School Year: **2024-25**

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	Erik Taylor
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	November 12, 2024
Schoolsite Council (SSC) Approval Date	October 22, 2024
Local Board Approval Date	November 12, 2024

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

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School Vision and Mission

School Vision and Mission:

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

The vision of William Mendenhall Middle School is:

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

School Profile

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.33%	0.34%	0.22%	3	3	2
African American	0.67%	0.68%	0.67%	6	6	6
Asian	16.18%	17.78%	20.72%	145	157	185
Filipino	1.79%	1.93%	1.79%	16	17	16
Hispanic/Latino	19.75%	19.48%	19.26%	177	172	172
Pacific Islander	%	0%	%		0	
White	51.45%	49.83%	48.26%	461	440	431
Multiple/No Response	9.82%	9.97%	9.07%	88	88	81
			Total Enrollment	896	883	893

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	306	304	303
Grade 7	280	299	298
Grade 8	310	280	292
Total Enrollment	896	883	893

Conclusions based on this data:

1. Shifting Ethnic Demographics: Over the three years, the percentage of Asian students has significantly increased, growing from 16.18% in 2021-22 to 20.72% in 2023-24. In contrast, White students, while still the largest group, have seen a gradual decrease from 51.45% in 2021-22 to 48.26% in 2023-24. The percentages for African American, Hispanic/Latino, and Filipino students have remained relatively stable over the same period.

2. Stable and Marginal Groups: The American Indian and Pacific Islander groups have very small representations, with American Indian students slightly decreasing from 0.33% in 2021-22 to 0.22% in 2023-24. There have been no Pacific Islander students across all three years. The "Multiple/No Response" category shows a minor decline from 9.82% in 2021-22 to 9.07% in 2023-24.

3. Grade-Level Enrollment Trends: Enrollment in 6th grade has remained fairly consistent, with only a slight drop from 306 students in 2021-22 to 303 students in 2023-24. The 7th-grade class saw a small increase in 2022-23 before stabilizing at 298 students in 2023-24. The 8th-grade enrollment decreased more noticeably, from 310 students in 2021-22 to 292 students in 2023-24.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	33	29	21	3.00%	3.7%	2.4%
Fluent English Proficient (FEP)	150	154	167	15.60%	16.7%	18.7%
Reclassified Fluent English Proficient (RFEP)				17.9%		

Conclusions based on this data:

1. Decrease in English Learner (EL) Enrollment: The number of English Learners has steadily declined over the four years, dropping from 28 students in 2020-21 to 21 students in 2023-24. Correspondingly, the percentage of English Learners decreased from 3% to 2.4% during this period.

2. Increase in Fluent English Proficient (FEP) Students: The number of Fluent English Proficient (FEP) students has consistently risen each year, starting at 144 in 2020-21 and reaching 167 in 2023-24. The percentage of FEP students also increased, growing from 15.6% to 18.4% over the same timeframe.

3. Reclassified Fluent English Proficient (RFEP) Data: In 2020-21, five students were reclassified as Fluent English Proficient, with 17.9% of the students eligible for reclassification in that year. However, there is no further data available for RFEP students after 2020-21.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	299	300	299	283	290	290	283	290	290	94.6	96.7	97
Grade 7	282	292	297	277	283	293	277	283	293	98.2	96.9	98.7
Grade 8	304	282	289	290	281	278	290	281	278	95.4	99.6	96.2
Grade 11												
All Grades	885	874	885	850	854	861	850	854	861	96.0	97.7	97.3

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2584.	2574.	2585.	36.40	34.14	37.93	37.10	34.83	33.79	17.67	21.03	20.69	8.83	10.00	7.59
Grade 7	2598.	2601.	2590.	33.21	33.92	30.72	37.18	36.40	33.45	14.44	20.14	20.48	15.16	9.54	15.36
Grade 8	2611.	2602.	2600.	32.07	28.47	28.06	33.79	39.86	35.25	24.48	17.08	24.10	9.66	14.59	12.59
Grade 11															
All Grades	N/A	N/A	N/A	33.88	32.20	32.29	36.00	37.00	34.15	18.94	19.44	21.72	11.18	11.36	11.85

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	32.86	28.28	36.90	56.89	55.86	50.00	10.25	15.86	13.10
Grade 7	35.51	33.57	29.69	53.26	59.72	55.97	11.23	6.71	14.33
Grade 8	33.79	28.83	28.78	54.83	56.94	57.55	11.38	14.23	13.67
Grade 11									
All Grades	34.04	30.21	31.82	55.01	57.49	54.47	10.95	12.30	13.70

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	32.51	32.07	34.14	53.71	56.55	56.55	13.78	11.38	9.31
Grade 7	39.86	40.28	42.66	44.93	45.23	44.71	15.22	14.49	12.63
Grade 8	37.37	28.47	32.01	50.17	56.58	53.24	12.46	14.95	14.75
Grade 11									
All Grades	36.56	33.61	36.35	49.65	52.81	51.45	13.80	13.58	12.20

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 6	24.38	16.90	25.52	67.14	75.53	68.28	8.48	7.24	6.21
Grade 7	15.94	24.73	19.80	76.81	69.61	71.67	7.25	5.65	8.53
Grade 8	24.14	21.00	17.63	72.41	71.53	74.46	3.45	7.47	7.91
Grade 11									
All Grades	21.55	20.84	21.02	72.08	72.37	71.43	6.36	6.79	7.55

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 6	32.86	31.03	36.21	61.13	60.00	58.62	6.01	8.97	5.17
Grade 7	35.74	28.98	27.30	53.07	62.19	57.34	11.19	8.83	15.36
Grade 8	32.41	29.18	28.06	58.62	59.79	65.11	8.97	11.03	6.83
Grade 11									
All Grades	33.65	29.74	30.55	57.65	60.66	60.28	8.71	9.60	9.18

Conclusions based on this data:

1. Student Participation: Over the three academic years (2020-2021, 2021-2022, and 2022-2023), the percentage of students tested generally increased across all grade levels, indicating strong participation. In the most recent year (2022-2023), participation rates were particularly high, ranging from 94.6% to 98.2% across different grade levels.

2. Academic Achievement: Across all grade levels, the percentage of students meeting or exceeding academic standards showed a positive trend over the years. In the latest academic year (2022-2023), a significant portion of students in Grades 6, 7, and 8 either met or exceeded the standards in various subjects. The "Mean Scale Score" for each grade level remained relatively stable over the years.

