

# 2017-2018

## The Single Plan for Student Achievement

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

School: Wm. Mendenhall Middle School

District: Livermore Valley Joint Unified School District

County-District School (CDS) Code: 01612006001341

Principal: Susan Sambuceti

Date of this revision: October 17, 2017

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Susan Sambuceti

Position: Principal

Telephone Number: 925-606-4731

Address: 1701 El Padro Drive, Livermore, CA 94550

E-mail Address: [ssambuceti@lvjUSD.k12.ca.us](mailto:ssambuceti@lvjUSD.k12.ca.us)

The District Governing Board approved this revision of the SPSA on November 14, 2017.



## **The Story**

### **School Vision and Mission**

The mission of William Mendenhall Middle School is to develop a safe, supportive, cooperative learning environment where students, parents and teachers all work together to create independent learners in a changing world.

The vision of William Mendenhall Middle School is to:

- Challenge students to reach their highest level of academic achievement by setting high goals, communicating clear expectations in all classes and at home, and motivating students to strive for accuracy and excellence;
- Provide a stimulating, high-quality, standards-based education that fosters a love of learning in an orderly, nurturing, cooperative, and physically and emotionally safe environment;
- Promote mutual respect and acceptance of cultural, racial, and religious differences through kindness, honesty, personal responsibility, and a healthy lifestyle;
- Help students to become ethical, caring, and environmentally responsible citizens in order to make a positive contribution to society in our diverse world.

## **School Profile**

William Mendenhall Middle School is located in the beautiful Livermore valley in the city of Livermore, California. It 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 enriched environment that supports high academic rigor based on 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.

Based on 2016-2017 data from Data Quest, 61% of the students are white, 18% Hispanic/Latino, 9% Asian, 9% two or more races or other, 3% Filipino. Ten percent of students are socio-economically disadvantaged, based on their participation in the free or reduced lunch program. Eleven percent of the student population is students with disabilities, and 4% are English learners.

In the 2016-2017 school year, there were six early release days for planning purposes, in addition to the regular Wednesday early release. The total instructional minutes for the year were 55,715.

Students have a six-period day, with core (social studies and language arts) offered at all three grade levels – 3 periods for sixth graders, and two periods for 7<sup>th</sup> and 8<sup>th</sup> graders. Science, math (Math 6, Math 7, Math 8, Algebra and Geometry), and physical education round out the middle school schedule. Seventh and 8<sup>th</sup> graders are offered an elective of Spanish, STEM, reading comprehension, band, orchestra, choral music, art, woodshop, technology, yearbook, leadership or resource. 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 has been helpful in modeling and/or providing professional development to staff on how to incorporate instructional strategies that support the implementation of the California State Standards (CSS) and how to develop a strong, cohesive professional learning community. With the advent of stipends in 2017-2018 for the Instructional Leadership Team, there is greater potential to have a lasting impact on professional development.

Departments and/or grade levels meet two to three times a month to share best practices, to align their lessons with the CSS and to evaluate their common formative assessments. During early release days Sep. 12 through Sep. 15, we met as a staff to learn how to use Illuminate and how to implement Google Classroom and other technology tools to improve student learning. Throughout the year during staff collaboration on early release days, our focus has been on developing ways to meet the district's three goals in implementing the California State Standards and on enhancing Professional Learning Communities, data teams, and common formative assessments, with a specific emphasis on supporting our English learners.

Raising staff awareness about the needs of English learners has resulted in increased support for the students. While we have only a small percentage of English learners, we continue to provide staff training throughout the year to develop best practices to support English learners. We provide a supplemental class of Reading Strategic so that English learners have an opportunity to engage more closely with text and to develop their comprehension skills.

Our district provides annual data to identify underperforming and at-risk students. These are the ways we work to support underperforming and at-risk students:

- There are three levels of intervention provided for underperforming students: 1) direct classroom intervention and additional support/ differentiation of instruction, 2) assignment to additional strategic reading classes to provide scaffolding of instruction for students below grade level and 3) a study skills class to provide students with organizational support and strategies, or a math intervention class whose focus has shifted to pre-teaching curriculum, rather than re-teaching.
- A supervised mid-day Study Hall, staffed by a certificated teacher, is provided for those students who do not complete their homework on a regular basis.
- To maintain an appropriate learning environment for students who are at school to learn, a reflection room is provided for students who choose to be disruptive in the classroom and need a place to calm themselves.
- The PTSA funds the Accelerated Reader program used school wide for all students, along with an assessment program to assist parents and students with progress monitoring.

These are the programs used to support students with the transition to middle school and onto high school:

- WEB (Where Everybody Belongs), a mentor program matching up incoming 6<sup>th</sup> graders with 7<sup>th</sup> and 8<sup>th</sup> grade mentors to facilitate a smooth transition to middle school
- Parent information evenings at the feeder schools
- Student information sessions at the feeder schools
- Student/Parent evening at Mendenhall that includes curricular information provided by sixth grade teachers, parent information from the Mendenhall PTSA officers, and a school tour

- Open House in the spring to assist parents in ascertaining the expectations of the middle school curriculum
- Extensive online resources for incoming students and their parents
- Social-emotional curriculum for 6<sup>th</sup> graders
- Counseling to support students who struggle with anxiety or other school-related issues
- Consistency of sixth grade teachers' expectations of organizational skills across the grade level
- Intervention for students who are not successful mastering the essential standards in sixth and seventh grade mathematics
- PTSA-sponsored College/Career night (Pathways to a Bright Future) for eighth graders
- Eighth grade College project in core classes
- Study Skills class provided to struggling seventh and eighth graders to help them develop skills that will benefit them in high school and beyond
- Mid-day study hall for students who fail to complete assignments

These strategies and services are used to increase parental/family/community involvement/education that will support students in becoming proficient and prepare them for college and/or career:

- Parent Center staffed by parents every Friday morning from 8:30 to 10:00 that administrators frequently attend
- Expansion of online resources through the school's website and availability of computers for students/families without computers
- Surveys administered every other year of parents regarding how the school meets the needs of students and their families
- Regular communication with families when students do not master essential standards in mathematics (6<sup>th</sup> & 7<sup>th</sup> grades)
- Weekly extracurricular opportunities through Math Counts for students to enhance their understanding of mathematics provided by community volunteers
- District counselor on campus 2 days a week to support academically at-risk students
- Counseling support 2 days a week provided by Horizons Counseling Center to assist students with social/emotional needs
- Community programs such as Science on Saturdays, Expanding your Horizons conference, and Science Odyssey
- Livermore Valley Education Foundation, which provides funds for athletic and sports programs, music programs and other educational purposes
- An active PTSA that plans events to include all members of the community

**SPSA HIGHLIGHTS:** Identify and briefly summarize the key features of this year's SPSA.

- LCAP Goal 1, School Goal 1: To reduce the percentage of students not meeting standard in the Reading Comprehension claim from 15% to under 10%. For students with disabilities, from 56% to under 50%; for Socio-economically disadvantaged, from 31% to under 25%; for Hispanic/Latino, from 26% to under 20%; and for English learners, from 83% to under 50%.
  - Strategies include: professional development in STAR assessment, developing Personalized Learning Plans for EL students, implementing Achieve 3000 with Resource and Reading Strategic students, annotation of text across disciplines along with professional development to support non-core teachers
- LCAP Goal 1, School Goal 2: To reduce the percentage of students not meeting standard in the Concepts & Procedures claim from 20% to under 15%. For students with disabilities, from 73% to under 50%; for Hispanic/Latino students, from 37% to under 20%; for socio-economically disadvantaged, from 47% to under 20%; and for English learners, from 70% to under 45%.
  - Strategies include: math intervention classes for 6<sup>th</sup> & 7<sup>th</sup> grades, math homework club, professional development in mathematics instruction, developing Personalized Learning Plans for EL students
- LCAP Goal 1, School Goal 3: To reduce the percentage of students not meeting standard in the Writing claim from 11% to under 5%. For students with disabilities, from 51% to 30%; for Hispanic/Latino students, from 25% to 10%; for socio-economically disadvantaged students, from 28 to 15%; and for English learners, from 58% to 30%.
  - Strategies include: Achieve 3000 for Reading Strategic and Resource students, using student devices for writing across the curriculum, continuing to develop a coherent writing program
- LCAP Goal 2, School Goal 4: To increase students' reported feelings of safety and belonging to greater than or equal to 80% on the CHKS (or a similar survey), as well as lower the suspension rate from 3.8 to 3.0 for all groups.
  - Strategies include: social/emotional curriculum for all 6<sup>th</sup> graders, WEB program for all incoming 6<sup>th</sup> graders, digital literacy lessons for all grade levels
- LCAP Goal 2, School Goal 5: To strive for a minimum of 97% attendance rate each month.
  - Strategies include: providing support for chronically absent students, promoting school attendance with families, rewarding good school attendance
- LCAP Goal 2, School Goal 6: To improve performance in the weakest area on the CA Physical Fitness Test for 7<sup>th</sup> graders, Upper body strength and endurance, from 72% to 80% or higher.
  - Strategies include improving upper body strength instructional techniques
- LCAP Goal 2, School Goal 7: To increase articulation opportunities in order to improve student transitions from elementary school and to high school.
  - Strategies include continuing programs like WEB and Pathways to a Bright Future, parent communications, providing a resource specialist at each grade level

- LCAP Goal 3, School Goal 8: To provide parents with timely, informative feedback on curriculum, instruction and programs and with resources to support their children in the middle school years.
  - Strategies include communicating with families in a variety of formats, especially about technology and social media

## **Dashboard Indicators\***

\*The field test of the Dashboard launched in spring 2017 and it is based on the latest state data that was available when the State Board of Education adopted the new accountability tool in September 2016. For the Academic Indicator, the results are from the 2015-16 school year. For other indicators (Graduation Rate, Suspension Rate, and English Learner Progress), the results are from the 2014-15 school year. The state collects data from local educational agencies at different points throughout the year. To better accommodate the Dashboard, the state is now working to align the reporting of data to annual updates of the Dashboard. But during the field test local educational agencies will have more current data available for the Graduation Rate and Suspension Rate indicators than what is reported through the Dashboard.

