

School Year: **2020-21**



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 20, 2020
Schoolsite Council (SSC) Approval Date	October 20, 2020
Local Board Approval Date	November 10, 2020

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

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School Vision and Mission

School Vision and Mission

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

The vision of William Mendenhall Middle School is:

- to provide a rigorous, stimulating education in a safe and supportive learning environment that empowers students to become responsible citizens.
- to foster partnerships with parents, teachers and other 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, or leadership.. Seventh graders may also take Spectrum, a wheel offering a trimester of art, a trimester of STEM, and a trimester of woodshop.

The Instructional Leadership Team (ILT) meets regularly to plan for 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). William Mendenhall Middle School was awarded a 2020 PBIS Community Cares Award from the California PBIS Coalition.

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 Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.21%	0.31%	0.21%	2	3	2
African American	0.82%	0.41%	0.31%	8	4	3
Asian	8.41%	9.12%	11.34%	82	88	109
Filipino	2.36%	2.9%	1.98%	23	28	19
Hispanic/Latino	17.85%	17.51%	18.21%	174	169	175
Pacific Islander	0.21%	0.1%	0%	2	1	0
White	61.13%	59.27%	56.61%	596	572	544
Multiple/No Response	%	%	11.24%			1
Total Enrollment				975	965	961

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	313	309	320
Grade 7	333	321	319
Grade 8	329	335	322
Total Enrollment	975	965	961

Conclusions based on this data:

1. The enrollment data at William Mendenhall Middle School remained stable from 2018-2019 to 2019-2020.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	31	28	31	3.2%	2.9%	3.2%
Fluent English Proficient (FEP)	113	122	135	11.6%	12.6%	14.0%
Reclassified Fluent English Proficient (RFEP)	17	8	2	42.5%	25.8%	7.1%

Conclusions based on this data:

1. The number of William Mendenhall Middle School English Learners has maintained.

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.	2582.	29.18	40.00	37.50	40.12	37.74	37.16	21.88	14.52	16.22	8.81	7.74	9.12
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	34.73	41.32	42.14	40.94	20.08	14.78	15.97	9.52	8.22	8.36

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	50.00	45.59	42.58	38.10	13.37	7.10	11.90
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	48.92	45.29	41.29	42.26	11.19	8.24	8.82

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. Due to the COVID-19 Pandemic, the California Assessment of Student Performance and Progress (CAASPP) and Physical Fitness Test (PFT) were not administered in the Spring of 2020. The following analysis is from the 2018-2019 CAASPP data.
2. 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%.
3. The percentage of students Above Standard in Reading, Writing, Listening and Research/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. Due to the COVID-19 Pandemic, the California Assessment of Student Performance and Progress (CAASPP) and Physical Fitness Test (PFT) were not administered in the Spring of 2020. The following analysis is from the 2018-2019 CAASPP data
2. The percentage of students that met or exceeded standards on the CAASPP Mathematics assessment increased by 1%.
3. 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	8
Grade 7		*		*		*	10	10
Grade 8		*		*		*	8	8
All Grades								26

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
All Grades		19.23		38.46		26.92		15.38		26

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
All Grades		50.00		19.23		19.23		11.54		26

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
All Grades		7.69		15.38		50.00		26.92		26

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
All Grades		3.85		73.08		23.08		26

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
All Grades		65.38		23.08		11.54		26

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
All Grades		7.69		53.85		38.46		26

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
All Grades		11.54		76.92		11.54		26

Conclusions based on this data:

1. Due to the COVID-19 Pandemic, the California Assessment of Student Performance and Progress (CAASPP) and Physical Fitness Test (PFT) were not administered in the Spring of 2020. The following analysis is from the 2018-2019 ELPAC Data
2. 19% of the students tested on the English Language Proficiency Assessments for California (ELPAC) scored well developed.
3. 65% of the students tested on the ELPAC are special education.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2018-19

% 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	18.8%	61.0%	79.8%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	292	86.6%	9.6%
Body Composition	292	81.8%	12.7%
Abdominal Strength and Endurance	292	90.4%	9.6%
Trunk Extensor Strength and Flexibility	292	88.0%	12.0%
Upper Body Strength and Endurance	292	81.8%	18.2%
Flexibility	292	93.5%	6.5%

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

Elementary Schools Grade 5:

Table

1. School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time”	%	4.7
2. Feel Safe at School – sites will report percent of students Do you feel safe at school? Students reporting “Yes, most of the time” and “Yes, all of the time”	%	4.7
3. Students treated with respect – sites will report percent of students Do teachers and other grown-ups at school treat students with respect? Students reporting “Yes, most of the time” and “Yes, all of the time”	%	6.1

1.

2.

