School Year: **2019-20**

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.

School Name	William Mendenhall Middle School
Address	1701 El Padro Drive Livermore, CA 94550
County-District-School (CDS) Code	01-61200-6001341
Principal	Tammy Rankin
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	October 3, 2019
Schoolsite Council (SSC) Approval Date	October 29, 2019
Local Board Approval Date	November 12, 2019

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.

Table of Contents

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 stakeholders.
- 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 7th and 8th graders. Science, math, and physical education round out the middle school schedule. Seventh and 8th graders are offered an elective of Spanish, Science, Technology, Engineering, and Mathematics (STEM), band, orchestra, choral music, art, woodshop, 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 (ILT) meets regularly to plan for school-wide 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, 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 Behavior Interventions and Supports (PBIS).

Stakeholder 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 Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	0.21%	0.31%		2	3
African American	1.1%	0.82%	0.41%	11	8	4
Asian	7.8%	8.41%	9.12%	76	82	88
Filipino	3.2%	2.36%	2.9%	31	23	28
Hispanic/Latino	17.7%	17.85%	17.51%	173	174	169
Pacific Islander	0.5%	0.21%	0.1%	5	2	1
White	61.1%	61.13%	59.27%	597	596	572
Multiple/No Response	%	%	%			
			Total Enrollment	977	975	965

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 6	339	313	309
Grade 7	322	333	321
Grade 8	316	329	335
Total Enrollment	977	975	965

Conclusions based on this data:

1. The enrollment data at William Mendenhall Middle School remained stable from 2017-2018 to 2018-2019.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2016-17	**2017-18**	**2018-19**	**2016-17**	**2017-18**	**2018-19**
English Learners	40	31	28	4.1%	3.2%	2.9%
Fluent English Proficient (FEP)	106	113	122	10.8%	11.6%	12.6%
Reclassified Fluent English Proficient (RFEP)	5	17	8	13.9%	42.5%	25.8%

Conclusions based on this data:

1. The number of William Mendenhall Middle School English Learners has decreased over three years.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	335	312	303	329	310	296	329	310	296	98.2	99.4	97.7
Grade 7	322	334	316	318	329	313	318	329	313	98.8	98.5	99.1
Grade 8	314	324	332	309	322	324	309	322	324	98.4	99.4	97.6
All Grades	971	970	951	956	961	933	956	961	933	98.5	99.1	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2567.	2586.	2578.	29.18	40.00	35.14	40.12	37.74	37.84	21.88	14.52	17.57	8.81	7.74	9.46
Grade 7	2590.	2603.	2609.	30.19	29.79	35.46	38.68	47.11	43.45	19.81	14.59	13.10	11.32	8.51	7.99
Grade 8	2612.	2625.	2615.	27.83	35.09	31.48	45.31	41.30	41.98	18.45	15.22	18.52	8.41	8.39	8.02
All Grades	N/A	N/A	N/A	29.08	34.86	33.98	41.32	42.14	41.16	20.08	14.78	16.40	9.52	8.22	8.47

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	34.04	39.35	40.14	51.98	44.84	45.92	13.98	15.81	13.95
Grade 7	40.88	42.25	39.42	43.71	45.29	47.12	15.41	12.46	13.46
Grade 8	39.81	45.17	40.43	45.31	40.81	45.37	14.89	14.02	14.20
All Grades	38.18	42.29	40.00	47.07	43.65	46.13	14.75	14.06	13.87

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	41.03	50.32	40.82	45.59	42.58	45.58	13.37	7.10	13.61
Grade 7	44.97	50.61	57.05	44.65	42.07	35.26	10.38	7.32	7.69
Grade 8	44.66	50.47	40.12	45.63	39.25	52.78	9.71	10.28	7.10
All Grades	43.51	50.47	46.02	45.29	41.29	44.62	11.19	8.24	9.35

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	25.53	30.97	33.33	65.35	60.00	60.20	9.12	9.03	6.46
Grade 7	22.96	22.56	22.76	65.09	69.82	70.19	11.95	7.62	7.05
Grade 8	20.71	31.15	26.54	73.14	61.68	64.81	6.15	7.17	8.64
All Grades	23.12	28.15	27.42	67.78	63.92	65.16	9.10	7.92	7.42

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	42.86	54.84	43.88	46.20	38.71	46.26	10.94	6.45	9.86
Grade 7	41.19	43.29	44.87	44.03	49.70	47.12	14.78	7.01	8.01
Grade 8	47.25	55.14	39.75	43.04	37.69	49.07	9.71	7.17	11.18
All Grades	43.72	50.99	42.78	44.46	42.13	47.52	11.82	6.88	9.70

Conclusions based on this data:

1. The percentage of students that met or exceeded standards on the California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) assessment decreased by 1%.