# SBA Math Grade Level Comparison 2016-17

## 2016-17 Smarter Balanced Assessments (SBA) Grade Level Comparison

Subject: **Math**

Test(s): **All 2016-17 Assessments**

Roster Date

Control Panel (05-01-2017)

Gender(s)  
Male & Female

Reported Race  
All Reported Races

Special Education  
Special & Non Special

Socio-Economic  
SED & Not SED

English Proficiencies  
All

Overall Performance [Mendenhall Middle School]

PL - Performance Level

Grade Levels	Total Tested	Avg Scale Score	Avg PL	Avg Dist. from L3	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded		PL 3 Standard Met		PL 2 Standard Nearly Met		PL 1 Standard Not Met	
							0	50	100	0	50	100	0	50
<b>DISTRICT</b>	<b>6,912</b>	<b>2531</b>	<b>2.5</b>	<b>-7</b>	<b>50%</b>	<b>50%</b>	<b>23%</b>		<b>27%</b>		<b>27%</b>		<b>24%</b>	
<b>6th Grade</b>	327	2562	2.7	+10	58%	42%	28%		30%		29%		13%	
<b>7th Grade</b>	317	2589	2.8	+21	64%	36%	33%		31%		24%		12%	
<b>8th Grade</b>	309	2604	2.7	+18	56%	44%	31%		25%		29%		15%	

Average Distance from Level 3 is calculated for grades 3-8 only. Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.  
Calculations include students tested out of district.

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# SBA Math Grade Level Comparison 2015-16

## 2015-16 Smarter Balanced Assessments (SBA) Grade Level Comparison

Subject: **Math**

Test(s): **All 2015-16 Assessments**

Roster Date

Control Panel (05-02-2016)

Gender(s)  
Male & Female

Reported Race  
All Reported Races

Special Education  
Special & Non Special

Socio-Economic  
SED & Not SED

English Proficiencies  
All

Overall Performance [Mendenhall Middle School]

PL - Performance Level

Grade Levels	Total Tested	Avg Scale Score	Avg PL	Avg Dist. from L3	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded		PL 3 Standard Met		PL 2 Standard Nearly Met		PL 1 Standard Not Met	
							0	50	100	0	50	100	0	50
<b>DISTRICT</b>	<b>6,412</b>	<b>2526</b>	<b>2.4</b>	<b>-13</b>	<b>47%</b>	<b>53%</b>	<b>21%</b>		<b>26%</b>		<b>29%</b>		<b>24%</b>	
<b>6th Grade</b>	306	2555	2.7	+2	56%	44%	26%		30%		27%		17%	
<b>7th Grade</b>	308	2590	2.8	+23	62%	38%	29%		33%		30%		8%	
<b>8th Grade</b>	303	2594	2.7	+8	56%	44%	24%		32%		31%		13%	

Average Distance from Level 3 is calculated for grades 3-8 only. Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.  
Calculations include students tested out of district.

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# SBA ELA Grade Level Comparison 2016-17

## 2016-17 Smarter Balanced Assessments (SBA) Grade Level Comparison

Subject: ELA

Test(s): All 2016-17 Assessments

Roster Date

Control Panel (05-01-2017)

Gender(s)  
Male & Female

Reported Race  
All Reported Races

Special Education  
Special & Non Special

Socio Economic  
SED & Not SED

English Proficiencies  
All

Overall Performance [Mendenhall Middle School]

PL - Performance Level

Grade Levels	Total Tested	Avg Scale Score	Avg PL	Avg Dist. from L3	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded			PL 3 Standard Met			PL 2 Standard Nearly Met			PL 1 Standard Not Met		
							0	50	100	0	50	100	0	50	100	0	50	100
<b>DISTRICT</b>	<b>6,908</b>	<b>2540</b>	<b>2.7</b>	<b>+16</b>	<b>61%</b>	<b>39%</b>	<b>28%</b>			<b>33%</b>			<b>20%</b>			<b>19%</b>		
6th Grade	329	2567	2.9	+36	69%	31%	29%			40%			22%			9%		
7th Grade	318	2590	2.9	+37	69%	31%	30%			39%			20%			11%		
8th Grade	309	2613	2.9	+45	73%	27%	28%			45%			18%			8%		

Average Distance from Level 3 is calculated for grades 3-8 only. Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

Calculations include students tested out of district.

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# SBA ELA Grade Level Comparison 2015-16

## 2015-16 Smarter Balanced Assessments (SBA) Grade Level Comparison

Subject: ELA

Test(s): All 2015-16 Assessments

Roster Date

Control Panel (05-02-2016)

Gender(s)  
Male & Female

Reported Race  
All Reported Races

Special Education  
Special & Non Special

Socio-Economic  
SED & Not SED

English Proficiencies  
All

Overall Performance [Mendenhall Middle School]

PL - Performance Level

Grade Levels	Total Tested	Avg Scale Score	Avg PL	Avg Dist. from L3	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded			PL 3 Standard Met			PL 2 Standard Nearly Met			PL 1 Standard Not Met		
							0	50	100	0	50	100	0	50	100	0	50	100
<b>DISTRICT</b>	<b>6,415</b>	<b>2537</b>	<b>2.7</b>	<b>+13</b>	<b>60%</b>	<b>40%</b>	<b>26%</b>			<b>34%</b>			<b>21%</b>			<b>19%</b>		
6th Grade	304	2570	2.9	+38	72%	28%	31%			41%			19%			9%		
7th Grade	309	2598	2.9	+46	74%	26%	29%			45%			18%			8%		
8th Grade	303	2608	2.9	+41	71%	29%	25%			46%			21%			8%		

Average Distance from Level 3 is calculated for grades 3-8 only. Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

Calculations include students tested out of district.

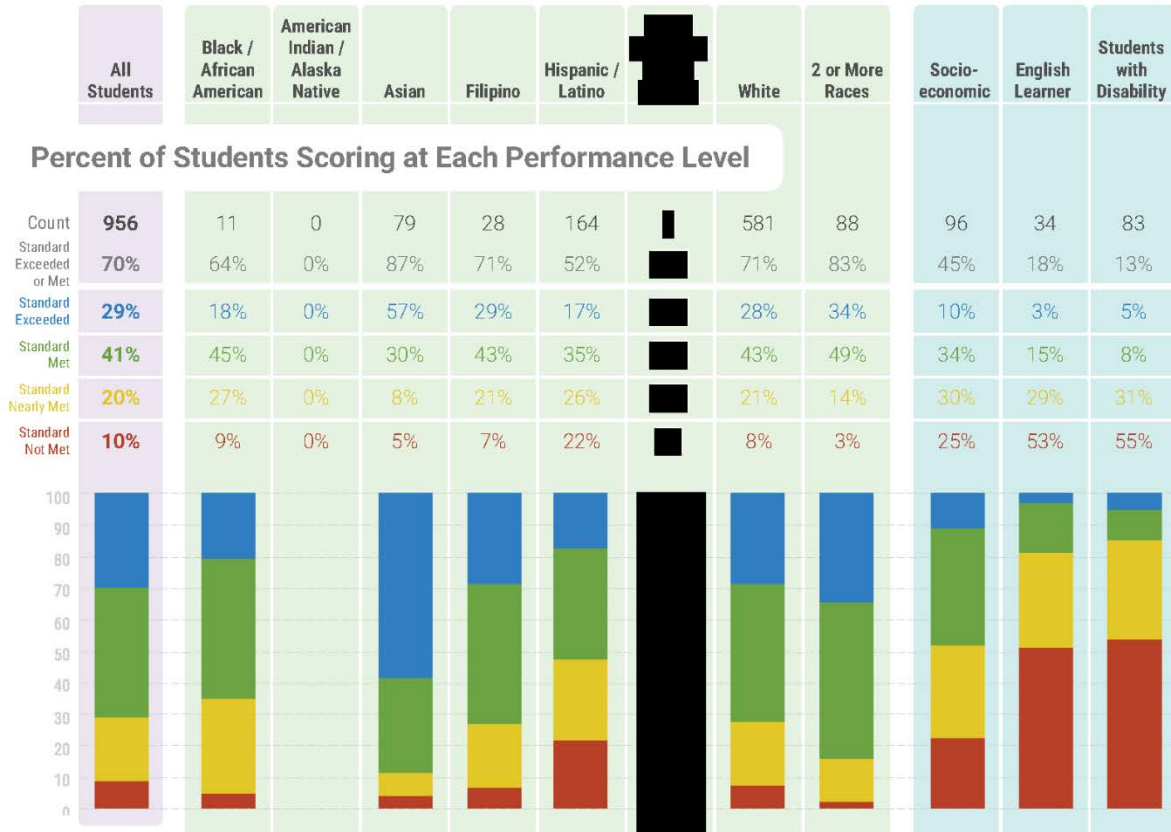
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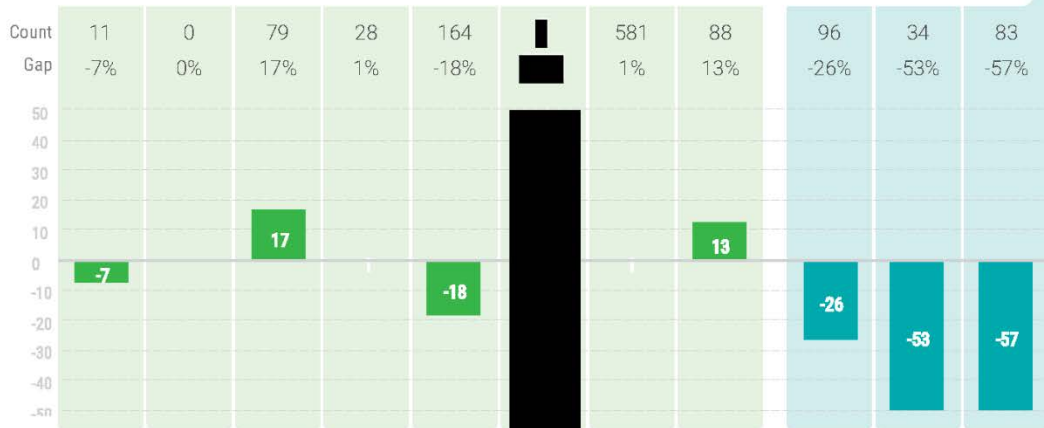
# ELA Subgroup Summary 2017