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

7th or 9th Grade

11th Grade

1. School Connectedness – sites will report percent of students Average reporting “Agree” or “Strongly Agree”	70 %	%
2. Perceived Safety at School – sites will report percent of students Students reporting “Very safe” or “Safe”	66 %	%
3. Caring Adult Relationships – site will report percent of students Average reporting “Pretty much true” or “Very much true”	78 %	%

1. During distance learning, 70% of students reported school connectedness. Teachers are currently trying to make connections with students. Wednesday check-in advisory is one way that all students are connected. At materials pick up, we gave families Mendenhall magnets to put on their cars. Our goal was for students to see Mendenhall students in their neighborhoods and around town, helping students feel less isolated during distance learning.
2. During distance learning, 66% of students reported they perceived safety at school. When students return to school, staff will work to ensure all students feel safe at school.
3. During distance learning, 78% of students reported to have caring adult relationships. Teachers ensuring their students that they care about them and their education. Support/work sessions are helping with this.

School and Student Performance Data

Student Population

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
965	9.0	2.9	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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	28	2.9
Socioeconomically Disadvantaged	87	9.0
Students with Disabilities	114	11.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.4
American Indian	3	0.3
Asian	88	9.1
Filipino	28	2.9
Hispanic	169	17.5
Two or More Races	100	10.4
Pacific Islander	1	0.1
White	572	59.3





Conclusions based on this data:

1. 2.9% of students are English Learners.
2. 11.8% of students are students with disabilities.
3. 9% of students are socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="305 506 360 533">Blue</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="776 506 844 533">Green</p>	<p data-bbox="1177 426 1388 457">Suspension Rate</p>  <p data-bbox="1256 506 1325 533">Green</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="297 703 373 730">Green</p>		

Conclusions based on this data:

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 52.5 points above standard Maintained -1.9 points 931	<p>English Learners</p>  Blue 16.1 points above standard Increased Significantly ++22.6 points 61	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Orange 5.7 points below standard Declined -9 points 82	<p>Students with Disabilities</p>  Orange 70 points below standard Maintained -1.2 points 105

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 98.7 points above standard Increased ++5.2 points 85	 No Performance Color 67.1 points above standard Maintained -2.1 points 27
Hispanic	Two or More Races	Pacific Islander	White
 Green 27 points above standard Maintained ++1.8 points 159	 Green 50.3 points above standard Declined Significantly -20.5 points 97	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 53 points above standard Maintained -1.8 points 556

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
90.5 points below standard Increased ++4.9 points 21	71.9 points above standard Increased Significantly ++19.8 points 40	52.1 points above standard Declined -4 points 790

Conclusions based on this data:

- All student, English learners, Asian, and White subgroups scored within the blue indicator in English Language Arts.
- Hispanic and two or more races subgroups scored within the green indicator in English Language Arts.
- Socioeconomically disadvantaged and students with disabilities scored within the orange indicator in English Language Arts.

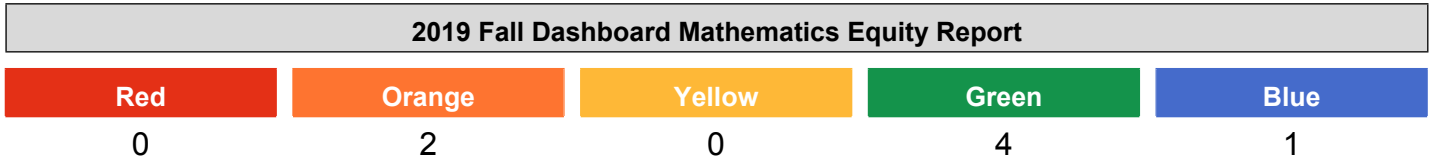
School and Student Performance Data

Academic Performance Mathematics





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











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>26 points above standard</p> <p>Increased ++6.5 points</p> <p>940</p>	<p>English Learners</p>  <p>Green</p> <p>8 points below standard</p> <p>Increased Significantly</p> <p>++28.4 points</p> <p>63</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>47.9 points below standard</p> <p>Declined -4.1 points</p> <p>86</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>101.7 points below standard</p> <p>Increased ++13.7 points</p> <p>106</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 96.6 points above standard Increased Significantly ++18.4 points 85	 No Performance Color 59.3 points above standard Increased ++3 points 27
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.4 points below standard Increased ++11.4 points 162	 Green 23.8 points above standard Declined -11.5 points 98	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 23.5 points above standard Increased ++4.5 points 561

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
122.7 points below standard Maintained ++0.6 points 22	53.6 points above standard Increased Significantly ++35 points 41	24.3 points above standard Increased ++4.1 points 797

Conclusions based on this data:

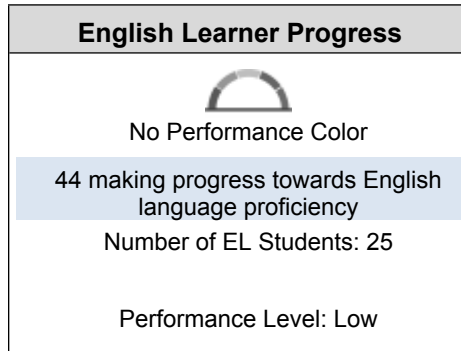
1. Asian students scored within the blue indicator in mathematics. Overall, all students and all race and ethnicity student sub groups scored within the green indicator in mathematics.
2. All students, students with 2 or more races, Hispanic students, White students, and English learners scored within the green indicator in mathematics.
3. Socioeconomically disadvantaged students and 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 percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results



Conclusions based on this data:

- 80% of English learners maintained or progressed one ELPI level.