3. In the subject of "Reading," the percentage of students above or at/near the standard increased slightly over the years, while the percentage below the standard decreased. In "Writing," there was improvement in students performing above or at/near the standard, with fewer students falling below the standard. - In "Listening," students' performance above the standard improved, while the percentage below the standard decreased. In "Research/Inquiry," students' performance above the standard increased, and fewer students performed below the standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	299	300	299	283	291	290	283	291	290	94.6	97.0	97
Grade 7	282	292	297	274	281	293	271	281	292	97.2	96.2	98.7
Grade 8	304	282	288	291	281	276	291	281	276	95.7	99.6	95.8
All Grades	885	874	884	848	853	859	845	853	858	95.8	97.6	97.2

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2552.	2542.	2566.	30.04	25.77	33.45	18.02	25.43	22.41	35.34	24.05	32.76	16.61	24.74	11.38
Grade 7	2584.	2587.	2572.	33.21	33.45	27.74	23.25	23.84	25.34	26.57	27.76	25.68	16.97	14.95	21.23
Grade 8	2589.	2608.	2603.	29.90	36.65	34.06	21.31	19.93	17.75	23.71	26.33	26.81	25.09	17.08	21.38
All Grades	N/A	N/A	N/A	31.01	31.89	31.70	20.83	23.09	21.91	28.52	26.03	28.44	19.64	18.99	17.95

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	28.98	24.05	30.00	50.53	49.48	54.48	20.49	26.46	15.52
Grade 7	33.95	36.30	29.79	50.18	48.75	48.29	15.87	14.95	21.92
Grade 8	30.10	38.08	31.88	47.06	47.69	51.45	22.84	14.23	16.67
All Grades	30.96	32.71	30.54	49.23	48.65	51.40	19.81	18.64	18.07

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	22.26	18.90	25.17	55.83	54.64	55.52	21.91	26.46	19.31
Grade 7	29.89	33.45	24.66	54.24	49.82	57.53	15.87	16.73	17.81
Grade 8	27.59	32.38	28.26	52.41	50.18	51.81	20.00	17.44	19.93
All Grades	26.54	28.14	25.99	54.15	51.58	55.01	19.31	20.28	19.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	21.91	23.02	25.52	65.72	63.23	63.45	12.37	13.75	11.03
Grade 7	28.04	30.96	20.55	62.73	58.36	63.01	9.23	10.68	16.44
Grade 8	28.62	27.40	27.90	55.52	56.58	59.78	15.86	16.01	12.32
All Grades	26.18	27.08	24.59	61.26	59.44	62.12	12.56	13.48	13.29

Conclusions based on this data:

1. Participation Trends: Participation in math testing has shown a consistent rise across grades 6 through 8 over the years. In grade 6, participation increased from 87% in 2020-21 to 97% in 2022-23. Grade 7 also saw a jump, with 81.2% tested in 2020-21 compared to 96.2% in 2022-23. Similarly, grade 8 reached nearly full participation in 2022-23, with 99.6% of students tested, up from 78% in 2020-21. Overall, all grades saw an increase in participation, from 81.9% in 2020-21 to 97.6% in 2022-23.

2. Achievement Levels: Math achievement has shown both improvements and declines across grades. Grade 7 students saw their mean scale score rise from 2573.4 in 2020-21 to 2587.5 in 2022-23. Grade 8 also experienced an increase, with the mean score going from 2581.8 to 2608.6. However, grade 6 saw a drop in its mean score from 2560.1 in 2020-21 to 2542.3 in 2022-23. While the percentage of students exceeding standards in grade 8 increased from 30.64% to 36.65%, grade 6 saw a drop in the same category, from 30.54% to 25.77%.

3. Concepts & Procedures: Performance on applying mathematical concepts improved slightly across all grades, with grade 8 having the most significant increase in students "Above Standard," from 26.38% in 2020-21 to 38.08% in 2022-23. However, grade 6 saw a slight decline in "Above Standard" performance. Problem Solving: Grade 7 showed notable progress, with students "Above Standard" rising from 27.82% in 2020-21 to 33.45% in 2022-23. However, grade 6 saw a drop, with only 18.9% scoring "Above Standard" in 2022-23, down from 26.78% in 2020-21. Communicating Reasoning: Students' ability to support mathematical conclusions improved slightly overall, with the percentage of students "Above Standard" increasing from 26.18% in 2020-21 to 27.08% in 2022-23. Grade 7 showed significant improvement, rising to 30.96% in 2022-23 from 27.82% in 2020-21.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	6	9	6
7	*	*	*	*	*	*	*	*	*	10	7	6
8	*	1552.5	*	*	1576.0	*	*	1528.5	*	7	11	*
All Grades										23	27	13

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	27.27	*	*	27.27	*	*	18.18	*	*	27.27	*	*	11	*
All Grades	21.74	33.33	30.77	39.13	33.33	23.08	34.78	14.81	23.08	4.35	18.52	23.08	23	27	13

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	54.55	*	*	18.18	*	*	9.09	*	*	18.18	*	*	11	*
All Grades	52.17	62.96	46.15	34.78	18.52	23.08	8.70	3.70	7.69	4.35	14.81	23.08	23	27	13

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	18.18	*	*	18.18	*	*	9.09	*	*	54.55	*	*	11	*
All Grades	0.00	14.81	15.38	21.74	22.22	7.69	52.17	29.63	38.46	26.09	33.33	38.46	23	27	13

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	18.18	*	*	63.64	*	*	18.18	*	*	11	*
All Grades	21.74	22.22	23.08	56.52	62.96	38.46	21.74	14.81	38.46	23	27	13

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	63.64	*	*	18.18	*	*	18.18	*	*	11	*
All Grades	73.91	77.78	76.92	26.09	11.11	15.38	0.00	11.11	7.69	23	27	13

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	18.18	*	*	18.18	*	*	63.64	*	*	11	*
All Grades	4.35	11.11	15.38	34.78	33.33	30.77	60.87	55.56	53.85	23	27	13

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	9.09	*	*	63.64	*	*	27.27	*	*	11	*
All Grades	8.70	18.52	15.38	82.61	62.96	69.23	8.70	18.52	15.38	23	27	13

Conclusions based on this data:

1. In the overall language assessment, students showed varying levels of proficiency across grades. The majority of students fell into Level 3 and Level 4 categories. For example, in Grade 7, 27.27% of students were in both Level 3 and Level 4 in 2023, while in Grade 8, a similar percentage achieved Level 4. Across all grades, the percentage of students in Level 4 rose significantly from 20.00% in 2021 to 33.33% in 2023. The number of students tested also increased, with 27 students tested in 2023 compared to 23 in 2022.

2. Oral language proficiency scores were generally stronger than written language proficiency scores. Across all grades, 62.96% of students were in Level 4 for oral language in 2023, showing an improvement from previous years. In contrast, written language proficiency was more varied, with only 14.81% of students achieving Level 4 in 2023. For example, in Grade 8, 54.55% of students were in Level 1 for written language, showing a significant need for improvement in that area.