2. The percentage of students Above Standard in Reading, Writing, Listening and Reseach/Inquiry on the CAASPP English Language Arts assessment decreased.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	335	312	303	327	308	301	327	308	301	97.6	98.7	99.3
Grade 7	322	334	316	317	327	313	317	327	313	98.4	97.9	99.1
Grade 8	314	324	332	309	321	328	309	321	328	98.4	99.1	98.8
All Grades	971	970	951	953	956	942	953	956	942	98.1	98.6	99.1

* 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**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	2562.	2571.	2568.	28.44	34.09	36.54	29.66	27.60	23.26	29.05	25.97	24.92	12.84	12.34	15.28
Grade 7	2588.	2591.	2601.	32.81	33.33	35.78	30.91	29.05	34.19	24.29	26.30	19.81	11.99	11.31	10.22
Grade 8	2604.	2601.	2612.	31.07	33.64	38.72	24.92	24.30	20.73	28.80	23.99	23.48	15.21	18.07	17.07
All Grades	N/A	N/A	N/A	30.75	33.68	37.05	28.54	26.99	26.01	27.39	25.42	22.72	13.33	13.91	14.23

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	39.76	42.21	43.52	37.61	38.64	33.22	22.63	19.16	23.26
Grade 7	49.53	48.93	50.16	31.23	32.72	35.05	19.24	18.35	14.79
Grade 8	39.16	39.38	47.71	42.07	38.75	32.11	18.77	21.88	20.18
All Grades	42.81	43.56	47.18	36.94	36.65	33.44	20.25	19.79	19.38

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**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	32.42	35.71	33.89	49.54	43.83	43.85	18.04	20.45	22.26
Grade 7	33.44	32.11	38.66	48.26	51.38	50.16	18.30	16.51	11.18
Grade 8	36.25	37.81	39.33	46.28	45.94	43.90	17.48	16.25	16.77
All Grades	34.00	35.18	37.37	48.06	47.12	45.97	17.94	17.70	16.67

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	29.36	32.79	34.88	54.13	51.95	47.18	16.51	15.26	17.94
Grade 7	34.07	35.17	31.51	53.31	55.05	60.45	12.62	9.79	8.04
Grade 8	30.10	36.56	35.47	55.34	47.81	49.24	14.56	15.63	15.29
All Grades	31.16	34.87	33.97	54.25	51.62	52.29	14.59	13.51	13.74

Conclusions based on this data:

1. The percentage of students that met or exceeded standards on the CAASPP Mathematics assessment increased by 1%.

2. The percentage of students Above Standard in Problem Solving and Modeling/Data Analysis increased.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6							8	
Grade 7							10	
Grade 8							8	

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Conclusions based on this data:

1. 19% of the students tested on the English Language Proficiency Assessments for California (ELPAC) scored well developed.

2. 65% of the students tested on the ELPAC are special education.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2018-2019

% of students achieving the Healthy Fitness Zone

Grade 7	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 292	19%	61%	80%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	283	89%	11%
Body Composition	288	83%	17%
Abdominal Strength and Endurance	290	91%	9%
Trunk Extensor Strength and Flexibility	290	89%	11%
Upper Body Strength and Endurance	288	83%	17%
Flexibility	287	95%	5%

Physical Fitness Test Results (PFT) 2017-2018

% of students achieving the Healthy Fitness Zone

Grade 7	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 23	29%	45%	74%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	323	84%	16%
Body Composition	323	81%	19%
Abdominal Strength and Endurance	323	93%	7%
Trunk Extensor Strength and Flexibility	323	83%	17%
Upper Body Strength and Endurance	323	64%	36%
Flexibility	323	95%	5%

Conclusions based on this data:

1. The percentage of students achieving the Healthy Fitness Zone in at least 5/6 assessments increased by 4%.

2. 91% of students are within or above the Healthy Fitness Zone in abdominal strength and endurance.

3. 89% of students are within or above the Healthy Fitness Zone in aerobic capacity and trunk extensor strength and flexibility.

California Healthy Kids Survey

	Grade 7 and 9								
	School Connectedness			School Preceived as very safe or safe	Caring Adult Relationships	**School Connectedness**			
	High	**Moderate**	**Low**		Students responding High and Moderate	**High**	**Moderate**	**Low**	
William Mendenhall Middle School	51%	40%	8%	67%	87%				

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
975	**11.7%**	**3.2%**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	31	3.2%
Socioeconomically Disadvantaged	114	11.7%
Students with Disabilities	108	11.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	0.8%
American Indian	2	0.2%
Asian	82	8.4%
Filipino	23	2.4%
Hispanic	174	17.8%
Two or More Races	88	9.0%
Pacific Islander	2	0.2%
White	596	61.1%

Conclusions based on this data:

1. 3.2% of students are English Learners.