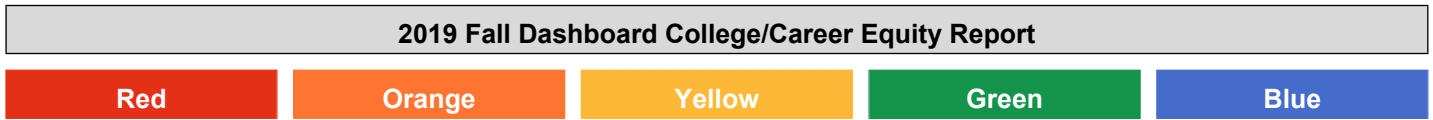
School and Student Performance Data

Academic Performance College/Career

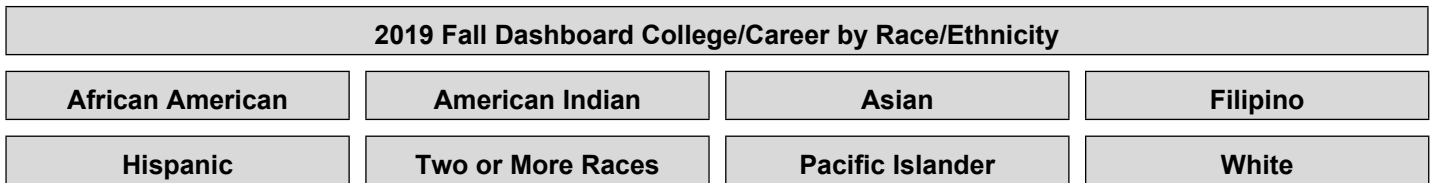
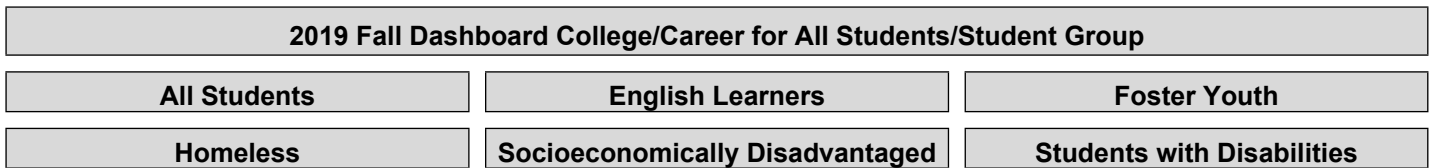
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

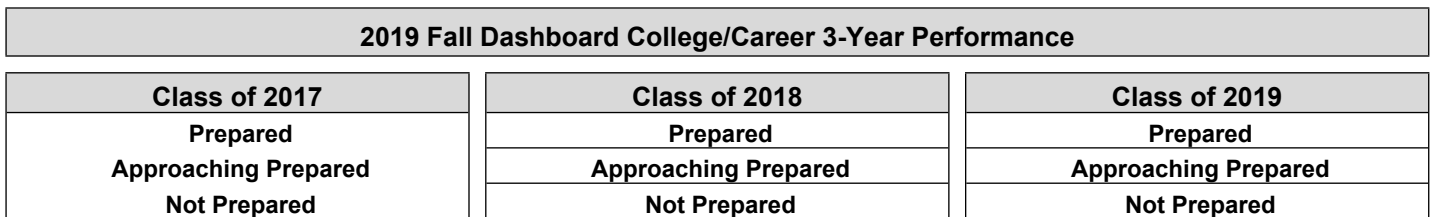
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

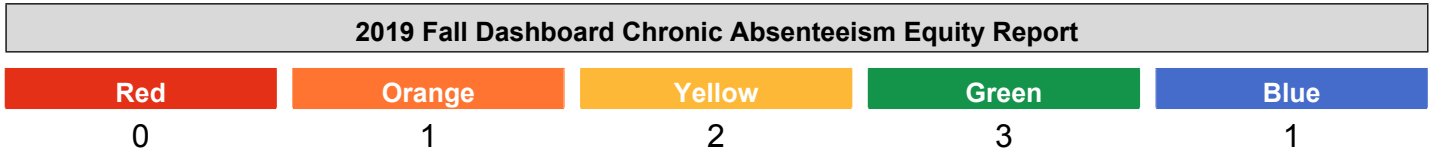
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>3.5</p> <p>Maintained +0.1</p> <p>971</p>	<p>English Learners</p>  <p>Orange</p> <p>10</p> <p>Increased +1.2</p> <p>30</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>9.4</p> <p>Maintained -0.2</p> <p>96</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>7.4</p> <p>Declined -5.5</p> <p>121</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Blue 0 Declined -2.4 89	 No Performance Color 3.4 Increased +3.4 29
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 4.1 Increased +1.8 172	 Green 3 Declined -1.3 100	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 3.7 Maintained +0.2 573