3. In domain-specific assessments, speaking emerged as the strongest area for students. By 2023, 77.78% of students across all grades were classified as "Well Developed" in speaking, an improvement from 60% in 2021. Listening scores improved as well, with 22.22% of students categorized as "Well Developed" in 2023. However, reading proficiency remained a challenge, with 55.56% of students across all grades in the "Beginning" category in 2023, showing a need for focused intervention in that area.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2022-2023

	Number of Students Tested
Total student tested = 300	300
Aerobic Capacity	77%
Abdominal Strength and Endurance	76%
Trunk Extensor Strength and Flexibility	76%
Upper Body Strength and Endurance	76%
Flexibility	76%

Physical Fitness Test Results (PFT) 2023-2024

	Number of Students Tested
Total student tested = 298	298
Aerobic Capacity	97.3%
Abdominal Strength and Endurance	97.3%
Trunk Extensor Strength and Flexibility	97.7%
Upper Body Strength and Endurance	97.7%
Flexibility	98.7%

Conclusions based on this data:

1. Participation Rates: In both the 2022-23 and 2023-24 school years, approximately 300 students were tested, maintaining consistent participation levels.

2. Improved Performance in 2023-24: Significant improvements were seen across all fitness categories in 2023-24, with aerobic capacity increasing from 77.0% in 2022-23 to 97.3%, and similar gains in abdominal strength, trunk strength, upper body strength, and flexibility, all reaching above 97%.

3. Overall Fitness Gains: The data shows that in the 2023-24 school year, nearly all students tested demonstrated improvements across all fitness areas, with scores consistently reaching above 97%, compared to lower performance levels (around 76%) in the 2022-23 school year.

California Healthy Kids Survey

Elementary Schools Grade 5:		Table
• School Connectedness – sites will report percent of students Average reporting "Yes, most of the time" or "Yes, all of the time"	%	4.7

• 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

• 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. School Connectedness: The percentage of students who felt connected to their school dropped from 70% in 2020-21 to 57% in 2023-24.

2. Perceived Safety at School: The percentage of students who felt safe at school remained steady at 66% in both 2020-21 and 2023-24.

3. Caring Adult Relationships: The percentage of students who reported having a caring adult relationship decreased from 78% in 2020-21 to 58% in 2023-24.

School and Student Performance Data

Student Population

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
883	**16**	**3.3**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in William Mendenhall Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	29	3.3
Foster Youth		
Homeless	1	0.1
Socioeconomically Disadvantaged	141	16
Students with Disabilities	104	11.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	0.7
American Indian	3	0.3
Asian	157	17.8
Filipino	17	1.9
Hispanic	172	19.5
Two or More Races	88	10
White	440	49.8

Conclusions based on this data:

1. Total Enrollment: The total student enrollment slightly decreased from 896 in 2022-23 to 883 in 2023-24.

2. Socioeconomically Disadvantaged Students: The percentage of socioeconomically disadvantaged students increased significantly from 8.40% in 2022-23 to 16% in 2023-24.

3. Racial/Ethnic Composition: While most racial/ethnic groups saw little change, Asian students increased from 16.2% to 17.8%, and White students decreased from 51.6% to 49.8% between 2022-23 and 2023-24.

School and Student Performance Data
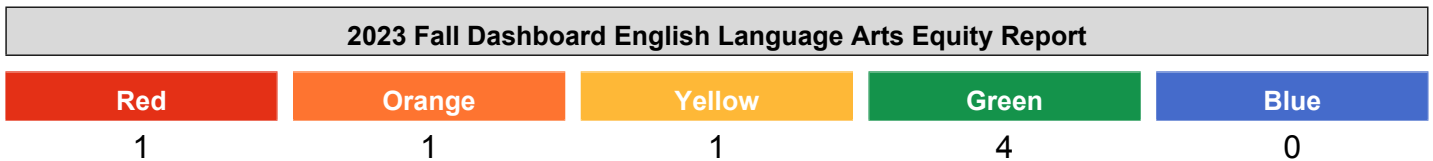
Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Orange
Mathematics Green		

Conclusions based on this data:

1. Overall Performance: In Math, all students scored 11.9 points above standard in 2022-23. In ELA, all students performed better, with scores 44.1 points above standard in 2022-23.

2. Subgroup Performance: Students with disabilities continued to struggle in both subjects. In Math, they scored 139.3 points below standard in 2022-23, while in ELA, they were 108.5 points below standard. Socioeconomically disadvantaged students showed improvement, particularly in ELA, improving from 50.3 points below standard in

2021-22 to just 20 points below standard in 2022-23. In Math, they also improved, reducing the gap from 94 points below standard to 73.2 points below standard.

3. English Learner Performance: Current English Learners performed consistently below standard in both Math (134.3 points below) and ELA (106.9 points below) in the most recent years. Reclassified English Learners improved in Math, from 13.8 points above standard to 19 points above standard, but saw a decline in ELA, going from 20.5 points above standard in 2021-22 to 0 points in 2022-23.

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	1	4	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
44.1 points above standard	58 points below standard	0 Students
Decreased -4.3 points	Decreased -3.7 points	
844 Students	44 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Red
2 Students	20 points below standard	108.5 points below standard
	Increased Significantly +34.2 points	Maintained +0.3 points
	66 Students	106 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	Green	39.4 points above standard
7 Students	3 Students	91.9 points above standard	Maintained +1.2 points
		Decreased -13.6 points	17 Students
		152 Students	

Hispanic	Two or More Races	Pacific Islander	White
Green	Green	No Performance Color	Green
10.3 points above standard	28 points above standard	0 Students	41.5 points above standard
Decreased -6.5 points	Decreased -13.9 points		Maintained -1.8 points
158 Students	85 Students		424 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
106.9 points below standard	0 points below standard	38.6 points above standard
Increased +13.1 points	Decreased Significantly -27.7 points	Decreased -3.9 points
27 Students	18 Students	671 Students

Conclusions based on this data:

1. Overall Performance: All students performed 44.1 points above the standard in 2023-24, a solid performance but with no significant change from the previous year.

2. Students with disabilities struggled more, with scores dropping from 99.2 points below standard in 2021-22 to 108.5 points below standard in 2023-24.

3. Current English Learners improved slightly but remained far below the standard, improving from 113.2 points below to 106.9 points below.