2. 11.1% of students are students with disabilities.

3. 11.7% of students are socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Green	**Suspension Rate** Orange
Mathematics Green		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Mendenhall students scored within the blue indicator on the above standard in English Language Arts and within the green indicator in Mathematics.

2. Mendenhall students scored within the orange indicator on the suspension rate.

3. Mendenhall students scored within the green indicator on chronic absenteeism.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	2	4

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Green	No Performance Color
55.1 points above standard	2.9 points below standard	0 Students
Increased 15 points	Increased 14.1 points	
942 students	60 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Yellow
0 Students	4.9 points above standard	54.4 points below standard
	Increased 24.3 points	Increased 22.4 points
	108 students	115 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	93.5 points above standard	69.2 points above standard
		Increased 7.9 points	Increased 17.2 points
8 students	1 students	80 students	17 students

Hispanic	Two or More Races	Pacific Islander	White
Blue	Blue	No Performance Color	Blue
27.7 points above standard	70.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	55 points above standard
Increased 26.9 points	Increased 5.7 points		Increased 13.7 points
162 students	91 students	2 students	581 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
98 points below standard	52.1 points above standard	56.4 points above standard
Declined -14.4 points	Increased 15.5 points	Increased 15.3 points
22 students	38 students	805 students

Conclusions based on this data:

1. Overall, all students and all race and ethnicity sub groups scored within the blue indicator on the above standard in English language arts.

2. English learners and socioeconomically disadvantaged students scored within the green indicator in English language arts.

3. Students with disabilities scored within the yellow indicator in English language arts.
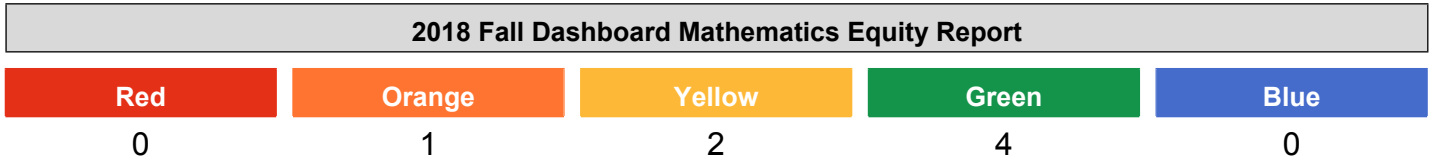
School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	4	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
20 points above standard	34.9 points below standard	0 Students
Increased 3.6 points	Increased 13.7 points	
936 students	60 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
0 Students	43.8 points below standard	99.4 points below standard
	Increased 7.2 points	Increased 13.6 points
	107 students	115 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	78.2 points above standard	56.3 points above standard
		Declined -4.1 points	Increased
8 students	1 students		27.4 points
		79 students	17 students

Hispanic	Two or More Races	Pacific Islander	White
Green	Green	No Performance Color	Green
16.6 points below standard	35.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	19.2 points above standard
Increased 11.1 points	Declined -9.7 points	2 students	Increased 3.8 points
160 students	91 students		578 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
127.1 points below standard	18.5 points above standard	20.5 points above standard
Declined -7.8 points	Increased 12 points	Increased 3.4 points
22 students	38 students	799 students

Conclusions based on this data:

1. Overall, all students and all race and ethnicity student sub groups scored within the green indicator in mathematics.

2. English learners and socioeconomically disadvantaged students scored within the yellow indicator in mathematics.

3. Students with disabilities scored within the orange indicator in mathematics.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
31	41.9%	16.1%	29%	12.9%

Conclusions based on this data:

1. Overall, English language learner progress decreased.

2. 65% of English language learners are in special education.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

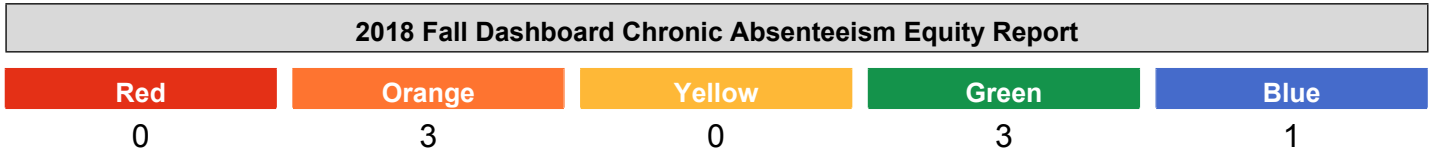| Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest
Performance

Red

Orange

Yellow

Green

Blue

Highest
Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	3	1

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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
3.4% chronically absent	8.8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 0.6%	Increased 1.7%	0 students
994 students	34 students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	9.6% chronically absent	12.9% chronically absent
0 students	Increased 4.8%	Increased 4%
	125 students	116 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	2.4% chronically absent	0% chronically absent
		Increased 2.4%	Maintained 0%
8 students	2 students	85 students	24 students

Hispanic	Two or More Races	Pacific Islander	White
Blue	Green	No Performance Color	Green
2.3% chronically absent	4.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	3.5% chronically absent
Declined 2.3%	Declined 1.4%		Declined 0.8%
177 students	92 students	2 students	604 students

Conclusions based on this data:

1. Overall, all students scored within the green indicator in chronic absenteeism.

2. English learners, socioeconomically disadvantaged and students with disabilities scored within the orange indicator in chronic absenteeism.