Conclusions based on this data:

1. Asian students scored within the blue indicator. All students, students with disabilities, students with 2 or more races and white students scored within the green indicator in chronic absenteeism.
2. Socioeconomically disadvantaged students and hispanic students scored within the yellow indicator in chronic absenteeism.
3. English learners scored within the orange indicator in chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

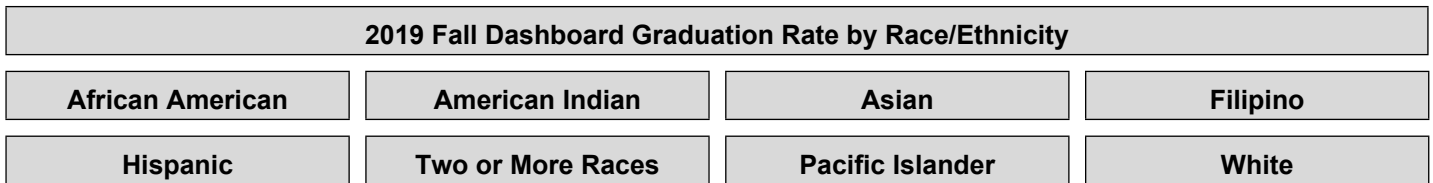
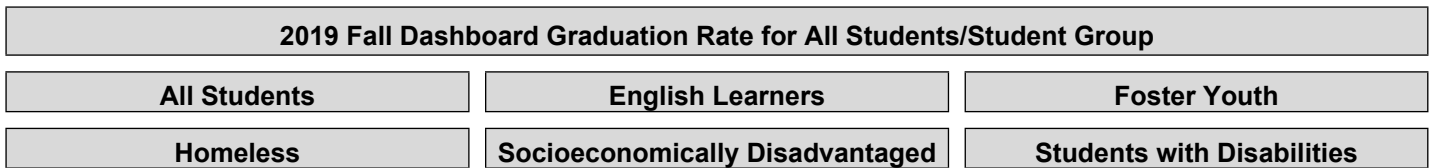
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

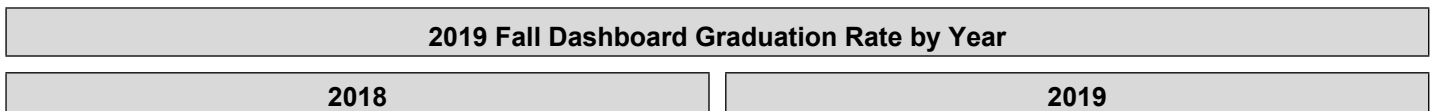
This section provides number of student groups in each color.



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.



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.



Conclusions based on this data:

- 1.

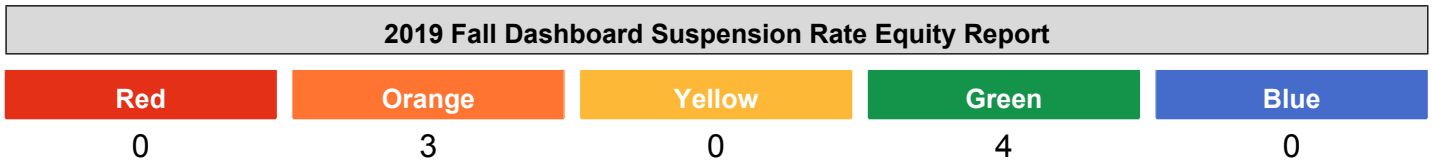
School and Student Performance Data

Conditions & Climate Suspension Rate





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











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Green 2.1 Declined -1.1 975	<p>English Learners</p>  Orange 3.3 Increased +0.4 30	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  Green 4.1 Declined -5.5 97	<p>Students with Disabilities</p>  Green 3.3 Declined -4.4 121

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 3	 Orange 2.2 Increased +2.2 89	 No Performance Color 0 Maintained 0 30
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.9 Declined -2.1 173	 Orange 4 Increased +2.9 100	 No Performance Color Less than 11 Students - Data 1	 Green 1.6 Declined -1.7 575

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.2	2.1

Conclusions based on this data:

1. All students, socioeconomically disadvantaged students, students with disabilities, hispanic students and white students scored within the green indicator on suspension rate.
2. English learners, Asian students and students with 2 or more races scored within the orange indicator on suspension rate.
3. 2.1% of students were suspended. This down from 3.2% the previous year.