## Smarter Balanced Subgroup Summary

2017 ELA: All Grade Levels Tested



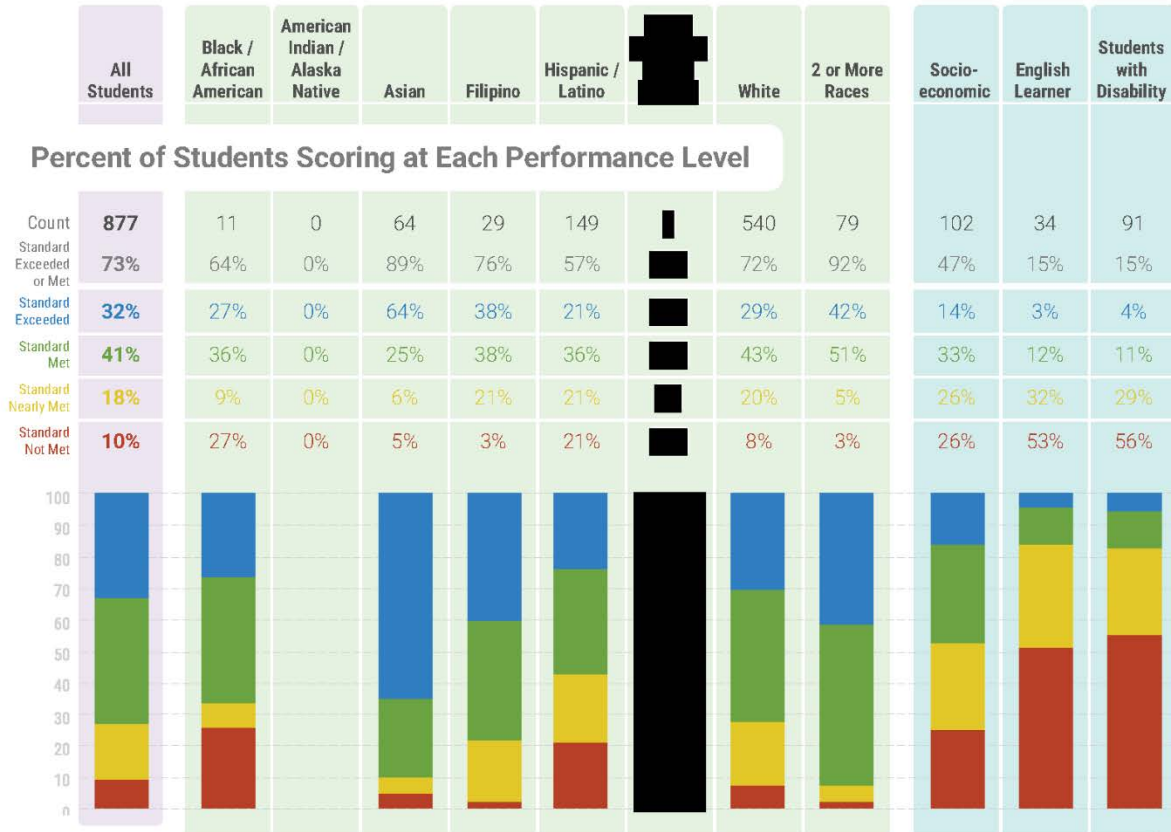
### Gaps in Each Subgroup's Difference from 'All Students' % Met & Exceeded Standard



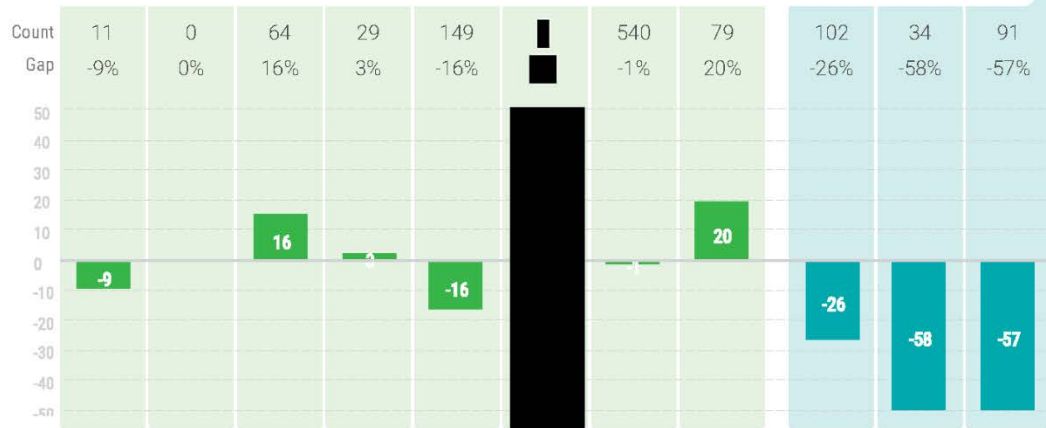
# ELA Subgroup Summary 2016

## Smarter Balanced Subgroup Summary

2016 ELA: All Grade Levels Tested



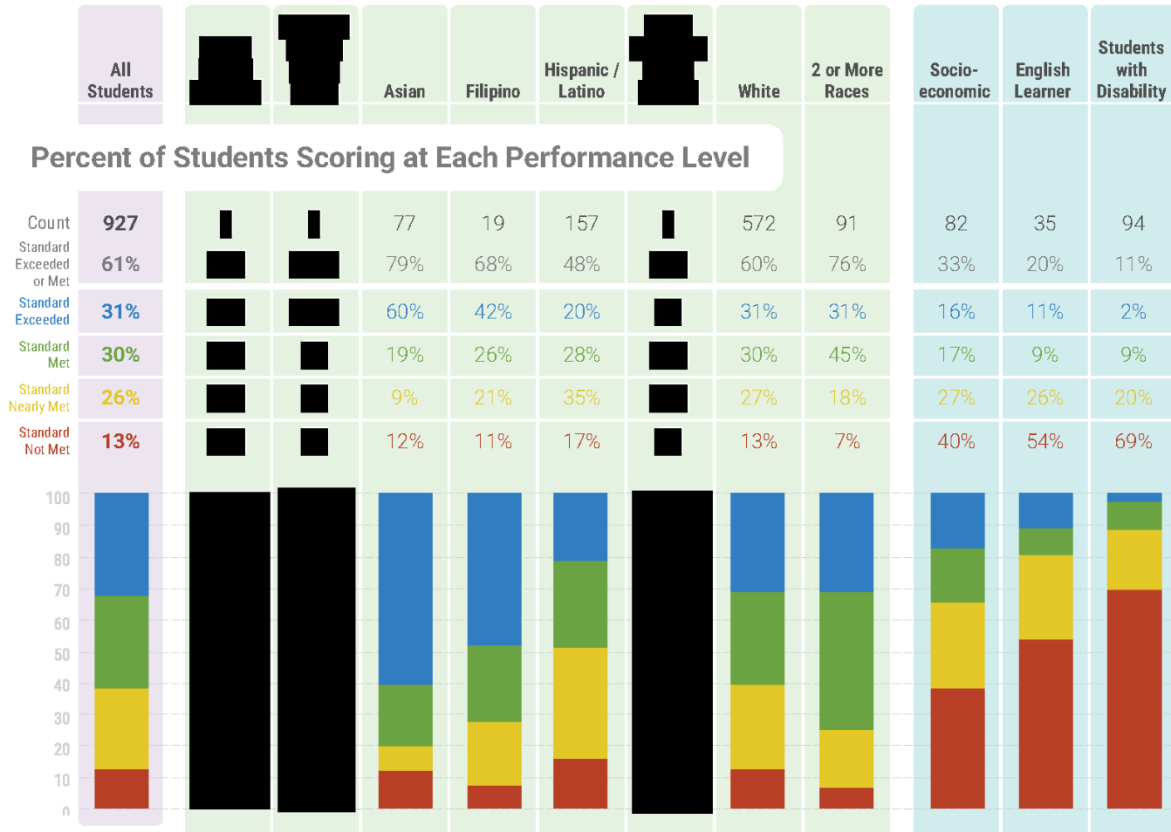
### Gaps in Each Subgroup's Difference from 'All Students' % Met & Exceeded Standard