3. Asian, two or more races, and white sub groups scored within the green indicator and our hispanic sub group scored within the blue indicator in chronic absenteeism.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

| Lowest
Performance | Red | Orange | Yellow | Green | Blue | Highest
Performance |

This section provides number of student groups in each color.

| 2018 Fall Dashboard Graduation Rate Equity Report |

| Red | Orange | Yellow | Green | Blue |

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year	
2017	2018

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
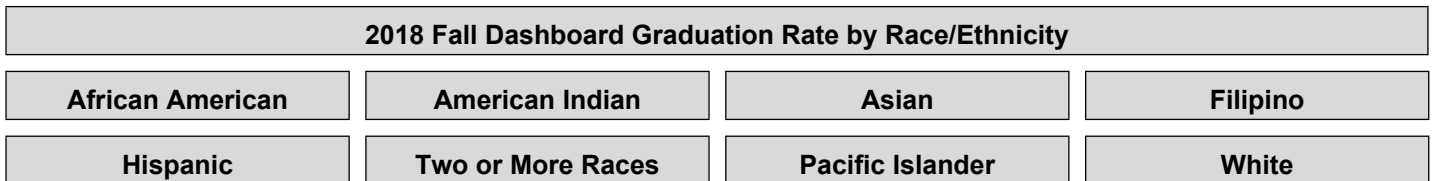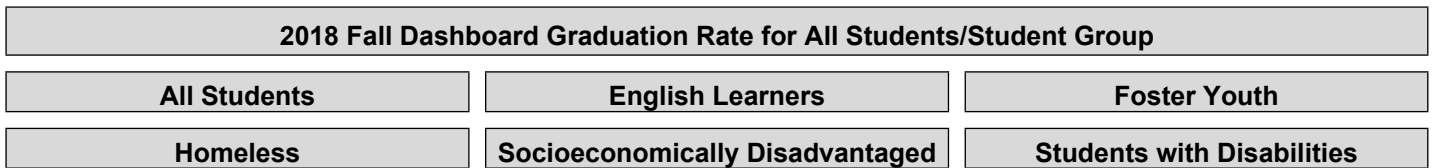## Suspension Rate

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

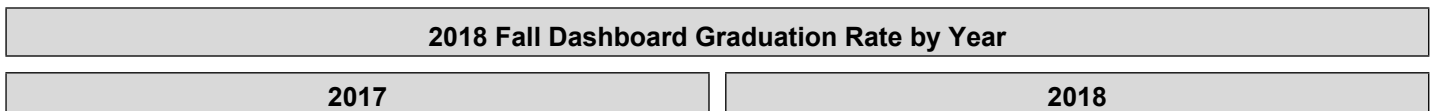| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	0	1	1
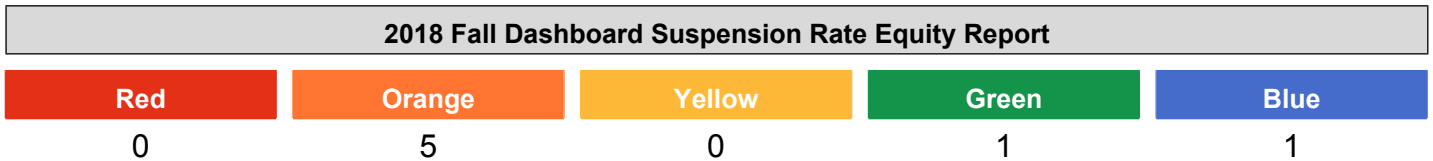
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
3.2% suspended at least once	2.9% suspended at least once	0 Students
Increased 1.5%	Increased 2.9%	
1000 students	34 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
0 Students	9.6% suspended at least once	7.7% suspended at least once
	Increased 6.8%	Increased 2.3%
	125 students	117 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0% suspended at least once	0% suspended at least once
8 students	2 students	Declined -2.5%	Declined -3.2%
		85 students	24 students

Hispanic	Two or More Races	Pacific Islander	White
Orange	Green	No Performance Color	Orange
5% suspended at least once	1.1% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy	3.3% suspended at least once
Increased 2.8%	Declined -1.2%	2 students	Increased 2.2%
180 students	93 students		606 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
3.2% suspended at least once	1.7% suspended at least once	3.2% suspended at least once