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 Passing Grades	The percent of students scoring standard met or exceeded in ELA-Literacy/Reading Comprehension in 2019 is 74%. The percent of students scoring standard met or exceeded in Mathematics in 2019 is 62%. The % of students scoring Above Standard in Writing in 2019 is 46%. 93% of student passed all of their classes during trimesters 1 and 2. 93% of students received credit in all of their classes during trimester 3. Some 6th grade students struggle with middle school transition.	To increase the percent of students scoring standard met or exceeded in ELA-Literacy/Reading Comprehension from 74% to 77%. To increase the percent of students scoring standard met or exceeded in Mathematics from 62% to 65%. To increase the percent of students scoring Above Standard in Writing from 46% to 49%. To increase the % of students passing all of their classes. 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-in person teaching.
Fountas and Pinnell Leveled Literacy will be used with SDC Mild and Moderate students.
Counselor will support at-promise students.
Teachers will participate in collaboration around virtual instruction.

During distance learning, teachers will use support/work time to help students.
During at school instruction, teachers are available to support students.

Students to be Served by this Strategy/Activity

All students

Timeline

8/2020 – 6//2021

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	8,405
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher collaboration around virtual instruction

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.
All teachers will participate in weekly collaboration.
Counselor will support at-promise students.
Teachers will participate in collaboration and staff development around virtual instruction.
During distance learning, teachers will use support/work time to help students.
During at school instruction, teachers are available to support students.

Students to be Served by this Strategy/Activity

All students.

Timeline

8/2020-6/2021

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7,872
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	After-school math homework club

Amount	2,000
Source	Title II Part A: Improving Teacher Quality
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher staff development around technology and virtual instruction.

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
 Counselor will support at-promise students.
 Teachers will participate in collaboration around virtual instruction.
 During distance learning, teachers will use support/work time to help students.
 During at school instruction, teachers are available to support students.

Students to be Served by this Strategy/Activity

All students

Timeline

8/2020-6/2021

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Articulation
 Collaboration
 Counselor will support at-promise students individually, in small groups, and in large groups
 Choose Love lessons in classrooms overseen by the counselor. Presentations and lessons given by the counselor during distance learning.
 Administrator outreach to Mendenhall families in weekly update
 Weekly leadership school-wide activities.
 Administrators collaboration with staff to improve school culture and positive school pride.
 Participation in Cohort 2 of LVJUSD MTSS.
 When in school learning starts, Where Everybody Belongs (WEB) activities will start.
 Teachers will participate in collaboration around virtual instruction.

Students to be Served by this Strategy/Activity

All students

Timeline

8/2020-6/2021

Person(s) Responsible

Principal/teachers



Proposed Expenditures for this Strategy/Activity

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
School-Wide Information System (SWIS) Data Attendance Data Physical Fitness Test Results, PE grades	2.1% of students were suspended in 2019. 1.4% of students were suspended in 2020. Attendance shows that 3.5% of students are absent at least 10% of the school days in 2019. Attendance through January 2020 shows that 2.25% of students are absent at least 10% of the school days. Physical Fitness test results show that the percent of students achieving the Healthy Fitness Zone in at least 5/6 activities was 80% in 2019.	To decrease the percent of students suspended to 1%. To improve attendance data to 2.5% of students having at least 10% of school days absent for the year. To increase the percent of students meeting the Healthy Fitness Zone in at least 5/6 activities to 85%. During at home instruction, to increase the activity level of students.

Planned Strategies/Activities

Strategy/Activity 1

Positive Behavior Interventions and Supports (PBIS)
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.
Teachers will continue to use PBIS during distance learning
COST team will continue to meet and support students
During distance learning, counselor will give video presentations of Choose Love and Social Emotional Learning activities to teachers to use during check-in advisory.

Students to be Served by this Strategy/Activity

All students

Timeline

8/2020-6/2021

Person(s) Responsible

Administrators/teachers/counselor

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Attendance

Communication

Administrators will encourage families to attend school regularly.

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

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

COST will continue to meet and support students.

Weekly conversations will occur between administrators, office staff, child welfare attendance aide, and the nurse about student attendance.

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

Students to be Served by this Strategy/Activity

All students

Timeline

8/2020-6/2021

Person(s) Responsible

Administrators/Teachers/Secretary

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Physical Fitness

Instruction

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

Students will monitor their healthy fitness zone.

Students to be Served by this Strategy/Activity

All students

Timeline

8/2020-6/2021

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 2019-2020 was through a weekly update and the school web-site. Whenever possible, administrators and teachers talk to parents rather than email as a way of communication.	To increase the frequency of positive parent and student communication with school.