School and Student Performance Data

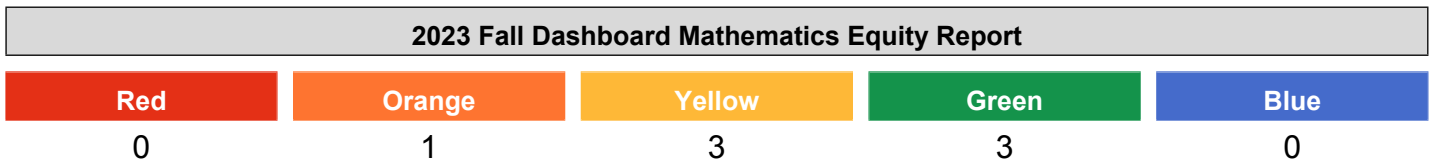## Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	3	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
11.9 points above standard	68.2 points below standard	0 Students
Increased +5.6 points	Increased +9.2 points	
843 Students	45 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Orange
2 Students	73.2 points below standard	139.3 points below standard
	Increased Significantly +26.4 points	Increased +12 points
	67 Students	106 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 7 Students	Less than 11 Students 3 Students	Green 88.8 points above standard Decreased -3.3 points 151 Students	3.3 points above standard Increased Significantly +25.9 points 17 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 29.3 points below standard Increased +10.6 points 158 Students	Green 3 points below standard Increased +5.3 points 85 Students	No Performance Color 0 Students	Green 2.3 points above standard Increased +4.2 points 423 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
134.3 points below standard Increased +12 points 28 Students	19 points above standard Increased +10.4 points 18 Students	1.3 points above standard Increased +5 points 670 Students

Conclusions based on this data:

1. Overall Performance: All students performed 11.9 points above the standard in 2023-24, showing a strong overall performance.

2. Students with disabilities continued to struggle, with scores slightly declining from 136.6 points below standard in 2022-23 to 139.3 points below standard in 2023-24.
Socioeconomically disadvantaged students improved, reducing their gap from 94 points below standard to 73.2 points below standard in 2023-24.

3. Current English Learners remained consistently low, with scores around 134 points below standard in both years.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
59.3% making progress towards English language proficiency
Number of EL Students: 27 Students
Performance Level: No Performance Level

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.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
2	8	3	12

Conclusions based on this data:

1. Overall Progress: The percentage of students making progress toward English language proficiency increased from 50% in 2021-22 to 59.3% in 2022-23.

2. ELPI Level Changes: The percentage of students who decreased by one ELPI level grew, with 22 students in 2021-22 compared to 27 students in 2022-23. The number of students who maintained ELPI Level 4 dropped from 40.9% in 2021-22 to 29.6% in 2022-23.

3. Improvement: The percentage of students who progressed at least one ELPI level more than doubled, rising from 4.5% in 2021-22 to 11% in 2022-23.

School and Student Performance Data

Academic Performance
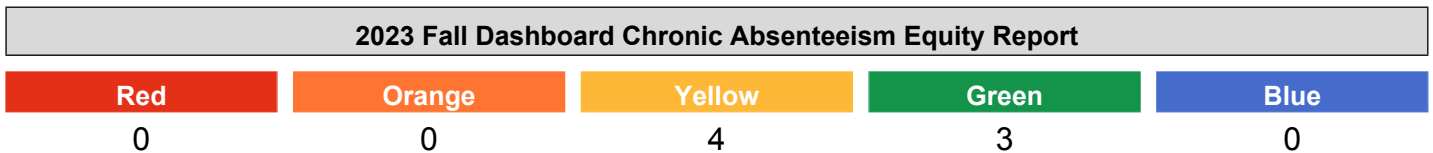## College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

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

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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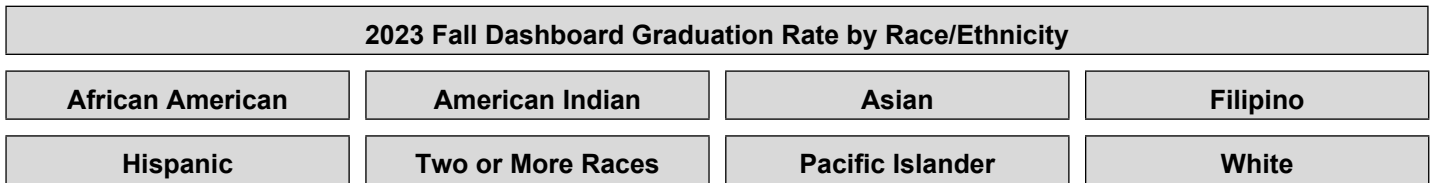
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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	4	3	0

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
7.3% Chronically Absent	17.1% Chronically Absent	0 Students
Declined Significantly -4.8	Declined -5.4	
893 Students	35 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Yellow
3 Students	14.7% Chronically Absent	17.1% Chronically Absent
	Declined -12.4	Declined -9
	75 Students	117 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 7 Students	Less than 11 Students 3 Students	Green 3.8% Chronically Absent Maintained -0.2 159 Students	0% Chronically Absent Maintained 0 17 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 13.2% Chronically Absent Declined Significantly -5.1 174 Students	Green 3.4% Chronically Absent Declined -5.7 88 Students	No Performance Color 0 Students	Green 7.2% Chronically Absent Declined Significantly -5.9 445 Students

Conclusions based on this data:

1. Overall Improvement: The percentage of all students chronically absent decreased from 12.1% in 2021-22 to 7.3% in 2022-23, indicating a notable improvement in attendance.

2. Subgroup Reductions in Absenteeism: Students with disabilities saw a decrease in chronic absenteeism from 26.1% to 17.1%. Socioeconomically disadvantaged students also improved, with absenteeism dropping from 27.1% to 14.7%.

3. Consistent Attendance in Some Groups: Certain groups maintained relatively stable absenteeism rates: Asian students remained at 4% in both years. White students maintained a consistent absenteeism rate of 13.1% across both years.

School and Student Performance Data
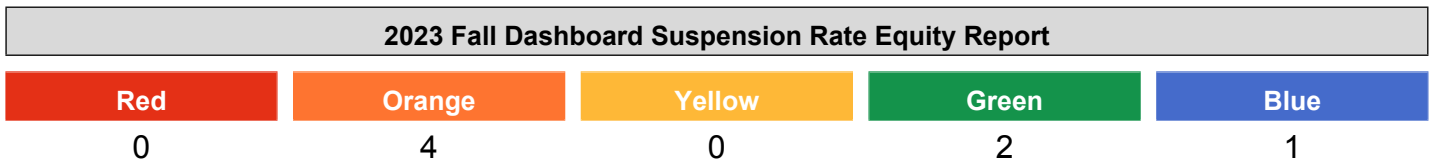
Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

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

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

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

Conclusions based on this data:

1.
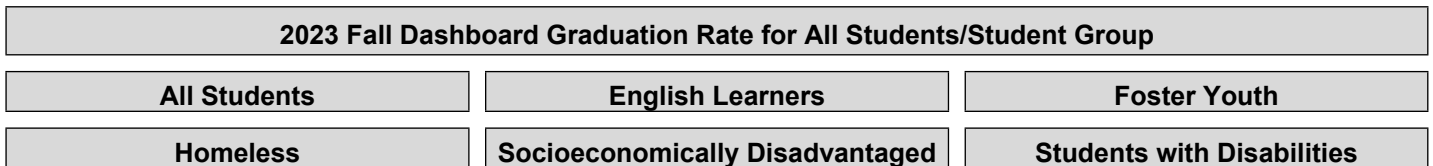
School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	4	0	2	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
2.5% suspended at least one day	2.7% suspended at least one day	0 Students
Increased 0.6	Increased 2.7	
896 Students	37 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Green
3 Students	3.9% suspended at least one day	4.2% suspended at least one day
	Increased 0.4	Declined -0.8
	77 Students	119 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	Blue	0% suspended at least one day
7 Students	3 Students	0% suspended at least one day	Maintained 0
		Declined -0.7	17 Students
		160 Students	

Hispanic	Two or More Races	Pacific Islander	White
Green	Orange	No Performance Color	Orange
1.1% suspended at least one day	5.7% suspended at least one day	0 Students	3.1% suspended at least one day
Declined -0.5	Increased 3.5		Increased 0.8
176 Students	88 Students		445 Students

Conclusions based on this data:

1. Overall Increase in Suspensions: The percentage of all students suspended at least one day increased from 1.9% in 2021-22 to 2.5% in 2022-23.

2. Subgroup Changes: Students with disabilities saw a slight improvement, with suspensions decreasing from 5% to 4.2%. English Learners had a significant rise in suspensions, from 0% in 2021-22 to 2.7% in 2022-23.

3. Varied Changes by Race/Ethnicity: Hispanic students saw a reduction in suspensions, dropping from 1.6% to 1.1%. Two or more races experienced an increase, rising from 2.2% to 5.7%.

Annual Review and Update

SPSA Year Reviewed: 2023-24

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 results Administrator/teacher observation/feedback Passing Grades Sign in logs PLC Data	Increase the percentage of students proficient in ELA overall CAASPP Scores in 2023-2024 is 73%. Increase the percentage of students proficient in Mathematics in 2023-2024 55% to 58%. To increase the percentage of students with passing (A, B, C) in 2023-2024 from 92% to 95%. To continue weekly articulation to students, parents and staff through regular face-to-face meetings, electronic communication and updated website.	ELA overall CAASPP Scores in 2023-2024 is 70%. Not Met. Mathematics overall CAASPP Scores in 2023-2024 is 59%. Met. Percentage of students with passing (A, B, C) in 2023-2024 is 92%. Not Met. Continued weekly articulation with students parents and staff electronic communication, face-to-face meetings and updated website.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELA-CAASPP Proficiency Collaboration, staff development, and instructional strategies are central to our approach. Teachers regularly collaborate to align pacing and ensure high-quality lessons. Both Special Education and General Education teachers will integrate Learning Ally into their instruction.	Teachers collaborated during department time, aligning lessons and reviewing assessments in bi-weekly meetings held every other Wednesday. Resource teachers, Special Day Class (SDC) teachers, and General Education teachers utilized Learning Ally as a classroom tool and for at-home student support. SDC teachers employed a variety of assessments to track academic progress	EL Homework Club 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3,648	EL Homework Club 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3,648
		Homework Club 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 5,472	Homework Club 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 5,472

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Variety of assessments will be utilized to review progress and goals for SDC Mild and Moderate students. Co-teachers will engage in weekly collaborative meetings. The school counselor will implement the COST process to provide targeted support for at-promise students. Teachers are available to assist students in homework clubs, held either after school or before school. Wednesday teacher collaboration sessions rotate between Department, PLC, COST, and PBIS topics, all focused on enhancing student learning outcomes.	related to Individual Education Plan (IEP) goals and reteach necessary academic content. Resource and General Education Co-Teachers met weekly to review lessons, modify instruction to meet Individual Education Plan (IEP) goals, and assess student work completion. The school counselor worked with administration to create a system for teachers to collaborate in grade-level discussions and recommend students for COST support. Teachers posted Homework Club schedules both around campus and on the school website. In November, administration developed a schedule that balanced department time with PLC, COST, and PBIS meetings to meet the various needs of the school.		
Mathematics - CAASPP Proficiency Collaboration, staff development, and instructional strategies are key components of our mathematics program. Teachers collaborate regularly to ensure lesson pacing and quality. Grade-level math intervention will be offered during 0 period.	Teachers utilized department time to collaborate, align lessons, and review assessments, meeting bi-weekly every other Wednesday. In the 2023-2024 school year, three 0-period courses were offered, each targeting a specific grade level. Homework club was available both before and after school, and a peer tutoring	Homework Club 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3,648 3 Math Intervention sections 1000-1999: Certificated Personnel Salaries District Funded 63,000	Homework Club 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3,648 3 Math Intervention sections 1000-1999: Certificated Personnel Salaries District Funded 63,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students not enrolled in 0 period Math Intervention can access additional support through the after-school homework club. Co-teachers will engage in weekly collaboration to enhance instruction. The school counselor will utilize the COST process to provide targeted support for at-promise students. Teachers are available to assist students in homework clubs, held either after school or before school. Wednesday teacher collaboration sessions rotate between Department, PLC, COST, and PBIS topics to support student learning.	program began in February and ran through the end of the year. Resource and General Education Co-Teachers held weekly meetings to review lessons, adjust instruction for Individual Education Plan (IEP) goals, and monitor work completion. The school counselor collaborated with administration to establish a system where teachers could engage in grade-level discussions and recommend students for COST support. Homework club schedules were posted throughout campus and on the school website. In November, administration introduced a schedule that balanced department meetings, PLC, COST, and PBIS to address various school needs.		
Articulation and Collaboration The counselor will provide support to at-promise students through individual sessions, small groups, and large group activities. Throughout the year, the counselor will deliver presentations and lessons aimed at fostering social-emotional growth among students. Positive student behavior will be recognized by the	The school counselor delivered three lessons, one per trimester, in all core classes. Topics included accessing counseling services, identifying and reporting bullying, and social media safety. The counselor also implemented a positive behavior system, rewarding students who demonstrated the Mustang Musts: Be Safe, Be Responsible, Be Respectful. Students received red tickets,	Staff Development-Collaboration/Conferences 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 4,370	Staff Development-Collaboration/Conferences 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 4,370

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
counselor through a weekly drawing. The school administrator will maintain regular outreach to Mendenhall families via a weekly update. Weekly school-wide leadership activities will be conducted to engage students. The school actively participates in the LVJUSD MTSS framework. "Where Everybody Belongs" (WEB) activities will be held to promote inclusion and community building. COST meetings will focus on identifying and supporting students in need. Leadership and journalism students will communicate important updates and messages to the student body.	which were entered into a weekly raffle. Every Friday, 5-10 students were randomly selected and recognized for their contributions to making Mendenhall a better place. Beginning in March, the counselor contributed information to the weekly Blackboard messages. Leadership class representatives and the weekly Blackboard messages consistently promoted student involvement in Friday lunchtime activities, providing opportunities for student body engagement. The PBIS team met monthly to review student data, address behavior, and find ways to recognize positive actions. The "Where Everybody Belongs" (WEB) team conducted two summer events to help acclimate incoming 5th graders. Administration and the counselor also presenting at feeder elementary schools in May. The counselor collaborated with administration to develop a system where teachers could engage in grade-level discussions and recommend students for COST support. Both Leadership and Journalism students regularly communicated		

Planned Actions/Services	**Actual Actions/Services**	**Proposed Expenditures**	**Estimated Actual Expenditures**
	with the student body through weekly classroom visits and a video broadcast.		