Conclusions based on this data:

1. The suspension rate of all students is within the orange indicator.

2. 3.2% of students were suspended.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

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

Smarter Balance Assessment

District Writing Assessment
ELPAC
EL Reclassification
Other local assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP 2019 results Administrator/teacher observation/feedback	The % of students scoring standard met or exceeded in ELA-Literacy/Reading Comprehension in 2019 is 74%. The % of students scoring standard met or exceeded in Mathematics in 2018 is 62%. The % of students scoring above standard in Writing in 2019 is 46%. Some 6th grade students struggle with middle school transition.	To increase the % of students scoring standard met or exceeded in ELA-Literacy/Reading Comprehension from 74% to 77%. To increase the % of students scoring standard met or exceeded in Mathematics from 62% to 65%. To increase the % of students scoring above standard in Writing from 46% to 49%. To increase articulation opportunities to 6th grade students.

Planned Strategies/Activities

Strategy/Activity 1

ELA-Literacy/Reading Comprehension
Collaboration, staff development, instruction
Teachers will participate in weekly collaboration.
Co-taught 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-risk students.

Students to be Served by this Strategy/Activity

All students

Timeline

8/2019 – 6//2020

Person(s) Responsible

Principal/Counselor

Proposed Expenditures for this Strategy/Activity

Amount	4459
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Counselor will support at-risk students.
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 2

Mathematics
Collaboration, staff development, instruction
Math intervention will be taught by grade level during 0 period.
After-school math homework club will be available 4 days a week, led by a math teacher.
Co-taught teachers will participate in weekly collaboration.
Teachers will participate in Illuminate staff development opportunities.
Teachers will participate in Data Teams every trimester.
All teachers will participate in weekly collaboration.
Teachers will participate in Silicon Valley Math Initiative (SVMI) training and collaboration.
Teachers will participate in Limitless Mind book study and collaboration.
Counselor will support at-risk students.

Students to be Served by this Strategy/Activity

All students.

Timeline

8/2019-6/2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3990
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	After-school homework club taught by math teachers.

Amount	5960
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	SVMI teacher training and collaboration.
Amount	3126
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will participate in Limitless Mind book study.
Amount	4459
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Counselor will support at-risk students.

Strategy/Activity 3

Writing
Collaboration, staff development, instruction
Co-taught teachers will participate in weekly collaboration.
All teachers will participate in weekly collaboration.
Bring Your Own Device (BYOD) will provide students with more opportunities to use technology for writing.
Teachers will focus on the needs of EL students
Teachers will participate in Data Teams every trimester.
Counselor will support at-risk students.

Students to be Served by this Strategy/Activity

All students

Timeline

8/2019-6/2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4459
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Counselor will support at-risk students.

Strategy/Activity 4

Articulation

Collaboration
Counselor will support at-risk students individually, in small groups, and in large groups
Choose love lessons in classrooms overseen by the counselor.
Administrator outreach to Mendenhall families in weekly update
Weekly leadership school-wide activities.
Administrator collaboration with staff to improve school culture and positive school pride.
Participation in Cohort 2 of LVJUSD MTSS.
Regular Where Everybody Belongs (WEB) activities.

Students to be Served by this Strategy/Activity

All students

Timeline

8/2019-6/2020

Person(s) Responsible

Administrators/teachers/counselor

Proposed Expenditures for this Strategy/Activity

Amount	4459
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Counselor will support at-risk students.
Source	None Specified
Budget Reference	None Specified

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

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SWIS Data Attendance Data Physical Fitness Test Results	2.2% of students were suspended in 2018-2019. Attendance shows that the average monthly % of students that attended school in 2018-2019 was 96.89%. Physical Fitness test results show that the % of students achieving the Healthy Fitness Zone in at least 5/6 activities was 80% in 2019.	To decrease the % of students suspended to 1%. To improve attendance data to an average of 97%. To increase the % of students meeting the Healthy Fitness Zone in at least 5/6 activities to 85%.

Planned Strategies/Activities

Strategy/Activity 1

Positive Behavior Interventions
Staff development, student education, collaboration
Teachers will participate in Choose Love staff development and collaboration activities.
Students will participate in Choose Love lessons and school-wide activities.
ILT will participate in MTSS Cohort 2 staff development.
Counselor will work with students who are struggling with social emotional behavior.

Students to be Served by this Strategy/Activity

All students

Timeline

8/2019-6/2020

Person(s) Responsible

Administrators/teachers/counselor

Proposed Expenditures for this Strategy/Activity

Amount	4459
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Counselor will support at-risk students.

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.
Weekly conversations will occur between administrators, secretaries, child welfare attendance aide, and the nurse about student attendance.
Administrators will celebrate student attendance in weekly update.