Planned Strategies/Activities

Strategy/Activity 1

Communication
The principal will send out a weekly Mustang Update to families.
Check-In Advisory on Wednesdays will be a way for the school to communicate information with students.
The principal will send out communication videos to families during distance learning every trimester.
Regular PTSA, SSC, and ELAC meetings.
Monthly Parent Center meetings attended by the principal during at school and distance learning.
Monthly Parent Center talks by the counselor during at school and distance learning.
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 during on campus instruction.

Students to be Served by this Strategy/Activity

All students

Timeline

8/2020-6/2021

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	100
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	ELAC Meeting Supplies
Amount	623
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Translators

Annual Review and Update

SPSA Year Reviewed: 2019-20

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 2019 results Administrator/teacher observation/feedback	To increase the percent of students scoring standard met or exceeded in Literacy/Reading Comprehension from 74% to 77%. To increase the percent of students scoring standard met or exceeded in Mathematics from 62% to 65%. To increase the percent of students scoring above standard in writing from 46% to 49%. To increase articulation opportunities to 6th grade students	Due to the COVID-19 Pandemic, the CAASPP was not administered in Spring 2020.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 Special Day Class (SDC) Mild and Moderate students. Fountas and Pinnell Leveled Literacy will be used with SDC Mild and Moderate students.	ELA-Literacy/Reading Comprehension Collaboration, staff development, instruction Teachers participated in weekly collaboration. Co-taught teachers participated in weekly collaboration. Teachers participated in Data Teams during trimesters 1 and 2. Special education teachers used Learning Ally during instruction. Fountas and Pinnell Assessments were used with SDC Mild and Moderate students. Fountas and Pinnell Leveled Literacy were used with SDC Mild and Moderate students.	Counselor support of at-promise students. 4000-4999: Books And Supplies LCFF - Supplemental 4,459	Counselor support of at-promise students 4000-4999: Books And Supplies LCFF - Supplemental 4,459

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Counselor will support at-risk students.	Counselor supported at-risk students.		
<p>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.</p>	<p>Mathematics Collaboration, staff development, instruction Math intervention was be taught by grade level during 0 period. After-school math homework club was available 4 days a week, led by a math teacher. Co-taught teachers participated in weekly collaboration. Teachers participated in Illuminate staff development opportunities. Teachers participated in Data Teams trimesters 1 and 2. All teachers participated in weekly collaboration. Teachers participated in Silicon Valley Math Initiative (SVMI) training and collaboration. Teachers participated in Limitless Mind book study and collaboration. Counselor supported at-risk students.</p>	<p>After school homework club taught by math teachers 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3,990</p> <p>SVMI teacher training and collaboration 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 5,960</p> <p>Teacher book study on Limitless Mind 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3,126</p> <p>Counselor support of at-risk students 4000-4999: Books And Supplies LCFF - Supplemental 4,459</p>	<p>After school homework club taught by math teachers 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3,990</p> <p>SVMI teacher training and collaboration 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 5,960</p> <p>Teacher book study on Limitless Mind 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3,126</p> <p>Counselor support of at-risk students 4000-4999: Books And Supplies LCFF - Supplemental 4,459</p>
<p>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</p>	<p>Writing Collaboration, staff development, instruction Co-taught teachers participated in weekly collaboration. All teachers participated in weekly collaboration. Bring Your Own Device (BYOD) provided students with more opportunities to use technology for writing. Teachers focused on the needs of EL students Teachers participated in Data Teams trimesters 1 and 2.</p>	<p>Counselor support of at-risk students 4000-4999: Books And Supplies LCFF - Supplemental 4,459</p>	<p>Counselor support of at-risk students 4000-4999: Books And Supplies LCFF - Supplemental 4,459</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers will participate in Data Teams every trimester. Counselor will support at-risk students.</p>	<p>Counselor supported at-risk students.</p>		
<p>Articulation School Plan for Student Achievement (SPSA) Page 31 of 55 William Mendenhall Middle School 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.</p>	<p>Articulation School Plan for Student Achievement (SPSA) Page 31 of 55 William Mendenhall Middle School Collaboration Counselor supported at-risk students individually, in small groups, and in large groups Choose love lessons in classrooms were overseen by the counselor. There was administrator outreach to Mendenhall families in weekly update There were weekly leadership school-wide activities. Administrators collaborated with staff to improve school culture and positive school pride. WMMS participated in Cohort 2 of LVJUSD MTSS. There were regular Where Everybody Belongs (WEB) activities.</p>	<p>Counselor support of at-risk students 4000-4999: Books And Supplies LCFF - Supplemental 4,459</p>	<p>Counselor support of at-risk students 4000-4999: Books And Supplies LCFF - Supplemental 4,459</p>

Analysis

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

Staff development, collaboration, additional opportunities for further instruction, and counselor support were strategies used toward achieving this goal. During virtual learning, teachers, the counselor and administrators reached out to students and parents to ensure academic achievement.