Analysis

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

The strategies and activities have been systematically implemented across multiple areas: ELA, Mathematics, and student engagement. Key elements include regular teacher collaboration for pacing and lesson quality, targeted interventions (such as Learning Ally, EasyCBM and IXL) and structured co-teaching models to ensure both general and special education needs are addressed. Support structures such as COST and MTSS are in place to identify and assist at-promise students. Regular communication and outreach (through weekly updates from administrators, school-wide activities, and WEB initiatives) ensure that both students and parents are actively engaged in the learning process. The school also offers homework clubs and provides differentiated instruction to meet the needs of students outside of regular school hours.

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

The strategies have been largely effective, as evidenced by improvements in student participation in interventions, consistent use of support programs like Learning Ally, and enhanced collaboration among co-teachers. The counselor's proactive support for at-promise students and the regular rotation of teacher collaboration topics (Department, PLC, COST, PBIS) have further contributed to a holistic improvement in student performance and well-being. Feedback from COST meetings and the involvement of leadership and journalism students in communication efforts have been positive indicators of school-wide engagement.

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

There may be differences in expenditures due to variations in staffing needs, the actual number of students requiring intervention, or the cost of implementing specific programs like Learning Ally and Fountas and Pinnell. For example, increased participation in homework clubs or extended 0-period interventions might lead to higher-than-expected expenditures on staff hours. Additionally, costs associated with leadership activities, social-emotional programs, and MTSS participation may have fluctuated depending on the scale and frequency of these events.

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.

Intervention Expansion: Based on student feedback and progress data, 0-period Math intervention might be expanded or refined, and additional resources allocated to ensure all students in need are adequately supported.
Targeted Support: Further emphasis may be placed on COST processes to identify more at-promise students earlier and provide necessary interventions.
Enhanced Collaboration: Increasing the frequency or depth of Wednesday teacher collaboration sessions may be necessary to continue improving lesson quality and student support.
Counselor-Led Initiatives: The counselor's role in social-emotional learning and behavior recognition may be expanded, including more frequent student recognition activities and larger group sessions for SEL.
Metrics Update: The school will continue to monitor CAASPP results and adjust the annual outcomes accordingly to ensure proficiency goals are met in both ELA and Mathematics. Changes can be found in the updated section of the SPSA under "Intervention Strategies" and "Student Support Services."

Annual Review and Update

SPSA Year Reviewed: 2023-24

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
Educlimber Attendance Data Physical Fitness Test Results	To decrease the number of students suspended to 1% of students in 2023-2024 To improve the average attendance rate for 2023-2024 to 97% or more. To increase the percentage of students meeting the Healthy Fitness Zone on the Physical Fitness test in at least 4/5 activities to 79% in 2023-2024.	Students suspended 2023-2024 is 1.5%. Not met. Average attendance rate for 2023-2024 is 96%. Not met. Physical Fitness Test average for 2023-2024 is 97%. Met

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Positive Behavioral Interventions and Supports(PBIS), staff development, student education, and collaboration. Students will engage in lessons led by the school counselor once per trimester, focusing on a variety of important topics. The PBIS team will meet regularly to analyze student data and set goals for staff to implement, ensuring a supportive and positive school environment.	The school counselor delivered one lesson per trimester to all CORE classes, covering topics such as how to access counseling services and responsible social media use. The PBIS team held regular meetings to review student data, identifying 28 students who received additional support services. A schoolwide procedure was established for grade-level teams to meet regularly throughout the year to identify students in need of COST services.	Teacher Collaboration 1000-1999: Certificated Personnel Salaries None Specified 0	Teacher Collaboration 1000-1999: Certificated Personnel Salaries None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
In collaboration with the Coordination of Services Team (COST) and staff, the school counselor will identify "At Promise" students who may require additional support. Staff will meet consistently in grade-level teams to identify students experiencing academic or social-emotional challenges and refer them to the COST team for further assistance.	The school counselor led the COST team, coordinating services to support students' academic and personal growth.		
Attendance Administrators will actively promote the importance of regular school attendance to families. Teachers will ensure that students remain accountable for completing missed academic work when absent. All staff will consistently reinforce the value of consistent attendance. The Coordination of Services Team (COST) will meet regularly to review and support students facing challenges, with attendance serving as one key indicator for identifying those in need. Weekly meetings involving administrators, office staff, the Child Welfare Attendance Aide, and the school nurse will be held to monitor student attendance and maintain	A weekly Mustang Message was sent out via Blackboard, promoting student attendance and encouraging positive school participation. Teachers held individual conferences with students and communicated with both students and families through email and phone calls regarding academic progress. Staff consistently reminded students about the importance of regular attendance during class. The Coordination of Services Team (COST) met biweekly to identify students in need of additional support. Our Child Welfare Attendance (CWA) officer visited the school weekly, either in person or virtually, to address student attendance concerns.	Teacher Collaboration 1000-1999: Certificated Personnel Salaries None Specified	Teacher Collaboration 1000-1999: Certificated Personnel Salaries None Specified

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
communication with families.			
Physical Fitness Instruction Teachers will provide instruction on proper form and proficiency, with regular practice of physical fitness assessments. Teachers will consistently collaborate in Professional Learning Communities to set essential standards, ensure aligned instruction, assess student progress, and offer reteaching when needed.	The Physical Education department used PLC time to establish unified standards and provide consistent instruction across all classes.	Teacher Collaboration 1000-1999: Certificated Personnel Salaries None Specified 0	Teacher Collaboration 1000-1999: Certificated Personnel Salaries None Specified 0

Analysis

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

The school implemented a comprehensive plan to achieve the goals for the 2023-2024 academic year. This included using Positive Behavioral Interventions and Supports (PBIS), ongoing staff development, and enhanced student education. The school counselor provided lessons once per trimester, and regular PBIS team meetings were held to review student data and set goals for staff. The Coordination of Services Team (COST) identified "At Promise" students and referred students struggling academically or emotionally for additional support.