Students to be Served by this Strategy/Activity

All students

Timeline

8/2019-6/2020

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.
Teachers will participate in Data Teams.

Students to be Served by this Strategy/Activity

All students

Timeline

8/2019-6/2020

Person(s) Responsible

Administrators/Teachers

Proposed Expenditures for this Strategy/Activity

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 2018-2019 was through a weekly update and the school web-site. Whenever possilble, administrators and teachers talk to parents rather than email as a way of communication.	To increase the frequency of positive parent 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.
Monthly Parent Center meetings attended by the principal.
Monthly Parent Center talks by the counselor.
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

8/2019-6/2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2018-19

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 2018 results Administrator/teacher/counselor observation/feedback	To increase the % of students scoring standard met or exceeded in Literacy/Reading Comprehension from 77% to 80%. To increase the % of students scoring standard met or exceeded in Mathematics from 60.5% to 64%. To increase the % of students scoring above standard in Writing from 50.47% to 54%. To increase the articulation opportunities to 6th grade students.	Partially Met: The % of students scoring standard met in Literacy/Reading Comprehension was 74%. The % of students scoring standard met in Mathematics was 62%. The % of students scoring met standard met in Writing its 46%. We improved the articulation opportunities to 6th grade students.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Literacy/Reading Comprehension Collaboration, staff development, instruction Co-taught teachers will participate in weekly collaboration. Teachers will participate in multiple Illuminate staff development opportunities. Teachers will participate in multiple Google Classroom staff development opportunities. Teachers will participate in Listenwise staff development and use what they have learned in their classroom instruction.	Literacy/Reading Comprehension: Co-taught teachers participated in weekly collaboration. Teachers participated in multiple Illuminate staff development opportunities. Teachers participated in multiple Google Classroom staff development opportunities. Teachers participated in Listenwise staff development and used what they have learned in their classroom instruction. Teachers participated in Data Teams every trimester.	Co-taught teachers will participate in weekly collaboration. 5000-5999: Services And Other Operating Expenditures LCAP 15000	Co-taught teachers will participate in weekly collaboration 5000-5999: Services And Other Operating Expenditures LCAP 15000
		Fountas and Pinnell Assessments and Leveled Literacy 4000-4999: Books And Supplies LCFF - Supplemental 12830	Fountas and Pinnell Assessments and Leveled Literacy 4000-4999: Books And Supplies LCFF - Supplemental 12830
			Substitute Costs for Instructional Rounds 5800: Professional/Consulting Services And Operating Expenditures Admin. Gift account 3600
			None Specified None Specified

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers will participate in Data Teams every trimester. Special education teachers will participate in Learning Ally and use Learning Ally during instruction. Teachers will participate in weekly collaboration. Fountas and Pinnell Assessments will be used for struggling readers. Fountas and Pinnell Leveled Literacy will be used for struggling readers.	Special education teachers participated in Learning Ally and used Learning Ally during instruction. Teachers participated in weekly collaboration. Fountas and Pinnell Assessments were used for struggling readers. Fountas and Pinnell Leveled Literacy was used for struggling readers.		
Mathematics Collaboration, staff development, instruction Co-taught teachers will participate in weekly collaboration. Teachers will participate in multiple Illuminate staff development opportunities. Teachers will participate in Data Teams every trimester. After-school math classes are offered for students in Math 6, 7 and 8. After-school math homework club for struggling students. All teachers will participate in weekly collaboration.	Mathematics Co-taught teachers participated in weekly collaboration. Teachers participated in multiple Illuminate staff development opportunities. Teachers participated in Data Teams, every trimester. After-school math classes were offered for students in Math 6, 7 and 8. After-school math homework club for struggling students. All teachers participated in weekly collaboration.	Co-taught teachers will participate in weekly collaboration. 1000-1999: Certificated Personnel Salaries LCAP 15000 After school math homework club for struggling students. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 12830	Co-taught teachers will participate in weekly collaboration 1000-1999: Certificated Personnel Salaries LCAP 1500 After school math homework club for struggling students 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 12830 None Specified None Specified None Specified None Specified
Writing Collaboration, staff development, instruction Co-taught teachers will participate in weekly collaboration. All teachers will participate in weekly collaboration. Teachers will participate in multiple Illuminate staff	Writing Co-taught teachers participated in weekly collaboration. All teachers participated in weekly collaboration. Teachers participated in multiple Illuminate staff development opportunities.	Co-taught teachers will participate in weekly collaboration. 1000-1999: Certificated Personnel Salaries LCAP 15000	Co-taught teachers will participate in weekly collaboration 1000-1999: Certificated Personnel Salaries LCAP 15000 None Specified None Specified None Specified None Specified