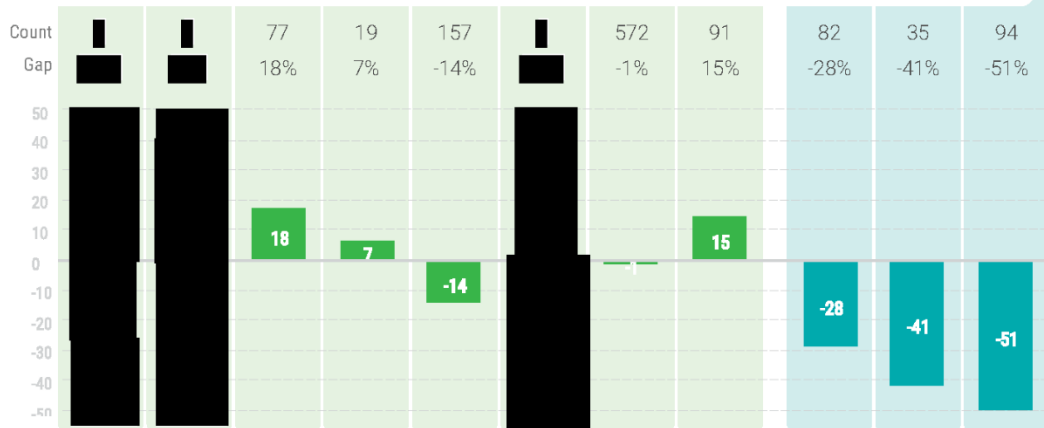
# Math Subgroup Summary 2017

## Smarter Balanced Subgroup Summary

2017 Math: All Grade Levels Tested



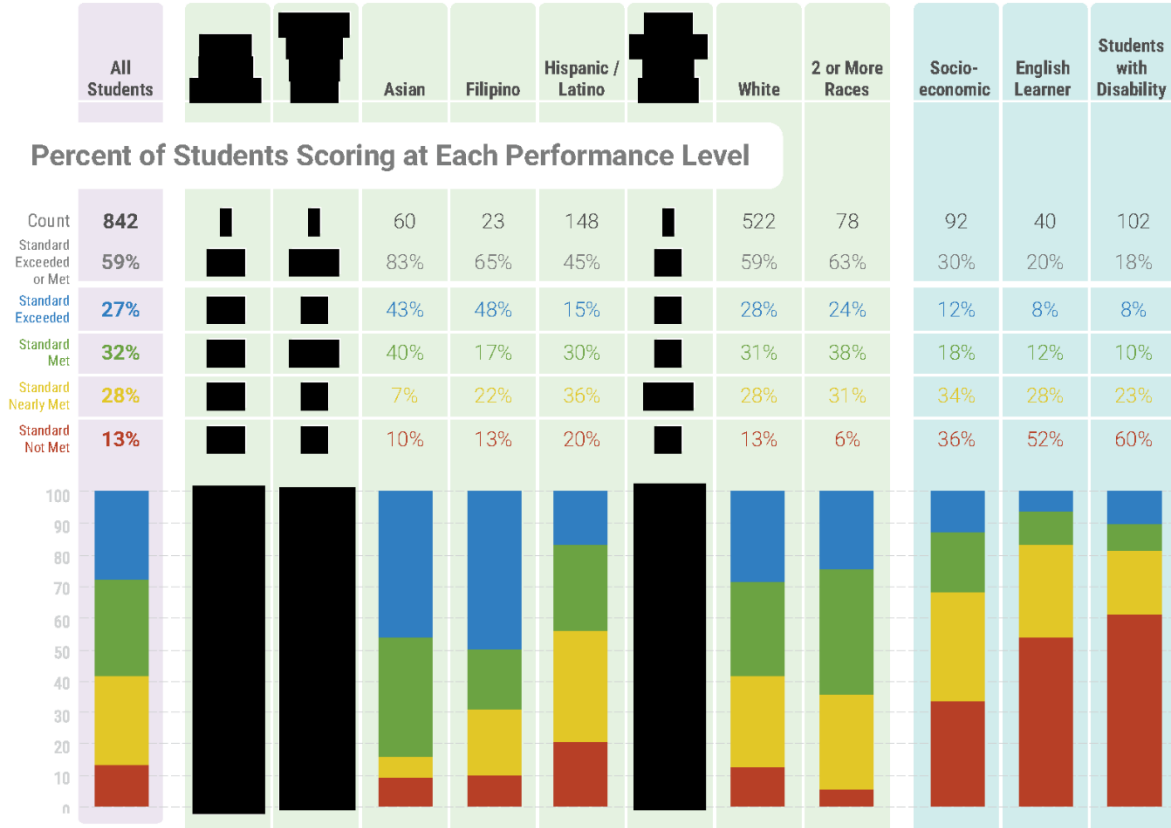
### Gaps in Each Subgroup's Difference from 'All Students' % Met & Exceeded Standard



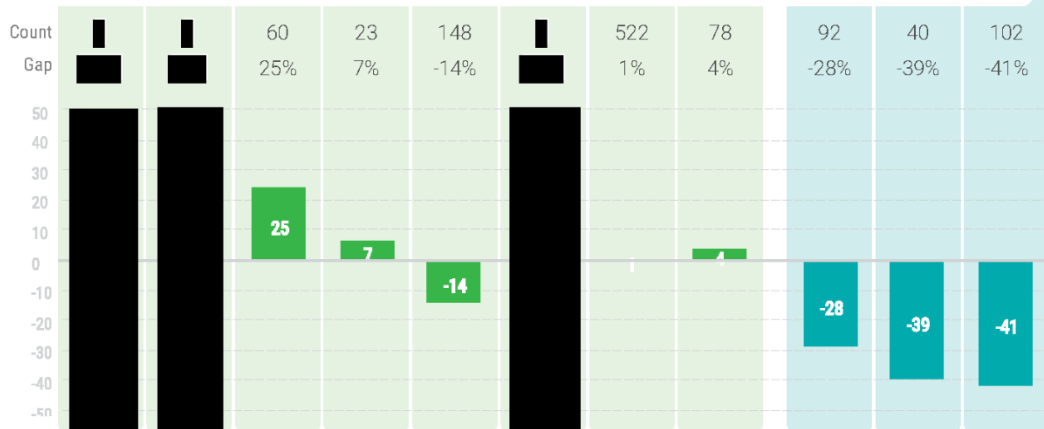
# Math Subgroup Summary 2016

## Smarter Balanced Subgroup Summary

2016 Math: All Grade Levels Tested



### Gaps in Each Subgroup's Difference from 'All Students' % Met & Exceeded Standard



# CELDT Data 2017

46%

Proficient

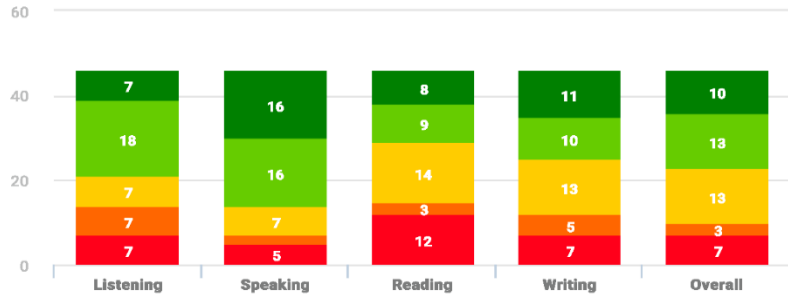
54%

Not Proficient

<b># Tested</b>		<b>46</b>
<b># Proficient</b>		<b>21</b>
<b>% Proficient</b>		<b>46</b>
Listening Averages	PL	5.00
	SS	715
Speaking Averages	PL	4.00
	SS	531
Reading Averages	PL	5.00
	SS	638
Writing Averages	PL	5.00
	SS	615
<b>Overall Averages</b>	PL	<b>5.00</b>
	SS	<b>624</b>

Performance Level	Listening		Speaking		Reading		Writing		Overall	
	%	#	%	#	%	#	%	#	%	#
Advanced	15.2	7	34.8	16	17.4	8	23.9	11	21.7	10
Early Advanced	39.1	18	34.8	16	19.6	9	21.7	10	28.3	13
Intermediate	15.2	7	15.2	7	30.4	14	28.3	13	28.3	13
Early Intermediate	15.2	7	4.3	2	6.5	3	10.9	5	6.5	3
Beginning	15.2	7	10.9	5	26.1	12	15.2	7	15.2	7

Number of Students at Each Level in Each Domain



The California English Language Development Test (CELDT) is the state's English language proficiency test for all students whose home language is not English. These students must take it within 30 calendar days of enrolling in a California public school to determine classification as Fluent-English Proficient (FEP) or English Learner (EL). ELs must take it every year thereafter until they are Reclassified as Fluent-English Proficient (R-FEP). A student is considered Proficient on the CELDT only if earning performance level 3 or above in every domain and also 4 or 5 Overall (only then should an EL be considered for reclassification). K-1 students, however, only have to meet this criteria for Listening, Speaking, and Overall in order to score Proficient.

