

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 4
- School Profile..... 4
- Educational Partner Involvement 4
- School and Student Performance Data 6
 - Student Enrollment..... 6
 - CAASPP Results..... 8
 - ELPAC Results 12
 - Physical Fitness Test Results (PFT) 2022-2023..... 15
 - Student Population..... 17
 - Overall Performance 19
 - Academic Performance 21
 - Academic Engagement 26
 - Conditions & Climate..... 28
- Annual Review and Update 30
 - Goal 1 30
 - Goal 2..... 34
 - Goal 3..... 37
- Goals, Strategies, & Proposed Expenditures..... 39
 - Goal 1 39
 - Goal 2..... 43
 - Goal 3..... 46
- Budget Summary and Consolidation 48
 - Budget Summary 48
 - Allocations by Funding Source..... 48
 - Expenditures by Budget Reference 49
 - Expenditures by Budget Reference and Funding Source 50
- School Site Council Membership 51
- Recommendations and Assurances 52
- Addendum..... 53
 - Instructions: Linked Table of Contents..... 53
 - Appendix A: Plan Requirements for Schools Funded Through the ConApp..... 56
 - Appendix B: Select State and Federal Programs..... 58
 - Appendix C: Centralized Services for Planned Improvements in Student Performance..... 59
 - Appendix D: Programs Included in this Plan..... 60

School Vision and Mission

School Vision and Mission:

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

The vision of William Mendenhall Middle School is:

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

School Profile

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

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

The Instructional Leadership Team (ILT) meets regularly to plan for schoolwide and department activities that follow the mission and vision. The ILT guides department collaboration three times a month. They share best practices, align their lessons with the California State Standards, evaluate their common formative assessments, participate in data teams,

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

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

Student Enrollment Enrollment By Grade Level

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	28	33	29	3.00%	3.7%	3.3%
Fluent English Proficient (FEP)	144	150	154	15.60%	16.7%	17.4%
Reclassified Fluent English Proficient (RFEP)	5			17.9%		

Conclusions based on this data:

1. The English Learner (EL) enrollment increased from 28 students in 2020-2021 to 33 students in 2021-2022 and

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

Overall Achievement for All Students	
Mean Scale Score	% Standard

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	23.33	24.38	16.90	70.83	67.14	75.86	5.83	8.48	

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	277	299	300	240	283	291	239	283	291	86.6	94.6	97.0
Grade 7	309	282	292	249	274	281	248	271	281	80.6	97.2	96.2
Grade 8	304	304	282	235	291	281	235	291	281	77.3	95.7	99.6
All Grades	890	885	874	724	848	853	722	845	853	81.3	95.8	97.6

Communicating Reasoning
Demonstrating ability to support mathematical conclusions

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	30.13	21.91	23.02	56.90	65.72				

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

Speaking Domain

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
896	8.4	3.7	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in William Mendenhall Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	33	

Conclusions based on this data:

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

School and Student Performance Data

Overall Performance

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

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

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
--------------------------------	-----	--------	------	----------------------------------



3.

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian
No Performance Level 7 Students	No Performance Level 2 Students	Very High

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
50.0 making progress towards English language proficiency
Number of EL Students: 22 Students
Performance Level: No Performance Level



2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center">No Performance Level Less than 11 Students 7 Students</p>	<p align="center">No Performance Level Less than 11 Students 2 Students</p>	<p align="center">Low 0.7% suspended at least one day 151 Students</p>	<p align="center">No Performance Level 0% suspended at least one day 17 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">Low 1.6% suspended at least one day 182 Students</p>	<p align="center">Medium 2.2% suspended at least one day 90 Students</p>		<p align="center">Medium 2.4% suspended at least one day 468 Students</p>

Conclusions based on this data:

- 1.

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

Teachers will participate in Data Teams every trimester.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers are available to support students.</p>	<p>Meetings varied between grade-level collaboration, department meetings, and whole staff meetings.</p> <p>School counselor presented to all students about topics that were relevant for student success.</p> <p>School counselor checked in wiics 768n 11 Tf 1 0()1(</p>		

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

Analysis

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

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

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

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

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

No material difference between proposed expenditures and estimated actual expenditures.

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

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

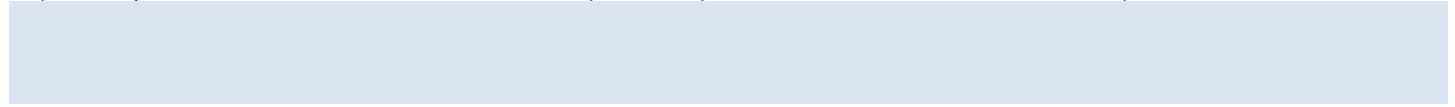
Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
School-Wide Information System (SWIS) Data Attendance Data Physical Fitness Test Results, PE grades		

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



Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

Enhance parent and community engagement and communication.

Annual Measurable Outcomes

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

Strategies/Activities for Goal 3

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

Analysis

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

Overall, the implementation of these strategies and activities reflects a comprehensive approach to parent engagement and communication. It emphasizes regular and transparent communication through the "Mustang Update," promotes parental involvement in school decision-making through PTSA, SSC, and ELAC meetings, c1 c /GS2 gs 0 48.26499939 T

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academics

Goal Statement

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Strategy/Activity 1

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

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

Students to be Served by this Strategy/Activity

All students

Timeline

8/2023 – 6/2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All students

Timeline

8/2023-6/2024

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 4

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

Students to be Served by this Strategy/Activity

All students

Timeline

8/2023-6/2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

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

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

Expenditures by Budget Reference

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

Expenditures by Budget Reference and Funding Source

Budget Reference

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on October 24, 2023.

Attested:

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

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

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.

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

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)

Appendix D: Programs Included in this Plan

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

Projected LCFF Supplemental Funds \$19,780

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

Appendix H

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

PROGRAM DESCRIPTION:

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