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
development opportunities. BYOD will provide students with more opportunities to use technology for writing. Teachers will participate in Data Teams every trimester. Teachers will participate in multiple Google Classroom staff development opportunities. Teachers will participate in weekly collaboration.	Students were provided with more opportunities to use technology for writing through BYOD. Teachers participated in Data Teams every trimester. Teachers participated in multiple Google Classroom staff development opportunities. Teachers participated in weekly collaboration.		
Articulation Collaboration Before school, lunch and after school student group activities facilitated by the counselor. Choose love lessons weekly in classrooms. Lunch Choose Love activities. Administrator outreach to Mendenhall families. Weekly leadership school-wide activities. Administrator collaboration with staff to improve school culture and positive school pride. Regular Where Everybody Belongs (WEB) activities.	Articulation Collaboration Before school, lunch and after school student group activities were facilitated by the counselor. Choose love lessons were taught each week in classrooms. Lunch Choose Love activities. Administrators contacted Mendenhall families. Leadership provided weekly school-wide activities. Administrators collaborated with staff to improve school culture and positive school pride.	Regular Where Everybody Belongs (WEB) activities. 1000-1999: Certificated Personnel Salaries LCAP 1600	Regular Where Everybody Belongs (WEB) activities. 1000-1999: Certificated Personnel Salaries LCAP 1600

Analysis

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

Staff development, collaboration and additional opportunities for further instruction were strategies used toward achieving this goal.

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

Although the goals were not met, student growth was made.

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

No material differences between proposed expenditures and actuals.

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

Changes were not made to the goal.

Annual Review and Update

SPSA Year Reviewed: 2018-19

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
SWIS Data Attendance Data Physical Fitness Test Results	To decrease the % of students suspended to 5%. To improve attendance data to an average of 96%. To increase the % of students meeting the Healthy Fitness Zone in at least 5/6 activities to 80%.	The suspension rate was 2.2%. Student attendance was 96.89%. The % of students meeting the Healthy Fitness Zone in at least 5/6 activities was 80%.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Positive Behavior Interventions Staff development, student education, collaboration Teachers will participate in Choose Love staff development and collaboration activities. Students will participate in Choose Love lessons and school-wide activities. ILT will participate in MTSS Cohort 2 staff development. Counselor will work with students who are struggling with social emotional behavior.	Provided Staff development, student education, collaboration around Positive Behavior Interventions and Support Teachers participated in Choose Love staff development and collaboration activities. Students participated in Choose Love lessons and school-wide activities. ILTparticipated in MTSS Cohort 2 staff development. Counselor worked with students who are struggling with social emotional behavior.		
Attendance Communication Administrators will encourage families to attend school regularly. Teachers will continue to hold students accountable	Attendance Communication Administrators encouraged families to attend school regularly. Teachers held students accountable for academic		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
for academic work when they are absent. All staff will continue to stress the importance of school attendance. Weekly conversations will occur between administrators, secretaries, child welfare attendance aide, and the nurse about student attendance. Administrators will continue to celebrate student attendance.	work when they were absent. All staff stressed the importance of school attendance. Weekly conversations occurred between administrators, secretaries, child welfare attendance aide, and the nurse about student attendance. Administrators celebrated student attendance.		
Physical Fitness Instruction Teachers will teach proper form and proficiency, and practice physical fitness assessments regularly. Students will monitor their healthy fitness zone. Teachers will participate in Data Teams.	Teachers taught proper form and proficiency, and practiced physical fitness assessments regularly. Students monitored their healthy fitness zone. Teachers participated in Data Teams.		

Analysis

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

Activities, instruction, collaboration, and communication were strategies used toward achieving this goal.

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

Although the goals were not met in every area, student growth was made.

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

No material differences between proposed expenditures and actuals.

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

Changes were not made to the goal.

Annual Review and Update

SPSA Year Reviewed: 2018-19

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 in frequency of positive parent communication with school.	Families were provided information about Mendenhall in weekly updates. There was an effort made to make phone or in-person communication whenever possible.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Communication The principal will send out a weekly Mustang Update to families. The principal, with PTSA, will run a fundraiser to get to know more parents. Regular PTSA, SSC, and ELAC meetings. Weekly Parent Center meetings attended by the principal and vice-principal. 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.	Communication The principal sent out a weekly Mustang Update to families. The principal, with PTSA, ran a fundraiser to get to know more parents. The school held regular PTSA, SSC, and ELAC meetings. Weekly Parent Center meetings were attended by the principal and vice-principal. The principal and vice-principal were visible on campus and welcomed all families. The principal, vice-principal and/or athletic director attended all home athletic events to promote school pride, show support, and communicate with families.		

Analysis

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

Communication was the strategy used toward achieving this goal.

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

Although there was effort made to achieve this goal, many families do not read their email from the school.