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# CELDT Data 2016

45%

Proficient

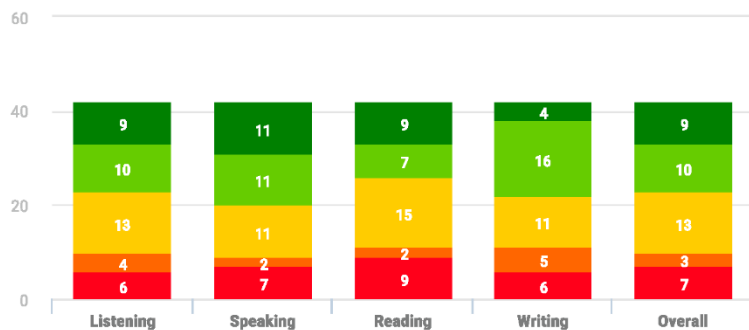
55%

Not Proficient

<b># Tested</b>		<b>42</b>
<b># Proficient</b>		<b>19</b>
<b>% Proficient</b>		<b>45</b>
Listening Averages	PL	3.00
	SS	555
Speaking Averages	PL	3.00
	SS	531
Reading Averages	PL	3.00
	SS	545
Writing Averages	PL	3.00
	SS	522
<b>Overall Averages</b>	PL	<b>3.00</b>
	SS	<b>538</b>

Performance Level	Listening		Speaking		Reading		Writing		Overall	
	%	#	%	#	%	#	%	#	%	#
Advanced	21.4	9	26.2	11	21.4	9	9.5	4	21.4	9
Early Advanced	23.8	10	26.2	11	16.7	7	38.1	16	23.8	10
Intermediate	31.0	13	26.2	11	35.7	15	26.2	11	31.0	13
Early Intermediate	9.5	4	4.8	2	4.8	2	11.9	5	7.1	3
Beginning	14.3	6	16.7	7	21.4	9	14.3	6	16.7	7

Number of Students at Each Level in Each Domain



The California English Language Development Test (CELDT) is the state's English language proficiency test for all students whose home language is not English. These students must take it within 30 calendar days of enrolling in a California public school to determine classification as Fluent-English Proficient (FEP) or English Learner (EL). ELs must take it every year thereafter until they are Reclassified as Fluent-English Proficient (R-FEP). A student is considered Proficient on the CELDT only if earning performance level 3 or above in every domain and also 4 or 5 Overall (only then should an EL be considered for reclassification). K-1 students, however, only have to meet this criteria for Listening, Speaking, and Overall in order to score Proficient.

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# CELDT Pivot Table comparing 2015-16 and 2016-17

## Pivot Table Report Band Jumper Data Table

Site: **Mendenhall Middle School**

Selected Assessments

Student Count: **36**

**2015-16 CELDT**  
**2016-17 CELDT**

This report compares the student Performance Levels on 2016 CELDT and 2017 CELDT. Only students that have results for both selected data sets are included. Gain(+): Students who increased a PL from 2016 to 2017. Decline(-): Students decreased a PL from 2016 to 2017. No Change: No change in PL from 2016 to 2017.

PL	GAIN (+)	No Change	DROP (-)
5	6% 2	6% 2	
4	19% 7	8% 3	3% 1
3	8% 3	14% 5	8% 3
2	0% 0	6% 2	3% 1
1		14% 5	6% 2

2016-17 CELDT

2016-17 CELDT

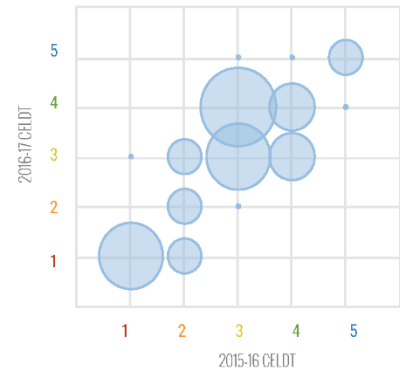
5 = Advanced  
4 = Early Advanced  
3 = Intermediate  
2 = Early Intermediate  
1 = Beginner

2015-16 CELDT

5 = Advanced  
4 = Early Advanced  
3 = Intermediate  
2 = Early Intermediate  
1 = Beginner

\*Mastered

Vertical axis is student's most recent performance level. Gain means student's performance level increased. Drop means student's performance level decreased. No Change means the student's performance level is identical for both assessments.



## Performance Level Percent Change

	2015-16 CELDT	2016-17 CELDT	CHANGE
<b>Advanced</b>	8% (3)	<b>Advanced</b> 11% (4)	3%
<b>Early Advanced</b>	19% (7)	<b>Early Advanced</b> 31% (11)	12%
<b>Intermediate</b>	39% (14)	<b>Intermediate</b> 31% (11)	-8%
<b>Early Intermediate</b>	17% (6)	<b>Early Intermediate</b> 8% (3)	-9%
<b>Beginner</b>	17% (6)	<b>Beginner</b> 19% (7)	2%

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Students: All Students Classes: All Classes

Reclassification 2016-2017: Number and percent of  
students reclassified

<b>Grade</b>	<b>Total</b>	<b>English Only (EO)</b>	<b>Initial Fluent English Proficient (IFEP)</b>	<b>English Learner (EL)</b>	<b>Reclassified Fluent English Proficient (RFEP)</b>	<b>To Be Determined (TBD)</b>
06	339	84.4%	3.2%	5.3%	7.1%	0.0%
07	322	85.4%	4.3%	3.7%	6.5%	0.0%
08	316	85.4%	4.4%	3.2%	7.0%	0.0%

***Report Totals***

<b>Name</b>	<b>Total</b>	<b>English Only (EO)</b>	<b>Initial Fluent English Proficient (IFEP)</b>	<b>English Learner (EL)</b>	<b>Reclassified Fluent English Proficient (RFEP)</b>	<b>To Be Determined (TBD)</b>
<a href="#"><u>William Mendenhall Middle</u></a>	977	85.1%	4.0%	4.1%	6.9%	0.0%
<a href="#"><u>Livermore Valley Joint Unified</u></a>	14,016	74.4%	3.6%	13.3%	8.1%	0.5%
<a href="#"><u>Alameda County</u></a>	226,904	53.5%	6.7%	21.1%	18.5%	0.2%
<a href="#"><u>State</u></a>	6,228,235	57.1%	4.4%	21.4%	16.8%	0.3%



Reclassification 2015-2016: Number and percent of students reclassified

Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
06	315	85.4%	3.8%	4.4%	6.3%	0.0%
07	320	85.9%	4.4%	3.4%	6.3%	0.0%
08	313	87.5%	1.9%	3.5%	7.0%	0.0%

**Report Totals**

Name	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
<a href="#">William Mendenhall Middle</a>	948	86.3%	3.4%	3.8%	6.5%	0.0%
<a href="#">Livermore Valley Joint Unified</a>	14,052	75.1%	3.7%	13.2%	7.9%	0.1%
<a href="#">Alameda County</a>	225,925	54.1%	6.6%	21.5%	17.5%	0.2%
<a href="#">State</a>	6,226,737	57.0%	4.7%	22.1%	16.0%	0.2%

### Chronic Absenteeism Rates for the last three years

Year	No. of students chronically absent/total number of students	Percent
2016-2017	52/952	5.15%
2015-2016	46/946	4.89%
2014-2015	50/971	5.41%

### Suspension Rates for the last two years

Year	2016-2017	2015-2016
Suspension Rate	3.8*	2.0*

\*Number of suspensions divided by the total number of students x 100

### Parent Engagement

The Mendenhall Middle School community has dedicated volunteers who participate in PTSA, SSC, ELAC, Math Counts, and volunteer regularly at school. Mendenhall regularly communicates with families through the marquee, School Messenger, the school website and Peach Jar.

## Fitness Gram

### Physical Fitness Test (PFT) 2016-2017

<b>Grade 7</b>	% of students achieving the Healthy Fitness Zone		
	5 out of 6	6 out of 6	Combined 5/6 and 6/6
<b>Total student tested = 313</b>	27%	50%	76%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
<b>Aerobic Capacity</b>	313	87%	13%
<b>Body Composition</b>	316	80%	20%
<b>Abdominal Strength and Endurance</b>	314	94%	6%
<b>Trunk Extensor Strength and Flexibility</b>	322	87%	13%
<b>Upper Body Strength and Endurance</b>	311	72%	28%
<b>Flexibility</b>	321	93%	7%

### Physical Fitness Test (PFT) 2015-2016

<b>Grade 7</b>	% of students achieving the Healthy Fitness Zone		
	5 out of 6	6 out of 6	Combined 5/6 and 6/6
<b>Total student tested = 313</b>	20%	58%	79%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
<b>Aerobic Capacity</b>	311	83%	17%
<b>Body Composition</b>	312	78%	22%
<b>Abdominal Strength and Endurance</b>	313	92%	8%
<b>Trunk Extensor Strength and Flexibility</b>	311	96%	4%
<b>Upper Body Strength and Endurance</b>	313	77%	23%
<b>Flexibility</b>	313	95%	5%

California Healthy Kids Survey: Comparing results from 2016, 2014 and 2012

<b>School Connectedness</b>	<b>% strongly agree or agree 2016</b>	<b>% strongly agree or agree 2014</b>	<b>% strongly agree or agree 2012</b>
I feel close to people in this school	74	75	74
I am happy to be at this school	75	68	47
I feel like I am part of this school	71	67	63
Teachers at this school treat students fairly	64	49	52
I feel safe in my school	85	73	67

	<b>I feel like I am part of this school</b>				
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
2016	4	7	17	42	29
2014	8	4	21	41	26
2012	6	8	23	40	23
	<b>Teachers at this school treat students fairly</b>				
2016	6	7	23	37	27
2014	9	11	31	39	10
2012	9	11	27	39	13
	<b>I feel safe in my school</b>				
2016	4	2	8	43	42
2014	6	6	15	50	23
2012	4	6	23	40	27

### **Greatest Progress:**

- There were modest gains in mathematics overall, including a 3% increase of students meeting or exceeding standard from 2016 to 2017 for low-income and Hispanic/Latino students
- A ten percent gain in the percentage of 8<sup>th</sup> grade students exceeding standard in the Research/Inquiry claim (ELA) was realized
- The percentage of English learners not meeting standard in the Writing claim (ELA) went from 71% in 2016 to 58% in 2017
- While there were no significant drops in scores, no big gains were realized overall
- Suspension rates remain low, although there was an increase from 015-16 to 2016-17
- Chronic absenteeism rates remain low

### **Greatest Need:**

Based on the Mendenhall Dashboard for Spring 2017, the only category showing orange or red was for Students with Disabilities in the area of mathematics. While our English learner population is not statistically significant and does not appear on the Dashboard, it is clear that this group also struggles in both ELA and mathematics. The achievement gap is evident in the Dashboard and/or on 2016-2017 CAASPP data for students with disabilities, English learners, Hispanic/Latino, African American, and socio-economically disadvantaged students.

