MTSS.  Where Everybody Belongs (WEB) activities.  COST meetings twice a month.  Leadership student communication and Journalism Weekly Broadcast.			

## Analysis

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

Overall, these strategies and activities demonstrate a comprehensive approach to enhancing education and support for students. They encompass collaboration among teachers, data-driven decision-making, specialized support for diverse student populations, and resources for language development. The articulated goal appears to be centered around improving student outcomes and ensuring that all students receive the necessary support to succeed academically.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

In summary, while some of the goals were met, including mathematics achievement and improved communication strategies, there were challenges in achieving other academic goals, such as reading comprehension, writing, and increasing the percentage of students passing all classes. These outcomes suggest the need for a thorough review of the strategies and interventions in place, along with data analysis to identify areas for improvement. Adjustments and additional support may be necessary to reach the unmet goals in the future.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material difference between proposed expenditures and estimated actual expenditures.

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 are not making any major changes to our 2023-2024 plan based on our analysis of last years goals/strategies. We will continue to refine and improve our systems.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 2

Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
School-Wide Information System (SWIS) Data Attendance Data Physical Fitness Test Results, PE grades	To decrease the number of students suspended to 1% of students in 2022-2023 To improve the average attendance rate for 2022-2023 to 96% or more. To increase the percentage of students meeting the Healthy Fitness Zone on the Physical Fitness test in at least 4/5 activities to 80% in 2023.	Not Met. Suspensions for 2022-2023 were 2%  Met. Attendance goal for 2022-2023 was 97%  Not Met. All physical fitness test scores were between 77%-76%

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Positive Behavioral Interventions and Supports (PBIS).  Staff development, student education, collaboration Students will participate in Choose Love lessons.  ILT will participate in MTSS staff development.  Counselor will work with students who are struggling with social emotional behavior.  COST team will continue to meet and support students.	Administration, ILT, COST, and PBIS team met regularly throughout the 2022-2023 school year to review student attendance, grades, behavior behavior.  The teams developed behavior expectations, and problem statements after reviewing data. Plans were put in place to improve students' behavior and attendance.	No cost involved None Specified 0	
Attendance  Communication	Administration, ILT, COST, and PBIS team met regularly throughout the 2022-2023 school	No Cost Involved None Specified 0	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Administrators will encourage families to attend school regularly.</p> <p>Teachers will continue to hold students accountable for academic work when they are absent.</p> <p>All staff will continue to stress the importance of attendance at school.</p> <p>Weekly COST conversations will occur between administrators, office staff, Child Welfare, Attendance Aide, and the School Nurse about student attendance.</p> <p>Administrators, teachers, counselor and office staff will continue to monitor student attendance and communicate with families</p>	<p>year to review student attendance, grades, behavior behavior.</p> <p>The teams developed behavior expectations, and problem statements after reviewing data. Plans were put in place to improve students' behavior and attendance.</p> <p>Administration communicated with families every week via email about upcoming events.</p>		
<p>Physical Fitness Instruction</p> <p>Teachers will teach proper form and proficiency and practice physical fitness assessments regularly</p> <p>Students will monitor their healthy fitness zone</p>	<p>During PE department collaboration the team developed and implemented lessons to improve PFT results.</p>	<p>Teacher Collaboration 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4,788.00</p>	<p>Teacher Collaboration 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4,788.00</p>

## Analysis

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

Overall, the implementation of these strategies and activities reflects a comprehensive approach to student development, encompassing both physical and social-emotional aspects. The initiatives aim to create a well-rounded educational environment where students receive instruction in SEL, academic support, and physical fitness. Success should be measured through various means, such as improved social-emotional behavior, academic performance, and physical fitness levels. Continuous evaluation and adjustments based on outcomes will be essential to achieve the articulated goals effectively.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Mendenhall Middle School successfully met one of its articulated goals related to attendance but fell short of achieving the goals related to suspensions and physical fitness. To improve outcomes in these areas, a thorough review of the strategies and activities may be necessary, along with data analysis to identify areas for improvement. Adjustments and additional support may be needed to reach these goals effectively in the future.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material difference between proposed expenditures and estimated actual expenditures.