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

No material differences between proposed expenditures and actuals.

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

Changes were not made to the goal.

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	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	35,371.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Professional Development (PI Schools)	2,500	2,500.00
LCFF - Base	91,630	91,630.00
LCFF - Supplemental	21,159	-14,212.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	35,371.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	30,912.00
4000-4999: Books And Supplies	4,459.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	30,912.00
4000-4999: Books And Supplies	LCFF - Supplemental	4,459.00

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
Erin Peacock	Classroom Teacher
Danielle Butler	Classroom Teacher
Melissa Stanke	Classroom Teacher
Leslie Ramil	Classroom Teacher
Marilee Solomon	Other School Staff
Sofia Loza	Secondary Student
William Pinkston	Secondary Student
Dana Cooper	Parent or Community Member
Larice Wojewski	Parent or Community Member
Shawna Curtin	Parent or Community Member
Anne Miller	Parent or Community Member
Tammy Rankin	Principal

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Instructional Leadership Team

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. 16, 2018.

Attested:

Signature	
JQ Rankin	Principal, Tammy Rankin on 10-29-19
[signature]	SSC Chairperson, Leslee Ramil on 10-29-19

Appendix C: Centralized Services for Planned Improvements in Student Performance and Migrant Education Plan

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2019-2020
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, professional development, and supplemental instructional materials, **supporting our District SPSA Goals.***
- *$167,625*

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 our District SPSA Goals.***
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- *$154,516*

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 our District SPSA Goals.***
- *$196,089*

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 our District SPSA Goals.***
- *$228,906*

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, professional development and staff training related to mental health topics, 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.*
- *123,890*

Livermore Valley Joint Unified School District
2019-2020 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 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 Marylin 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 Marylin 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 Programs –*Edgenuity* and *Cyber High*-- provide free online credit recovery and materials for Migrant high school students 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 Junction K-8, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and presentation skills, in both English and Spanish, and support student participation in the regional and State debate competitions.

- Parent Advisory Committee (PAC) – PAC meets six times per year at Marylin 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 General Education Development (GED classes. PAC officers are elected annually and receive guidance from Migrant Education Program (MEP) Region 1 at the Santa Clara County Office of Education (SCCOE).

- Our District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and District services, provide 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.

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.

Federal Programs		Allocation
	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	$
X	**Title II, Part A: Improving Teacher Quality** 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

State Programs		Allocation
X	**Local Control Funding Formula (LCFF) Base** Purpose: Support the needs of all students and student groups	$87,295
X	**Local Control Funding Formula (LCFF) Supplemental** Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	$18,135
	Total amount of federal categorical funds allocated to this school	$105,430

Local Funding		
X	**Technology Funds – Local Parcel Tax**	$17,298

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

Projected LCFF Supplemental Funds $18,135

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
Improvements or enhancement in instruction: After school math homework club for struggling students. 2 teacher 1.5 hour/week each	August-June	Principal/Teachers	$3,990	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
		Total:	3,990	
Supplemental materials, computers, software, books, supplies may be purchased: Counseling materials to support at-risk students, (individual, small group, large group counseling)	August-June	Principal/Teachers	$4,459	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
		Total:	4,459	
Staff Development and Professional Collaboration, training costs, substitute costs: SVMI Monthly Training and Collaboration 7 substitute teachers x 4 days each x $160 = 7 teachers collaboration x 4 days x 1 hour each (after work) x $35 = Travel	August-June	Principal/Teachers	$5,960	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Limitless Mind Book 7 books (books + tax + shipping) 7 teachers collaboration x 12 hours each (after work) x $35/hour =	August-June	Principal/Teachers	$3,126	
		Total:	9,086	
Parent Involvement: Translators	August-June	Principal	$500	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
ELAC Meeting Supplies	August-June	Principal/VP/EL Liaison	$100	
		Total:	600	
		Grand Total:	18,135	

Appendix H

Livermore Valley Joint Unified School District
Gifted and Talented Education Plan- ALL SITES

PROGRAM DESCRIPTION:

At William Mendenhall Middle School, the Gifted and Talented Education (GATE) program is differentiated instruction in the classroom. At the same time, accelerated courses in mathematics for students in grades 6-8 and honors core for students in grades 7-8 are offered to all students. GATE students are encouraged to take these courses. Accelerated and honors courses offer a greater emphasis of:

- 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 with more available choices
- evaluating complex information
- working together at every opportunity on special projects

Students are also encouraged to participate in enrichment opportunities such as Math Counts, Science Odyssey, the Science Fair and Spelling Bee.

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

PROGRAM DESCRIPTION:

William Mendenhall Middle School is a BYOD school. Some students provide their own chrome books/computers and other borrow one from the site. The technology funds provided funds Mac books for instructional purposes.