### **Performance Gaps:**

- As Mendenhall became a BYOD school in the 2017-2018 school year, all students have access in their academic courses to chrome books, either their own or district-issued. The staff's focus for the year is to redefine classwork that is more student-centered, engaging and rigorous. To that end, all professional development will be focused on technology integration in which students do hands-on projects with real-world implications.
- Each English learner will develop, with the assistance of teachers, administrator and parents, a Personalized Learning Plan to help the student chart his/her growth and develop goals and strategies for meeting those goals.
- All Resource and Reading Strategic students will use Achieve 3000, an online reading comprehension program, to enhance and improve their understanding.
- All core teachers will undergo specific, focused training to more effectively monitor their students' reading comprehension progress and to provide effective interventions for struggling readers.
- All math teachers will receive two days' professional development in how best to support struggling students.
- All co-teachers will receive training in how to work together to maximize learning for resource and struggling students.

**Involvement/Governance**

- The School Site Council was shown CAASPP data at the September 2017 meeting and the draft of the plan was emailed to the committee on Oct. 6, 2017, in advance of the Oct. 17, 2017 meeting for approving the SPSA.
- At the September 2017 ELAC meeting, parents were provided with the English learner data from CAASPP and invited to provide input on how best to support their students.
- The SPSA will be reviewed periodically throughout the year by the Instructional Leadership Team, the School Site Council, and the English Language Advisory Committee.

# 2017-18 District Local Control Accountability Plan (LCAP) Goals

## Focus Student Groups:

English Learners African American Hispanic Low Socio-economic Foster Youth

**Goal 1:** Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

Focus Areas for Site Goals: Literacy/Reading Comprehension  
Mathematics  
Writing

Measures:  
Smarter Balance Assessment  
Completion of A-G requirements  
CTE Pathways completion rates  
Graduation rates  
District Writing Assessment  
CELDT  
EL Reclassification  
Other local assessments

**Goal 2:** Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels

Focus Areas for Site Goals: Character Education  
All students feeling safe at school  
High level of caring relationships with adults at school  
Attendance  
Physical Fitness  
Articulation – between grade levels, departments, and feeder schools, including preschool and post-secondary

Measures:  
Fitnessgram – Grades 5, 7 and 9  
Healthy Kids Survey – Grades 5, 7, 9 & 11 (every other year)  
Annual attendance rate/chronic absenteeism  
Suspension rate  
Other local measures

**Goal 3:** Enhance parent and community engagement and communication

Focus Areas for Site Goals: Data demonstrating staff seeks input from parents in decision making  
Data demonstrating staff promotes parental participation in programs

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

## Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

**LCAP GOAL 1:** Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.  
 Focus Area: Literacy/Reading Comprehension  
**SCHOOL GOAL: #1** To reduce the percentage of students not meeting standard in the Reading Comprehension claim from 15% to under 10%. For students with disabilities, from 56% to under 50%; for Socio-economically disadvantaged, from 31% to under 25%; for Hispanic/Latino, from 26% to under 20%; and for English learners, from 83% to under 50%.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CAASPP 2017 results	We found that the reading comprehension claim had the highest number of students who did not meet standard across all three grade levels for the second year in a row.	We will evaluate the two benchmark assessments administered during the year, the STAR Reading assessments, and CAASPP 2018

**STRATEGY:**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Provide English learners who are not in Special Education with Personalized Learning Plans	Administrators, teachers	Conduct student/parent/teacher meetings to develop plans by end of Trimester 1. Monitor student progress throughout the school year.	No cost



Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Use Achieve 3000 for students identified with reading comprehension needs	Administrators Special education teachers	Train new staff in Achieve 3000; conduct ongoing training throughout the school year	\$7,855 from LCFF base funds
Provide training for core teachers in STAR assessment in order to monitor student progress in reading comprehension	Administrators Teachers	Training 4 times during the school year	\$1,600 (Admin. Gift account)
Implement BYOD school wide in order to provide students with more student-centered opportunities to collaborate and think critically, and to use technology regularly in their classes	District Administrators Teachers Tech Support	Implement district BYOD policy Instruct students on responsible use and care of devices (Sep. 2017) Provide support to teachers and students to register devices	No cost
Provide staff development on integrating technology to create authentic, rigorous, student-centered learning experiences	Administrators District Instructional Leadership Team	UNITE team to provide staff development throughout the year to staff as part of Instructional Rounds	No cost
Focus instructional rounds on developing lessons that integrate technology to provide authentic, rigorous, student-centered learning experiences	Administrators Teachers	4 times a year: Nov. 1, Dec. 13, Feb. 21, Apr. 18	<b>Substitution costs:</b> \$3,600 – from LCFF base funds

Re-evaluate how the CAASPP is administered and make changes that optimize student achievement.	Administrators Instructional Leadership Team		No cost
Provide opportunities for students to take tests online	Core teachers		
Continue to provide Reading Strategic classes to support struggling readers	Administrators Resource Teachers	Small class sizes afford opportunities to teach explicit reading instruction	These sections come out of the general allocation.
Continue to utilize the co-teaching model in core classes for struggling students	Administrators Teachers	Provide each grade level with at least one co-taught Core period	These sections come out of the general allocation. Co-teaching hours (2 hours each per month) \$15,000 from LCFF base funds
Provide professional development on annotation of text across disciplines to support non-core teachers	Administrators Teachers	Professional development; provide models of annotation by Feb. 2018	No cost

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**LCAP GOAL 1:** Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.  
 Focus Area: Mathematics (Include all student groups and specifically English Learners.)  
**SCHOOL GOAL: #2** To reduce the percentage of students not meeting standard in the Concepts & Procedures claim from 20% to under 15%. For students with disabilities, from 73% to under 50%; for Hispanic/Latino students, from 37% to under 20%; for socio-economically disadvantaged, from 47% to under 20%; and for English learners, from 70% to under 45%.

<p><b>What data did you use to form this goal?</b></p> <p>CAASPP 2017 results</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>While there were strong gains in students performing above standard, gaps remain with this claim having a large number of students not meeting standard.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>We will evaluate the two benchmark assessments administered during the year, the STAR Reading assessments, and CAASPP 2018</p>
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**STRATEGY:**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Provide English learners who are not in Special Education with Personalized Learning Plans	Administrators, teachers	Conduct student/parent/teacher meetings to develop plans by end of Oct. 2017. Monitor student progress throughout the school year.	No cost

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Provide two-day professional development on effective math instruction	Middle School Administrators Math teachers	December 2017 January 2018	\$1,667 plus sub costs for 5 teachers
<p>Provide more opportunities for students to engage in mathematical problem-solving activities.</p> <p>Continue to utilize IXL, an online math program, for students to supplement/reinforce mathematics instruction.</p> <p>Use the information system to provide more specific, timely feedback on student performance and comprehension.</p> <p>Provide after-school mathematics homework club taught by math teacher to support struggling students.</p>	<p>Math teachers</p> <p>Administrators Math teachers</p> <p>Staff, district, administrators</p> <p>Administration, staff</p>	<p>Use particular strategies regularly to build up problem solving skills, such as (Mathalicious, MARS tasks, SVMI, Problem of the Month, etc.). Use more open-ended problem-solving activities.</p> <p>Teachers to supply students with their login and password info and to provide IXL as a homework option.</p> <p>Provide staff training on Illuminate to better filter scores and information (Sep. 2017)</p> <p>Begins Oct. 2017 through May 31, 2018</p>	<p>No cost</p> <p>\$5,000 from math department funds</p> <p>No cost</p> <p>District-funded hours for staff</p>

Provide a daily study hall for students who don't do their homework.	Administrators Teacher	Facilitate a mandatory study hall as an intervention for those students who do not do their homework. The daily study hall provides time and support for students to finish their homework and turn it in.	\$21,677 – from LCFF Supplemental funds; \$4,479 from LCFF base funds
Implement standards-based grading across all grade levels in mathematics.	Administrators, teachers	Subsequent training may be necessary	No cost
Math intervention classes for Math 6 and 7 students	Administrators, Teachers,	Focus to shift from re-teaching to pre-teaching concepts to increase student confidence	These sections come out of the general allocation.
Continue to utilize the co-teaching model in math classes for struggling students	Administrators Teachers	Provide each grade level with at least one co-taught math period	These sections come out of the general allocation. Co-teaching hours (2 hours each per month) \$15,000 from LCFF base funds

## Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

**LCAP GOAL 1:** Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.  
 Focus Area: Writing (Include all student groups and specifically English Learners.)  
**SCHOOL GOAL: #3** To reduce the percentage of students not meeting standard in the Writing claim from 11% to under 5%. For students with disabilities, from 51% to 30%; for Hispanic/Latino students, from 25% to 10%; for socio-economically disadvantaged students, from 28 to 15%; and for English learners, from 58% to 30%.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>The Writing claim data from the CAASPP 2017 results.</p>	<p>Results on the Writing claim did not show improvement over the previous year. There was an overall drop in those students scoring above standard, from 44% to 43%, and an increase in the number of students not meeting standard, from 10 to 11%. The district literacy benchmark results were not consistent with the CAASPP.</p>	<p>By looking at the results of the district literacy benchmark administered in January 2018, common formative assessments in writing, and the CAASPP in 2018.</p>

**STRATEGY:**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Implement BYOD school wide in order to provide students with more student-centered opportunities to collaborate and think critically, and to use technology regularly in their</p>	<p>District Administrators Teachers Tech Support</p>	<p>Implement district BYOD policy Instruct students on responsible use and care of devices (Sep. 2017) Provide support to teachers and students to register devices</p>	<p>No cost</p>

classes for writing instruction			
Provide staff development on integrating technology to create authentic, rigorous, student-centered learning experiences	Administrators District Instructional Leadership Team	UNITE Team to provide staff development throughout the year to staff as part of Instructional Rounds	No cost
Focus instructional rounds on developing lessons that integrate technology to provide authentic, rigorous, student-centered learning experiences	Administrators Teachers	4 times a year: Nov. 1,	<b>Substitution costs:</b> \$3,600 – from LCFF base funds
Continue to enhance the vertical alignment of the writing program across grade levels and consistent with high school expectations	Vice principal Core teachers	Weekly collaboration within grade levels	No cost
Provide time for each grade level core department to work together to develop their writing program.	Administrators Core teachers	1 planning day per year	\$950 summer work \$1,500 sub costs from LCFF base funds

<p>Provide a daily study hall for students who don't do their homework.</p>	<p>Administrators Teacher</p>	<p>Facilitate a mandatory study hall as an intervention for those students who do not do their homework. The daily study hall provides time and support for students to finish their homework and turn it in.</p>	<p>\$21,677 – from LCFF Supplemental funds; \$4,479 from LCFF base funds</p>
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**Form A: Planned Improvements in Student Performance**

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**LCAP Goal 2:** Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels  
 Focus Area: Character Education/Suspensions

- **SCHOOL GOAL: #4** To increase students' reported feelings of safety and belonging and to lower the suspension rate from 0.038 to 0.03 for all groups.