For attendance, administrators encouraged families to prioritize regular attendance, and staff emphasized the importance of being present. The COST team, along with other school personnel, held weekly meetings to discuss student attendance and communicate with families.

In terms of physical fitness, teachers provided ongoing instruction on proper form and regularly practiced fitness assessments. Professional Learning Communities (PLCs) met consistently to ensure students were progressing in line with established physical fitness standards.

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

While the strategies were implemented as planned, the effectiveness varied across different metrics:

Suspension Rate: The goal to reduce suspensions to 1% was not met, as the actual suspension rate was 1.5%. This suggests the need for continued focus on behavior interventions and targeted support for students at risk of suspension.

Attendance Rate: The goal of improving the attendance rate to 97% was also not met, with the actual rate reaching 96%. This indicates that, while efforts to improve attendance were partially successful, further action may be needed to bridge the gap.

Physical Fitness: The goal of increasing the percentage of students meeting the Healthy Fitness Zone in at least 4 out of 5 activities was exceeded, with 97% of students meeting the goal. This demonstrates that the physical fitness strategies, including consistent instruction and fitness assessments, were highly effective.

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

There were no significant material differences reported between the proposed and actual expenditures for the strategies and activities. The funds allocated for PBIS, attendance improvement, and physical fitness instruction were utilized as planned.

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.

Behavioral Support: To reduce the suspension rate further, there will be an increased emphasis on targeted interventions for students who are repeatedly involved in disciplinary incidents. Additional PBIS resources may be allocated to address this.

Attendance: To reach the 97% attendance goal, the school will enhance communication with families and explore incentive programs to reward consistent attendance. Additional staff development on engagement strategies may also be introduced.

Physical Fitness: Given the success in the physical fitness area, current practices will be maintained, with a potential focus on further refining instructional methods to continue improving student outcomes.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 3

Enhance parent and community engagement and communication.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Data that shows the frequency of positive communication. Feedback from PTSA, SSC, and other parents.	To increase the frequency of positive parent and student communication with school.	School sent electronic communications to students, families and staff each week. Met

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Communication The principal will send out a weekly Mustang Update to families. Regular PTSA, SSC, and ELAC meetings. The principal and vice-principal will be visible on campus and welcoming to all families . The principal, vice-principal, and/or athletic director will attend all home athletic events to promote school pride, show support and open communication with families.	Administration was able to send weekly Blackboard messages to students and families using information from school events, PTSA, Leadership, Athletics, School counselor and Yearbook. Administration attended 100% of all PTSA, SSC and ELAC meetings. Administration participates in sporting, music and other events on campus to support students, staff, and families.	ELAC Meeting Supplies 4000-4999: Books And Supplies Site Formula Funds 100	ELAC Meeting Supplies 4000-4999: Books And Supplies Site Formula Funds 100
		Translators 2000-2999: Classified Personnel Salaries Site Formula Funds 500	Trans 2000-2999: Classified Personnel Salaries Site Formula Funds 500

Analysis

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

The school successfully implemented a series of strategies to enhance parent and community engagement, as well as communication. The principal consistently sent out a weekly Mustang Update to keep families informed of important news and events. Regular PTSA, SSC, and ELAC meetings were held, creating opportunities for parents to stay

engaged and provide feedback. Additionally, the principal and vice-principal maintained a visible and welcoming presence on campus, ensuring open communication with all families. School leaders, including the athletic director, attended home athletic events to promote school pride and engage with the community.

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

The strategies were highly effective in meeting the goal of increasing positive communication between the school and families. Data showed a significant increase in the frequency of positive messaging, with regular electronic updates and positive phone calls from staff to parents. Feedback from the PTSA, SSC, and other parents was overwhelmingly positive, indicating that the increased focus on communication fostered a stronger school-community relationship. Overall, the goal to improve communication was successfully achieved.

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

There were no notable material differences between the proposed and actual expenditures. Funds allocated for communication efforts, such as the electronic messaging system and staff time for family engagement, were utilized as planned, and the actions/services were delivered within the expected budget.

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.

Given the successful outcomes, no major changes will be made to the goal or the strategies. However, the school will continue to refine and expand its communication efforts, potentially exploring additional platforms or methods to reach more families. Regular positive messaging will remain a priority, and leadership presence at events will continue to support the school's sense of pride and community engagement.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academics

Goal Statement

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP results Administrator/teacher observation/feedback Passing Grades Sign in logs	The percent of students proficient in ELA in 2023-2024 is 70%. The percent of students proficient in Mathematics in 2023-2024 is 59%. The percent of students with passing grades (A, B, C) in 2023-2024 is 92%. The percent of English Learners progressing at least one ELPAC Level is 50%. Mendenhall has articulated information to students, parents and staff through regular face-to-face meetings, electronic communication and updated website.	Increase the percentage of students proficient in ELA overall CAASPP Scores in 2024-2025 to 73%. Increase the percentage of students proficient in Mathematics in 2024-2025 to 61%. Increase the percentage of students with passing (A, B, C) in 2024-2025 to 95%. Increase the percentage of English Learners progressing at least one ELPAC level to 55%. To continue weekly articulation to students, parents and staff through regular face-to-face meetings, electronic communication and updated website.

Planned Strategies/Activities

Strategy/Activity 1

ELA-CAASPP Proficiency
Collaboration, staff development, instruction
Teachers will participate in weekly collaboration
Co-teachers will participate in weekly collaboration

Teachers will participate in PLC regularly every trimester
Special Education teachers will use Learning Ally during instruction
Special Education teachers will use a variety of assessment tools to assess student learning
Counselor will support "At-promise" students
Teachers are available to support students
After school EL homework club
EL Class
Weekly teacher collaboration

Students to be Served by this Strategy/Activity

All students

Timeline

8/2024 – 5/2025

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	3,648
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	EL Homework Club

Amount	5,472
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Homework Club

Strategy/Activity 2

Mathematics-Proficiency CAASPP
Collaboration, staff development, instruction
Math intervention will be taught by grade level during 0 period
After-school homework club
Co-teachers will participate in weekly collaboration
All teachers will participate in weekly collaboration
Counselor will support at-promise students
Teachers will participate in weekly collaboration
Teachers are available to support students

Students to be Served by this Strategy/Activity

All students

Timeline

8/2024 – 5/2025

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Homework Club

Amount	63,000
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	3 Math Intervention sections

Strategy/Activity 4

Articulation
Collaboration
Counselor will support at-promise students individually, in small groups, and in large groups
Throughout the year, the counselor will deliver presentations and lessons aimed at fostering social-emotional growth among students
Administrator outreach to Mendenhall families in weekly update
Weekly leadership school-wide activities
Participation in LVJUSD MTSS
Where Everybody Belongs (WEB) activities
COST
Leadership student communication
Weekly Broadcast

Students to be Served by this Strategy/Activity

All students

Timeline

8/2024 – 5/2025

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	4,370
Source	Title II Part A: Improving Teacher Quality
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Staff Development-Collaboration/Conferences

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Conditions for Learning

Goal Statement

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Educlimber Attendance Data Physical Fitness Test Results, PE grades	1.4% of students were suspended in 2023-2024 The average daily attendance rate for 2023-2024 was 96%. Percentage of students reporting a positive Teacher-Student relationship in spring 2023-2024 56%.	Decrease the number of students suspended to 1.2% of students in 2024-2025 To improve the average attendance rate for 2024-2025 to 97% or more. To increase the percentage of students reporting a positive Teacher-Student relationship in spring 2023-2024 to 58%.