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 are not making any major changes to our 2023-2024 plan based on our analysis of last years goals/strategies. We will continue to refine and improve our systems.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 3

Enhance parent and community engagement and communication.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Data that shows the frequency of positive communication. Feedback from PTSA, SSC, and other parents.	To increase the frequency of positive parent and student communication with school.	Met. Frequency of positive messaging home increased through regular electronic updates, and positive phone calls from all staff.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Communication</p> <p>The principal will send out a weekly Mustang Update to families.</p> <p>Regular PTSA, SSC, and ELAC meetings.</p> <p>The principal and vice-principal will be visible on campus and welcoming to all families.</p> <p>The principal, vice-principal, and/or athletic director will attend all home athletic events to promote school pride, show support and open communication with families.</p>	<p>Administration established structured protocols and guidelines for staff to proactively share positive messages with parents and create avenues for meaningful collaboration with our parent groups, including PTSA, SSC, and ELAC.</p>	<p>ELAC Meeting Supplies 4000-4999: Books And Supplies LCFF - Supplemental 100</p>	<p>ELAC Meeting Supplies 4000-4999: Books And Supplies LCFF - Supplemental 100</p>
		<p>Translators 2000-2999: Classified Personnel Salaries LCFF - Supplemental 500</p>	<p>Translators 2000-2999: Classified Personnel Salaries LCFF - Supplemental 500</p>

## Analysis

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

Overall, the implementation of these strategies and activities reflects a comprehensive approach to parent engagement and communication. It emphasizes regular and transparent communication through the "Mustang Update," promotes parental involvement in school decision-making through PTSA, SSC, and ELAC meetings, creates a welcoming atmosphere on campus, and demonstrates support for students through attendance at athletic events. These efforts

collectively contribute to building a strong partnership between the school and families, ultimately benefiting the educational experience of students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies and activities aimed at increasing the frequency of positive parent and student communication with the school have proven to be effective. This success is evidenced by the increased frequency of positive messaging home, facilitated by the implementation of regular electronic updates and positive phone calls from all staff. These initiatives have fostered a more engaged and supportive relationship between the school, parents, and students, aligning with the articulated goal successfully.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material difference between proposed expenditures and estimated actual expenditures.

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 are not making any major changes to our 2023-2024 plan based on our analysis of last years goals/strategies. We will continue to refine and improve our systems.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Academics

### Goal Statement

Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

### Basis for this Goal

California Assessment of Student Performance and Progress  
ELPAC  
EL Reclassification  
Other local assessments

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP results Administrator/teacher observation/feedback Passing Grades Sign in logs	The percent of students proficient in ELA in 2022-2023 is 69%.  The percent of students proficient in Mathematics in 2022-2023 is 55%.  The percent of students with passing grades (A, B, C) in 2022-2023 is 92%  Mendenhall has articulated information to students, parents and staff through regular face-to-face meetings, electronic communication and updated website.	Increase the percentage of students proficient in ELA overall CAASPP Scores in 2023-2024 is 73%.  Increase the percentage of students proficient in Mathematics in 2023-2024 55% to 58%.  To increase the percentage of students with passing (A, B, C) in 2023-2024 from 92% to 95%.  To continue weekly articulation to students, parents and staff through regular face-to-face meetings, electronic communication and updated website.

### Planned Strategies/Activities

#### Strategy/Activity 1

ELA-CAASPP Proficiency  
Collaboration, staff development, instruction  
Teachers will participate in weekly collaboration  
Co-teachers will participate in weekly collaboration  
Teachers will participate in Data Teams every trimester  
Special Education teachers will use Learning Ally during instruction  
Fountas and Pinnell Assessments will be used with SDC Mild and Moderate students  
Fountas and Pinnell Leveled Literacy will be used with SDC Mild and Moderate students  
Counselor will support at-promise students

Teachers are available to support students  
 After school EL homework club  
 Teacher collaboration about Integrated ELD/Equity  
 EL Class  
 Weekly teacher collaboration

### Students to be Served by this Strategy/Activity

All students

### Timeline

8/2023 – 6/2024

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3,648
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	EL Homework Club
<b>Amount</b>	2,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	EL Materials
<b>Amount</b>	5,472
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Homework Club
<b>Amount</b>	4,788
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teacher Collaboration

### Strategy/Activity 2

Mathematics-Proficiency CAASPP  
 Collaboration, staff development, instruction  
 Math intervention will be taught by grade level during 0 period  
 After-school homework club  
 Co-teachers will participate in weekly collaboration  
 All teachers will participate in weekly collaboration



Counselor will support at-promise students  
Teachers will participate in weekly collaboration  
Teachers are available to support students

### Students to be Served by this Strategy/Activity

All students

### Timeline

8/2023-6/2024

### Person(s) Responsible

Principal/Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Homework Club
Amount	63,000
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	3 Math Intervention sections
Amount	0
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Collaboration

### Strategy/Activity 4

Articulation  
Collaboration  
Counselor will support at-promise students individually, in small groups, and in large groups  
Choose Love lessons in classrooms overseen by the counselor. Presentations and lessons given by the counselor  
Administrator outreach to Mendenhall families in weekly update  
Weekly leadership school-wide activities  
Participation in LVJUSD MTSS  
Where Everybody Belongs (WEB) activities  
COST  
Leadership student communication  
Weekly Broadcast

### Students to be Served by this Strategy/Activity

All students

**Timeline**

8/2023-6/2024

**Person(s) Responsible**

Principal

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	3,272
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Staff Development-Conferences
<b>Amount</b>	4,370
<b>Source</b>	Title II Part A: Improving Teacher Quality
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Staff Development-Collaboration/Conferences

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Conditions for Learning

### Goal Statement

Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels.