<p><b>What data did you use to form this goal?</b></p> <p>Suspension data from 2015-16 and 2016-17 and the CHKS or other comparable survey.</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>While the suspension rate doubled from 2015-16 to 2016-17 from .02 to .038, the rate is low, and all significant groups are not disproportionately represented.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>By referring to 2017-2018 suspension data and a CHKS-like survey.</p>
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**STRATEGY:**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Provide lessons on empathy and diversity school wide	Administrators Teachers	To be distributed to core teachers for presentation in the fall	\$500 (Admin. discretionary)

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Continue to implement WEB (Where Everybody Belongs) each year.</p> <p>The sixth grade physical education classes will provide time for administrators to teach a social/emotional learning curriculum.</p> <p>Continue to monitor referrals and suspensions, particularly for any disproportionate representation of subgroups.</p>	<p>Admin, staff</p> <p>Admin, PE department</p> <p>Admin</p>	<p>A course on social emotional skills will continue to be taught each year to all 6<sup>th</sup> graders in Physical Education classes.</p> <p>The principal will report monthly to the School Site Council on referrals and suspensions/expulsions.</p>	<p>No cost</p> <p>No cost</p>
<p>Continue to employ Character Counts activities.</p> <p>Provide digital literacy lessons to each grade level twice a year.</p>	<p>Admin, staff</p> <p>Admin, science and core departments</p>	<p>Continued recognition of individual students on a monthly basis of specific, demonstrated character traits and continued discussion school wide of the importance of the Character Counts traits. Core teachers continue to focus on the traits through posters and monthly or trimester recognition assemblies.</p> <p>To support student understanding of the challenges of creating and maintaining a digital footprint, these lessons are taught at each grade level, one in February and another in May.</p>	<p>No cost</p> <p>No cost</p>
<p>Implement the Axis primary prevention school-based</p>	<p>Administrators AXIS counselor</p>	<p>The AXIS counselor will provide instruction on health and prevention throughout the school year</p>	<p>No cost</p>

program targeting health and prevention for 7 <sup>th</sup> & 8 <sup>th</sup> grade and resources for the Mendenhall parent community	Teachers		
Develop another instrument to survey students that can be relied on in those years when CHKS is not administered	Administrators	Prepare a survey similar to the CHKS to assess students' feelings of safety and belonging by end of Oct. 2017. Submit survey to FIT teachers at GHS and ask that they administer it to MMS alumni by end of T1.	No cost

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**LCAP Goal 2:** Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels  
 Focus Area: Attendance/Chronic Absenteeism  
**SCHOOL GOAL: #5** To strive for a minimum of 97% attendance rate each month.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Monthly attendance data.	The chronic absenteeism rate is low, hovering around 5% for the last three years. Overall, the strategies put in place seem to be working well to maintain a healthy attendance rate.	By checking monthly attendance data.

**STRATEGY:**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Teachers will continue to hold students accountable for work when they are absent.	Staff	Ongoing	No cost
Staff will continue to stress the importance of school attendance to both students and parents.	Admin, Staff	Ongoing	No cost

<p>The vice principal, the Child Welfare and Attendance officer, and the attendance clerk will continue to meet bi-weekly to examine attendance patterns and to develop a plan of action for students at risk due to poor attendance and significant tardies.</p>	<p>Admin, CWA clerk, attendance clerk</p>	<p>Ongoing</p>	<p>No cost</p>
<p>We will continue to reward and celebrate excellent attendance and to encourage good attendance through monthly online reminders. <input type="checkbox"/></p>	<p>Admin</p>	<p>Ongoing</p>	<p>No cost</p>
<p>We will continue to make parent education about attendance a high priority and to discourage families from taking vacations during the school year.</p>	<p>Admin</p>	<p>Ongoing</p>	<p>No cost</p>
<p>We will continue to make personal phone calls to families with chronic tardiness.</p>	<p>Admin, attendance secretary, CWA clerk</p>	<p>Ongoing</p>	<p>No cost</p>

## Form A: Planned Improvements in Student Performance

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**LCAP Goal 2:** Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels

Focus Area: Physical Fitness

**SCHOOL GOAL: #6** To improve performance in the weakest area on the CA Physical Fitness Test for 7<sup>th</sup> graders, Upper body strength and endurance, from 72% to 80% or higher.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
The results from the Physical Fitness Test from 2016-2017.	The weakest area on the Fitness test was upper body strength and endurance.	By evaluating the 2017-2018 PFT.

### STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Provide specific instruction on proper push-up technique and other upper body exercises	PE teachers	Introduce concept of modification of push-ups by Oct. 2017 Use pre-test data to target students who struggle with this skill (throughout the school year) Install TV monitor for exercise room by Jan. 2018 Use videos to demonstrate proper techniques (early spring 2018 and beyond)	No cost  \$1,200 (department funds)

## Form A: Planned Improvements in Student Performance

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**LCAP Goal 2:** Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels

Focus Area: Articulation

**SCHOOL GOAL:** #7 To increase articulation opportunities in order to improve student transitions from elementary school and to high school.

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
Anecdotal evidence from student/parent interactions and feedback.	While the strategies put in place seem to be helping students articulate to and from middle school, there are areas in which to improve.	By conferring with feeder schools, 5 <sup>th</sup> grade teachers, high school administrators to determine how parents/students are managing.

**STRATEGY:**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Provide English learners who are not in Special Education with Personalized Learning Plans	Administrators, teachers	Conduct student/parent/teacher meetings to develop plans by end of Oct. 2017. Monitor student progress throughout the school year	No cost
Continue to provide information for English learner parents regarding transitions to and from middle school.	Administrators, EL liaison	At the first and last ELAC meetings of the year, we will make a special effort to involve incoming 6 <sup>th</sup> grade parents early spring will focus on the needs of students entering high school and will include the high school ELD teacher to discuss the high school program.	No cost
Continue to support the WEB (Where Everybody Belongs) program throughout the year in order to help 6 <sup>th</sup> graders with the transition to middle school.	Admin, WEB advisors	Teachers will meet periodically with 6 <sup>th</sup> graders and their 8 <sup>th</sup> grade mentors throughout the year.	Paid for by PTSA
Maintain the WEB program each year.	Admin, WEB advisors		Paid for by PTSA
Continue to develop a grade level resource specialist at each grade level who acts as the liaison to trouble shoot for struggling students and to participate in the SST	Admin, staff	Each resource specialist will co-teach with a core teacher and a math teacher to support resource students, using the push-in model, to provide direct support whenever possible; and to identify struggling students who require more interventions.	These sections come out of the general allocation. Co-teaching hours (2 hours each per month) \$15,000 from LCFF base funds



<p>process to identify those needing more interventions.</p>			
<p>Continue to employ and reflect on the SST process to meet the needs of struggling students.</p>	<p>Admin, psychologist, staff</p>	<p>The SST will meet regularly to assess the needs of struggling students. Staff is expected to complete the SST referral process in order to evaluate student needs.</p>	<p>No cost</p>
<p>Continue to provide a regular schedule of Wednesday collaborations for department, grade level and staff.</p>	<p>Admin, staff, PTSA</p>	<p>This schedule has been provided to staff.</p>	<p>No cost</p>
<p>Continue to support the PTSA's Pathways to a Bright Future, a program to educate middle schoolers and their parents about next steps on the education journey.</p>	<p>Administrators, parent coordinator of Pathways to a Bright Future</p>	<p>The PTSA has put on this program each year for at least 7 years. It is an opportunity for students and parents to meet college and career counselors, as well as FIT counselors and ROP students from the high schools and to talk about funding the next steps.</p>	<p>\$500, funded by PTSA</p>
<p>Provide information for 8<sup>th</sup> grade students to make an informed decision about the high school programs that best meet their needs and interests.</p>	<p>Admin, counselor</p>	<p>Include presentations from counselors from both high schools at Pathways to educate 8<sup>th</sup> graders.</p>	<p>No cost</p>
<p>The district counselor will continue to address academic concerns of our most at-risk students.</p>	<p>Administrators, counselor</p>	<p>The counselor will meet with those students who are struggling academically to help prepare them to do well in middle and/or high school.</p>	<p>No cost</p>

**Form A: Planned Improvements in Student Performance**

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

**LCAP Goal 3:** Enhance parent and community engagement and communication  
**SCHOOL GOAL: #8** To provide parents with timely, informative feedback on curriculum, instruction and programs and with resources to support their children in the middle school years.