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

Although assessments were not given to students, staff believe that the strategies were effective for learning and instruction.

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

There were no material differences between proposed expenditures and estimated 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.

For 2020-2021, there will be distance learning strategies implemented in the Goals, Strategies, and Expected Expenditures portion of the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2019-20

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 percent of students suspended to 1%. To improve attendance data to an average of 97%. To increase the percent of students meeting the Healthy Fitness Zone in at least 5/6 activities to 85%.	No assessment was given because of COVID-19 pandemic.

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 and will train staff and students in strategies. Counselor will work with students who are struggling with social emotional behavior.	Positive Behavior Interventions Staff development, student education, collaboration Teachers participated in Choose Love staff development and collaboration activities. Students participated in Choose Love lessons and school-wide activities. ILT participated in MTSS Cohort 2 staff development and trained staff and students in strategies. Counselor worked with students who were struggling with social emotional behavior. During spring distance learning, principal created videos of staff to make connections with students and encourage school pride.	Counselor support of at-promise students 4000-4999: Books And Supplies LCFF - Supplemental 4,459	Counselor support of at-promise students 4000-4999: Books And Supplies LCFF - Supplemental 4,459

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Attendance Communication Administrators encouraged families to attend school regularly and made phone calls during distance learning. Teachers continued to hold students accountable for academic work when they were absent. All staff continued to stress the importance of attendance at school. Weekly conversations occurred between administrators, secretaries, child welfare attendance aide, and the nurse about student attendance. Administrators celebrated student attendance in weekly update.</p>		
<p>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.</p>	<p>Physical Fitness Instruction Teachers taught proper form and proficiency and practiced physical fitness assessments regularly. Students monitored their healthy fitness zone. Teachers participated in Data Teams.</p>		

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 physical fitness assessments were not given and attendance is difficult to compare due to the COVID-19 Pandemic, staff believe that the strategies were effective for learning and instruction. At the same time, our PBIS work seemed to be working pre-COVID-19. Mendenhall received a PBIS Community Cares Award. The school also qualified to apply for a silver award in PBIS based on the PBIS work completed during the year, however the awards were not given due to distance learning.

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

There were 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.

For 2020-2021, there will be distance learning strategies implemented in the Goals, Strategies, and Expected Expenditures portion of the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

Enhance parent and community engagement and communication.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Data that shows the frequency of positive communication. Feedback from PTSA, SSC and other parents.</p>	<p>To increase the frequency of positive parent communication with school.</p>	<p>Staff has definitely increased communication with families. During distance learning, there was an effort to increase positive communication with parents and students to ensure that they knew that the staff was there for them and that they cared.</p>

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Communication The principal sent out a weekly Mustang Update to families. Regular PTSA, SSC, and ELAC meetings were held. There were monthly Parent Center meetings attended by the principal through February 2020. There were monthly Parent Center talks by the counselor through February 2020. The principal and vice-principal were visible on campus and welcoming to all families. The principal, vice-principal and/or athletic director attended all home athletic events to promote school pride, show support and open communication with families through February 2020. During spring distance learning, principal created</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>videos of staff to make connections with students and encourage school pride.</p> <p>Administrators and teachers made phone calls and emailed families during distance learning to ensure student understanding.</p>		

Analysis

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

Communication was the strategy toward achieving this goal. Through February 2020, we sent our our Friday Mustang Update and continued to reach out to parents as needed by phone call or email. During COVID-19 at home instruction, we continued Friday Mustang Updates and increased our phone calls and emails to parents. We also sent out videos to students from staff letting me know that we were here to support them.

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 did not respond to phone calls or emails during distance learning. We will continue to try to communicate with families through Mustang Updates, our web-site, emails and phone calls.

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

There were 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.

For 2020-2021, there will be distance learning strategies implemented in the Goals, Strategies, and Expected Expenditures portion of the SPSA.

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	\$2,000
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	19,000.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	\$101,774	101,774.00
LCFF - Supplemental	\$17,000	0.00
Title II Part A: Improving Teacher Quality	\$ 2,000	0.00
Other	16,578	16,578.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	17,000.00
Title II Part A: Improving Teacher Quality	2,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	18,277.00
2000-2999: Classified Personnel Salaries	623.00
4000-4999: Books And Supplies	100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	16,277.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	623.00
4000-4999: Books And Supplies	LCFF - Supplemental	100.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	2,000.00

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
Roberta See	Classroom Teacher
Leslee Ramil	Classroom Teacher
Robyn Schlichter	Classroom Teacher
Danielle Butler	Classroom Teacher
Marilee Solomon	Other School Staff
Maile Nguyen	Secondary Student
Jaxson Alvis	Secondary Student
Jennifer Sisto	Parent or Community Member
Rachelle Cainey	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

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 20, 2020.