### Basis for this Goal

California Physical Fitness (PFT) Test Grade 7  
California Healthy Kids Survey Grade 7 (every other year)  
Average Daily Attendance  
Suspension rate  
Other local measures

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Educlimber Attendance Data Physical Fitness Test Results, PE grades	2% of students were suspended in 2022-2023  The average daily attendance rate for 2022-2023 was 95.18%.  Physical Fitness test results show that the percent of students achieving the Healthy Fitness Zone in at least 4/5 activities was 76% in 2022-2023.	To decrease the number of students suspended to 1% of students in 2023-2024  To improve the average attendance rate for 2023-2024 to 97% or more.  To increase the percentage of students meeting the Healthy Fitness Zone on the Physical Fitness test in at least 4/5 activities to 79% in 2023-2024.

### Planned Strategies/Activities

#### Strategy/Activity 1

Positive Behavioral Interventions and Supports (PBIS)  
Staff development, student education, collaboration  
Students will participate in Choose Love lessons  
ILT will participate in MTSS staff development  
Counselor will work with students who are struggling with social emotional behavior  
COST team will continue to meet and support students

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

8/2023-6/2024

**Person(s) Responsible**

Administrators/Teachers/Counselor

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 2**

Attendance

Communication

Administrators will encourage families to attend school regularly

Teachers will continue to hold students accountable for academic work when they are absent

All staff will continue to stress the importance of attendance at school

COST will continue to meet and support students

Weekly conversations will occur between administrators, office staff, Child Welfare Attendance Aide, and the School Nurse about student attendance

Administrators, teachers, counselor and office staff will continue to monitor student attendance and communicate with families

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

8/2023-6/2024

**Person(s) Responsible**

Administrators/Teachers/Secretary

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 3**

Physical Fitness

Instruction

Teachers will teach proper form and proficiency and practice physical fitness assessments regularly

Students will monitor their healthy fitness zone

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

8/2023-6/2024

**Person(s) Responsible**

Administrators/Teachers

**Proposed Expenditures for this Strategy/Activity**

**Amount**

0

<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teacher Collaboration

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Parent and Community Engagement and Communication

### Goal Statement

Enhance parent and community engagement and communication.

### Basis for this Goal

Teachers utilizing on-line communication/gradebook  
Parent participation on site committees  
Other local measures

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Data that shows the frequency of positive communication. Feedback from PTSA, SSC, and other parents.	Parent communication for 2022-2023 was through a weekly update and the school website. Whenever possible, administrators and teachers talk or meet with parents rather than email as a way of communication.	To increase the frequency of positive parent and student communication with school.

### Planned Strategies/Activities

#### Strategy/Activity 1

Communication  
The principal will send out a weekly Mustang Update to families  
Regular PTSA, SSC, and ELAC meetings  
The principal and vice-principal will be visible on campus and welcoming to all families  
The principal, vice-principal, and/or athletic director will attend all home athletic events to promote school pride, show support and open communication with families

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

8/2023-6/2024

#### Person(s) Responsible

Principal/Teachers

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	100
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	ELAC Meeting Supplies
<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Translators

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$4,370
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	87,150.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	94,702	94,702.00
LCFF - Supplemental	19,780	0.00
Title II Part A: Improving Teacher Quality	4,370	0.00
Other	15,732	15,732.00



# Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	84,550.00
2000-2999: Classified Personnel Salaries	500.00
4000-4999: Books And Supplies	2,100.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	63,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	17,180.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	500.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,100.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	4,370.00

# 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
- 4 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Erik Taylor	Principal
Victoria Qiu	Secondary Student
Erin Peacock	Classroom Teacher
Gretchen Fajardo	Classroom Teacher
Noelle Johnson	Classroom Teacher
Stacy Daigh	Classroom Teacher
Dayna Key	Other School Staff
Veronica Medina	Parent or Community Member
Lakeisha Turner	Parent or Community Member
Robin Rosenlind	Parent or Community Member
Jennie Buban	Parent or Community Member
Allison Reisdorf	Secondary Student
Camryn Smith	Secondary Student
Sanskriti Agarwal	Secondary Student
Addison Rosenlind	Secondary Student
Logan Karavaras	

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**

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 October 24, 2023.