<p><b>What data did you use to form this goal?</b></p> <p>Anecdotal feedback from parents about communication and parenting issues.</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>There is a perceptible need for parents to be informed about school programs in a timely, convenient way and to receive up-to-date information on social media and other relevant topics.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>By increasing the number of programs offered to parents, we would expect to see an increase in attendance.</p>
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**STRATEGY:**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Provide opportunities for ELAC and PTSA to integrate	Administrator	First ELAC meeting Sep. 26	No cost

Communicate with parents about use of technology in classrooms	Administrators Teachers	Incorporate as a regular feature of the monthly newsletter	No cost
Provide community resources to support parents with social media and drug/alcohol prevention	Administrators AXIS support provider	Plan bi-monthly parent sessions throughout the school year	No cost
Provide parents with digital resources	Administrators	Incorporate as a regular feature of the monthly newsletter and post on the school website	No cost

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**Mendenhall Middle School**

**2017/2018 PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE  
LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth**

**Projected LCFF Supplemental Funds:** \$ 22,620

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.*

<b>Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students</b>	<b>Target Population</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Estimated Cost</b>
Improvements or enhancement in instruction:  Provide additional .17 FTE teacher to provide study hall (program for struggling students that occurs each mid-day all year long).	<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>	Oct. 2017 – June 2018	Principal	\$21,677
Supplemental materials, computers, software, books, supplies may be purchased:  Supplemental books and leveled readers to support English Learners	<ul style="list-style-type: none"> <li>Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>Foster Youth</li> </ul>		Library Media Specialist Teachers	\$443
Staff Development and Professional Collaboration, training costs, substitute costs:	<ul style="list-style-type: none"> <li>Socio-econ. Disadvantaged</li> <li>English Learner</li> <li>Foster Youth</li> </ul>			
Parental Involvement:  ELAC meetings – supplies	<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>	4 times per year  Weekly	Principal EL Liaison  Principal	\$500

Weekly parent center		As needed		
Interpreters for IEPs and parent conference				
<b>Total LCFF Supplemental</b>				\$22,620

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## Form B: Centralized Services for Planned Improvements in Student Performance

### **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, professional development, and supplemental instructional materials, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- *Centralized Services*
- *\$450,750*

### **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, and to evaluate the programs designed to increase student achievement, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- *Centralized Services*
- *\$333,317*

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

- *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.*
- *An additional counselor to meet the unique needs of immigrant students.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- *Centralized Services*
- *\$273,390*

### **Migrant Education**

Provides funding for high quality education programs for migratory children and helps ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.

- *Funds are used to identify, recruit, and connect Migrant families to community and district services/support to meet needs such as food, clothing, health care, counseling and academic support. Funds also support professional development, parent education, and preschool education, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
  - *Centralized Services*
  - *\$280,984*
-

**Form C: Programs Included in this Plan – Mendenhall**

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>
<input type="checkbox"/> <b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$0
<input type="checkbox"/> <b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$2,000
Total amount of federal categorical funds allocated to this school	\$2,000

<b>State Programs</b>	<b>Allocation</b>
<input type="checkbox"/> <b>Local Control Funding Formula (LCFF) Base</b> Purpose: Support the needs of all students and student groups	\$98,540
<input type="checkbox"/> <b>Local Control Funding Formula (LCFF) Supplemental</b> Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$22,620
Total amount of state categorical funds allocated to this school	\$121,160

<b>Local Funding</b>	
<input type="checkbox"/> <b>Technology Funds – Local Parcel Tax</b>	\$17,514

## Form D: 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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Sandra Elliott	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alana Gray	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jaymes Sabater	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sukhinder Sohota	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Julie Elfin	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Nubia Pokam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Prisha Sheth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Brian Bauman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Rachel Clark	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
James Foulk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Marla Kirby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Susan Sambuceti	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	4	1	4	2

At elementary schools, the SSC 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.



## Form E: Recommendations and Assurances

The School Site Council (SSC) reviews and/or recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:<sup>1</sup>

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and/or state law.
2. The SSC reviewed its responsibilities under state law and/or district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Advisory Committee

Departmental Advisory Committee (secondary)


\_\_\_\_\_ Other committees established by the school or district

- Instructional Leadership Team

4. 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.
5. 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.
6. This SPSA was reviewed by the SSC at a public meeting on: Oct. 17, 2017.

Attested:

Susan Sambuceti  
Typed name of School Principal

  
Signature of School Principal

10/17/17  
Date

Brian Bauman  
Typed name of SSC Chairperson

  
Signature of SSC Chairperson

10/17/17  
Date

<sup>1</sup> SSC must review *and* recommend the SPSA for Board approval and address all assurances.

**Livermore Valley Joint Unified School District**  
**Gifted And Talented Education Plan**  
**Mendenhall Middle School**

**PROGRAM DESCRIPTION:**

At Wm. Mendenhall Middle School, GATE program includes 46 eighth graders, 41 seventh graders, and 37 sixth graders, representing about 13% of the population. GATE students may take Honors Core courses at both the seventh and eighth grade level and accelerated math courses. We have five sections of Honors Core at the 7<sup>th</sup> grade and five sections at the 8<sup>th</sup> grade level. The GATE program at Mendenhall is differentiated from the program most of our students receive in a variety of ways. Generally, there is a greater emphasis on:

- Developing oral language skills
- Developing research skills to produce finished research projects
- Reading a wide range of quality literature
- Becoming a more sophisticated writer
- Taking more responsibility for one's own learning and provided with more choices
- Evaluating complex information
- Working together at every opportunity on special projects

GATE students are encouraged to enroll in advanced classes or challenging elective courses such as STEM, Spanish, music, drama, art, or leadership; and to take advantage of our enrichment opportunities such as Math Counts, Spelling Bee, National History Day, Science Odyssey, and the Science Fair.

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**Livermore Valley Joint Unified School District**  
**Library School Site Plan – ALL SITES**

**PROGRAM DESCRIPTION:**

The Mendenhall library is the hub of the school. It houses our new maker's space and is home to a number of computers available for student use, as well as a printer, a highly sought-after tool for students wanting to print out their work. Students use the library before, during and after school daily to check out books, work on homework, attend a knitting club, a math homework club, and Math Counts, to name just a few of the myriad activities.

This year the PTSA is funding new furniture to create a more flexible space for students and classes as we explore ways to reimagine a school library in the 21<sup>st</sup> Century.

LCAP funds will be used to provide more books, with a particular emphasis on nonfiction text and text for struggling readers in the amount of \$2,000.

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**Livermore Valley Joint Unified School District**  
**Technology Funding Plan – ALL SITES**  
**Technology Funds: \$ 17,514**

**PROGRAM DESCRIPTION:**

As Mendenhall shifts to a BYOD school in 2017-18, we are finding that the technology needs are shifting away from additional Chrome books (and cart) for classroom use and towards more current technology for teachers to practice their newly acquired skills in Google Classroom and other platforms and web sites. This year eleven new Mac books were purchased for teachers to upgrade. We will continue to upgrade teachers' computers as funds become available.

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**Livermore Valley Joint Unified School District**  
**2017-2018 Migrant Education Program Site Plan – ALL SITES**

The LVJUSD Migrant Education Program (MEP) provides supplementary services for identified Migrant students based on their *Priority for Services Status* and the *Individual Student Needs Assessment* completed by classroom teachers, the MEP Coordinator, Counselor, and Outreach-Recruiters.

Title I Part C funds are used to identify, recruit, and connect Migrant families to community and district support services to meet the unique needs of our Migrant students and families, including but not restricted to food banks, health care, counseling, and high quality academic support during the regular school year and summer intercession. Funds also support professional development, parent education, out of school youth and pre-kindergarten education, administration of the program, and program evaluation.

District-wide Migrant Education direct services include:

- Pre-Kindergarten Program – At Marilyn Avenue Elementary School, the Migrant Education School Readiness Program (MESRP) incorporates year-round assessment/needs analysis, intervention, research-based instruction for pre-kindergarten students, parent education, and literacy workshops, and a summer Kinder Readiness Academy (KRA) program. At mid-year, *Listos a los Tres! (Ready at Three!)* Program provides research-based, bilingual instruction and experiences for three-year olds and their parents. Region 1 provides professional development for Pre-Kindergarten teachers and paraprofessionals.
  - K-8 After-School Academic Support Programs – At Marilyn Avenue and Junction K-8, Migrant students are provided with supplemental intervention and academic support and materials in English Language Arts and Math during the regular school year and summer school.
  - High School After-School Academic Support Program – Granada High School provides Migrant high school students with supplemental intervention and academic support and materials in English/Language Arts, Math, and other curricular areas as needed during the regular school year.
  - High School Credit Recovery Program – PLATO provides free online credit recovery and materials for Migrant high school students and Out of School Youth not on track for graduation with their peers. Online credit recovery classes are available during the regular school year and summer school.
  - Migrant Middle and High School Debate Teams – At Granada High School and Satellite School, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and presentation skills, both English and Spanish, and support student participation in the regional and state debate competitions.
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- Parent Advisory Committee (PAC) – PAC meets six times per year at Marilyn Avenue Elementary School and provides all Migrant parents a supportive network and information on community and district services, including graduation requirements, parents' rights, school involvement, health issues, Adult Education classes, high school diploma and GED classes. PAC officers are elected annually and receive leadership skills training from MEP Region 1 at Santa Clara County Office of Education (SCCOE).
  - The District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and district services, intervention program information, facilitate parent meetings, and conduct program evaluations for the region and state. With support and training from MEP Region 1 at SCCOE, the annual Migrant Education Program District Service Agreement (DSA) describes, in detail, the goals, services, and budgets LVJUSD will utilize to meet the needs of our Migrant students and families.
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