Attested:



Principal, Tammy Rankin on 10-20-2020



SSC Chairperson, Robyn Schlichter on 10-20-2020

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2020-2021 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.***
- \$66,463

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.*
- \$64,690

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.***
- \$204,194

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.***
- \$259,691

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.*
- \$35,789

Livermore Valley Joint Unified School District
2020-2021 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 intersession. 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 Speech and 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.

***During the period of COVID-19 pandemic accommodation, programs listed above are functioning in a virtual mode. In all cases, fidelity to the intent of the programs has been maintained.*

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	\$101,774
X	Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$17,000
Total amount of federal categorical funds allocated to this school		\$118,774

Local Funding		
X	Technology Funds – Local Parcel Tax	\$16,578

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

Projected LCFF Supplemental Funds \$17,000

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

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Timeline	Person(s) Responsible	Estimated Cost	Target Population
<u>Improvements or enhancement in instruction:</u>				<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
After school math homework club for at-risk students 3 hours/week x 2 teachers	August-June	Principal/Teachers	\$7872	
<u>Total:</u>			7,872	
<u>Supplemental materials, computers, software, books, supplies may be purchased:</u>				<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
<u>Staff Development and Professional Collaboration, training costs, substitute costs:</u>				
Teacher collaboration around virtual instruction	August-June	Principal/Teachers	\$8,405	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
<u>Total:</u>			8,405	
<u>Parent Involvement:</u>				<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Translators	August-June	Principal	\$623	
ELAC Meeting Supplies	August-June	Principal/EL Liaison	\$100	
<u>Total:</u>			723	
<u>Grand Total:</u>			17,000	

Appendix F

School Site: William Mendenhall Middle School LVJUSD Site Allocation Plan for Title I

\$ Projected Title I Funds

Title I funds are to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged Students	Timeline/ Accountability	Person(s) Responsible	Estimated Cost
High quality, supplemental direct language, reading and writing instruction:			
Supplemental materials, computers, software, books, supplies may be purchased:			
Staff Development and Professional Collaboration, training costs, substitute costs:			
Parental Involvement:			

Appendix G: Title I School-Level Parental Involvement Policy William Mendenhall Middle School, Livermore, CA

William Mendenhall Middle School School has developed a written Title I parental involvement policy with input from Title I parents which was developed and revised during School Site Council (SSC) meetings. It has distributed the policy to parents of Title I students by having copies advertised and available in the school office. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

School-Parent Compact

Building Capacity for Involvement

Accessibility

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.

Appendix I

Livermore Valley Joint Unified School District ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN 2020-21

Elementary School Name: Date English Learner Liaison:

Designated ELD (D-ELD) is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. Teacher will use the CA ELD standards to develop critical English language skills. Lessons support the development of discourse practices, academic vocabulary, and grammatical structures that are necessary for participation in academic tasks across all content areas.

- Guidelines:
- **Benchmark Advance ELD** component must be used K-5
 - Focus on **ELD standards**, not a unit or theme
 - Small groups should be kept to a maximum of 6 students
 - 15 minutes of **Designated ELD** instruction per day (5 days a week)
 - May be scheduled during reading and writing block (15 minutes/level)
 - Students grouped by levels, For example: 1/2, 2/3, and/or 3/4.

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
TK				

Appendix J

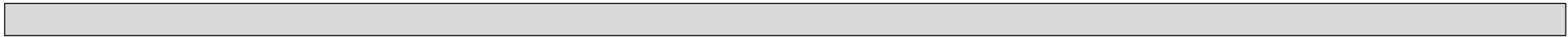
2020-21 AFTER SCHOOL EDUCATION AND SAFETY (ASES) Program Description and Goal

PROGRAM DESCRIPTION:

The ASES program staff collaborates with the regular school day staff to ensure students are successful by supporting the completion of homework on a daily basis. The program also provides students with academic enrichment, character development, and physical activity. Enrichment activities include Arts Attack, Scholastic Reading, Frog Math, and SPARK PE.

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: After School Education and Safety (ASES) – Academic Enrichment and Support
SCHOOL GOAL: Students in the after school programs, BELIEVES and PAL, will complete 80% of their homework on a daily basis to support understanding of concepts being taught during the regular school day. School day staff will collaborate with after school staff regarding homework expectations.

<p>What data did you use to form this goal? Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations.</p>	<p>What were the findings from the analysis of this data? Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement.</p>	<p>How will the school evaluate the progress of this goal? Local assessments, staff, parent, and student surveys, as well as attendance logs.</p>
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Date	Person(s) Responsible	Task/Date	Funding Source
August – June	ASES staff	1. Support and track homework completion	ASES funds LCAP Supplemental funds
September - May	ASES staff and school day staff	2. Collaborate with school day staff through staff meetings, surveys, email and feedback to ensure academic alignment.	

During the period of COVID-19 pandemic accommodation, the program listed above is functioning in a virtual mode. In all cases, fidelity to the intent of the programs has been maintained.