Planned Strategies/Activities

Strategy/Activity 1

Positive Behavioral Interventions and Supports(PBIS), staff development, student education, and collaboration.

Students will participate in lessons led by the school counselor once per trimester, covering a range of relevant topics.

The PBIS team will hold regular meetings to review student data and establish goals for staff to implement, fostering a supportive school environment.

The school counselor, in collaboration with the Coordination of Services Team (COST) and staff, will identify "At Promise" students who may need additional support.

Staff will meet regularly by grade level to identify students facing academic or social-emotional challenges and refer them to the COST team for further assistance.

Students to be Served by this Strategy/Activity

All students

Timeline

8/2024 – 5/2025

Person(s) Responsible

Administrators/Teachers/Counselor

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Attendance
Administrators will actively encourage families to prioritize regular school attendance.

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

All staff will continue to emphasize the importance of consistent attendance.

The Coordination of Services Team (COST) will meet regularly to support students.

Weekly meetings will take place between administrators, office staff, the Child Welfare Attendance Aide, and the school nurse to review student attendance and communicate with families.

Students to be Served by this Strategy/Activity

All students

Timeline

8/2024 – 5/2025

Person(s) Responsible

Administrators/Teachers/Secretary

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

School Success
The PBIS team will hold regular meetings to review student data and establish goals for staff to implement, fostering a supportive school environment.
Positive student behavior will be recognized by the counselor through a weekly drawing.
Students will participate in lessons led by the school counselor once per trimester, covering a range of relevant topics.

Students to be Served by this Strategy/Activity

All students

Timeline

8/2024 – 5/2025

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
Weekly electronic communication home to students and families both positively and updates completed by staff and administration

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 during the 2024-2025 school year was maintained through a weekly update and the school website. Whenever possible, administrators and teachers prioritized in-person conversations or phone calls over email to foster more personal and effective communication with parents.	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 Finalsite Mustang Update to student and families.
Regular PTSA, SSC, and ELAC meetings.
Administration is visible before school during passing periods, lunch and after school to support students, staff, and families.
Administration will participate in sporting, music and other events on campus to support students, staff, and families.

Students to be Served by this Strategy/Activity
All students

Timeline
8/2024 – 5/2025

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	100
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	ELAC Meeting Supplies

Amount	500
Source	Site Formula Funds
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Translators

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$4,475
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	77,090.00

Allocations by Funding Source

Funding Source	Amount	Balance
Discretionary	$82,156	82,156.00
Title II Part A: Improving Teacher Quality	$ 4,475	105.00
Other	$ 16,110	16,110.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	72,220.00
Site Formula Funds	500.00
Title II Part A: Improving Teacher Quality	4,370.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

2 Secondary Students

Name of Members	Role
Erik Taylor	Principal
Gretchen Fajardo	Classroom Teacher
Stacy Daigh	Classroom Teacher
Noel Johnson	Classroom Teacher
Erin Peacock	Classroom Teacher
Dayna Key	Other School Staff
Sanskriti Agarwal	Secondary Student
Giuliana Garcia	Secondary Student
Jennie Buban	Parent or Community Member
David Hammond	Parent or Community Member
Desiree Mulhearn	Parent or Community Member
Heather Wasson	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 22, 202.

Attested:

Principal, Erik Taylor on 10-22-2024

Addendum

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

Instructions: Linked Table of Contents

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.

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

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

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

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

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

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

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

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

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

Analysis

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

Budget Summary and Consolidation

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

Budget Summary

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

Appendix B: Select State and Federal Programs

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

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

Appendix C: Centralized Services for Planned Improvements in Student Performance

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2024-2025
State and Federally – Funded Categorical Programs

Title I, Part A, Improving the Academic Achievement of the Disadvantaged:
Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.
- *Funds are allocated for kinder readiness, supplemental intervention and summer programs for targeted students, homeless students.*
- ***Supporting our District SPSA Goals.***
- *$84,562*

Title II, Part A, Supporting Effective Instruction:
Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality, increasing the number of highly qualified teachers and principals in the schools, and to hold Local Educational Agencies and schools accountable for improvement in student academic achievement.
- *Funds are used for staff development for new teacher support, to improve teacher and principal quality **supporting our District SPSA Goals**.*
- *Private school staff will have the opportunity to participate in professional development activities funded with*
- *Title II.*
- *$92,858*

Title III, Language Instruction for English Learners (EL):
Provides funding for supplementary programs and services for English Learner (EL) students. Programs must provide staff development opportunities to school staff assigned to EL student populations. Funds may also be used for parental involvement and related EL student program activities.
- *Partially funds Districtwide EL Instructional Assistant.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, **supporting our District SPSA Goals**.*
- *Supplemental materials to support immigrant and EL students.*
- *$153,655*

Title III, Language Instruction for Immigrant Students
Provides funding for activities that provide enhanced instructional opportunities for immigrant children and youth. Supplemental materials to support immigrant and EL students.
- *Funds are used for tutoring and counseling, materials and technologies, supplies, transportation, and instructional services to support immigrant children and youth Districtwide.*
- *Family literacy, outreach, and community services.*
- *$32,434*

Title IV, Part A, Student Support and Academic Enrichment:
Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.
- *Funds are allocated for after-school elementary math programs for at-risk students, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology, **supporting our District SPSA Goals**.*
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- *$66,107*

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	$4,475
	Total amount of federal categorical funds allocated to this school	$4,475

State Programs		Allocation
X	**Local Control Funding Formula (LCFF) Base** Purpose: Support the needs of all students and student groups	$82,156
	Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	$
	Total amount of federal categorical funds allocated to this school	$4,390

Local Funding		
X	**Technology Funds – Local Parcel Tax**	$16,110

Appendix H

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

PROGRAM DESCRIPTION:

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