Attested:



Principal, Erik Taylor on 10-24-2023



SSC Chairperson, Noelle Johnson on 10-24-2023

# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

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 the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).



## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program

# Appendix C: Centralized Services for Planned Improvements in Student Performance

## Centralized Services for Planned Improvements in Student Performance

### Centralized Services/Expenditures for 2023-2024 State and Federally – Funded Categorical Programs

#### **Title I, Part A, Improving the Academic Achievement of the Disadvantaged:**

Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- *Funds are allocated for kinder readiness, supplemental Intervention and summer programs for targeted students, homeless students.*
- **Supporting our District SPSA Goals.**
- \$98,677

#### **Title II, Part A, Preparing, Training, and Recruiting High Quality Teachers and Principals:**

Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality, increasing the number of highly qualified teachers and principals in the schools, and to hold Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development for new teacher support, to Improve teacher and principal quality*
- **supporting our District SPSA Goals.**
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- \$138,502

#### **Title III, Language Instruction for Limited English Proficient (LEP):**

Provides funding for supplementary programs and services for LEP and immigrant students. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities. *Supplemental materials to support immigrant and EL students.*

- *Partially funds Districtwide ELD Coordinator, Community Liaison, and Instructional Assistant*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, supporting our District SPSA Goals.*
- \$157,783

#### **Title IV-A, Student Support and Academic Enrichment:**

Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.

- *Funds are allocated for after-school elementary math programs for at-risk students, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology, supporting our District SPSA Goals.*
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- \$34,456

## Appendix D: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

<b>Federal Programs</b>		<b>Allocation</b>
	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$
X	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$4,370
<b>Total amount of federal categorical funds allocated to this school</b>		<b>\$4,370</b>

<b>State Programs</b>		<b>Allocation</b>
X	<b>Local Control Funding Formula (LCFF) Base</b> Purpose: Support the needs of all students and student groups	\$94,702
X	<b>Local Control Funding Formula (LCFF) Supplemental</b> Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$19,780
<b>Total amount of federal categorical funds allocated to this school</b>		<b>\$114,482</b>

<b>Local Funding</b>		
X	<b>Technology Funds – Local Parcel Tax</b>	\$15,732

## Appendix E: Planned Improvements in Student Performance LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth

**Projected LCFF Supplemental Funds \$19,780**

The Local Control Accountability Plan (LCAP) designates funds be provided to sites, based on an unduplicated student formula, to be used to address site specific needs targeted to low income, English Learner, foster youth, and at-risk students for specific supports necessary to meet the LCAP Goal #1: *Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.*

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Timeline	Person(s) Responsible	Estimated Cost	Target Population
<u>Improvements or enhancement in instruction:</u>				<ul style="list-style-type: none"> <li>• Socio-econ. Disadvantaged</li> <li>• English Learner</li> <li>• Foster Youth</li> </ul>
After school homework club for at-risk students-Core, Science, Math 3 hours/week x 3 teachers, 31 weeks	9/2023-6/2024	Principal/Teachers, ILT	\$5,472	
EL Homework Club	9/2023-6/2024	Principal/Teacher	\$3,648	
		<u>Total:</u>	9,120	
<u>Supplemental materials, computers, software, books, supplies may be purchased:</u>				<ul style="list-style-type: none"> <li>• Socio-econ. Disadvantaged</li> <li>• English Learner</li> <li>• Foster Youth</li> </ul>
ELD Materials for ELD class	9/2023-6/2024	Principal, ELD Teacher	\$2,000	
		<u>Total:</u>	2,000	
<u>Staff Development and Professional Collaboration, training costs, substitute costs:</u>				<ul style="list-style-type: none"> <li>• Socio-econ. Disadvantaged</li> <li>• English Learner</li> <li>• Foster Youth</li> </ul>
CLS Conference	3/2024	Principal/Teachers	\$3,272	
Teacher Collaboration 42 teachers x 2 hours =84 hours	9/2023-6/2024	Principal, ILT	\$4,788	
		<u>Total:</u>	8,060	
<u>Parent Involvement:</u>				<ul style="list-style-type: none"> <li>• Socio-econ. Disadvantaged</li> <li>• English Learner</li> <li>• Foster Youth</li> </ul>
Translators	August-June	Principal	\$500	
ELAC Meeting Supplies	August-June	Principal/EL Liaison	\$100	
		<u>Total:</u>	600	
		<u>Grand Total:</u>	19,780	

## **Appendix H**

### **Livermore Valley Joint Unified School District Technology Funding Plan – ALL SITES Technology Funds:**

#### **PROGRAM DESCRIPTION:**

All William Mendenhall Middle School students have a Chromebook assigned to them to use for classwork and homework. The Technology funds provided fund Mac books for instructional purposes.