



# Joe Michell School

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Grades TK-8  
CDS Code 01-61200-6001291

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www.livermoreschools.com

# SARC

2016-17  
School Accountability  
Report Card  
Published in 2017-18



## Livermore Valley JUSD

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## Principal's Message

Joe Michell School proudly presents our annual School Accountability Report Card. We believe your children are our most important responsibility. With this in mind, we work hard to make our school an innovative, enjoyable and effective place to learn. We also encourage students to take an active role in their education. The goal of the Joe Michell staff is to provide a safe environment where students can develop to their full potential academically, emotionally and socially. We strive for our students to achieve respect for themselves, a lifelong love of learning, higher-level thinking skills and a sense of responsibility. Our academic program supports children as they acquire the skills they need to appreciate and contribute to our diverse and complex society.

Joe Michell School has been serving the students in the Livermore community for more than 50 years. In 2010, Joe Michell School was named a California Distinguished School, as announced by then-State Superintendent of Public Instruction Jack O'Connell on behalf of the California School Recognition Program (CSR). In 2016, the California Department of Education recognized Joe Michell School as a Gold Ribbon School for outstanding achievement in implementing academic content and performance standards. The state also recognized our school as a Title I Academic Achieving School for success in significantly closing the achievement gap between high- and low-performing students. We continue to provide educational services to all students and effectively utilize resources to improve programs that support student learning. Our teaching staff works collaboratively toward a common goal to improve student learning in the areas of math, English language arts and writing by providing quality instruction in these subject areas.

The following are Joe Michell School's current goal list, including specific strategies to be used to strengthen our core academic subjects: Our first priority is the implementation of the International Baccalaureate Programme of Inquiry. This process requires teacher collaboration through Professional Learning Communities (PLCs) to create units of inquiry and reflect on these critical questions: 1. What do we want our students to learn? 2. How will we know when they have learned it? 3. How will we respond when some students don't learn? 4. How will we respond when some students have already learned it? This process has been shown to be an effective model, for teacher collaboration and sharing best practices. Empowering Joe Michell leadership teams has been key to the successful implementation of both processes.

In order to improve instruction for all students, the staff identified professional development in these areas:

1. International Baccalaureate Units of Study
2. Reading and Writing Units of Study
3. Math Investigations
4. Evidenced-based conversations and writing about literary and informational text
5. Common Core State Standards lesson design

Teachers will continue to collaborate in order to identify effective strategies, formulate grade-level goals, create common-formative assessments, and identify students not attaining proficiency in specific subject areas and strands. In addition, after-school enrichment activities, breakfast, Open Heart Kitchen food donations, middle school advisory class and district summer intervention are available for students. Joe Michell staff understands the implementation and consistent utilization of the aforementioned methods and programs will assist in increasing student achievement. Joe Michell School has been granted authorization for International Baccalaureate Primary Years Programme and Middle Years Programme.

Additional strategies employed at Joe Michell include information distribution, as well as encouraging parent, family and community involvement at school. Classes and activities offered at Joe Michell include in-class volunteer programs, family events, educational nights, and goal-setting conferences. In addition, our parent and community liaison helps build a communication bridge between our English learner parents and Joe Michell School.

## School Mission Statement

Our mission is to inspire and support our school community to be critical and reflective thinkers, risk-takers, and inquirers. We empower compassionate global citizens who understand, respect, and appreciate diverse traditions and seek to create positive change.

## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## District Mission and Vision Statements

### Building A Bright Future

Each student will graduate with the skills needed to contribute and thrive in a changing world.



## District Non-Negotiable Goals

Non-Negotiable goals are goals set in areas of student achievement and classroom instruction that all staff members must act upon in order for our students, schools and district to reach achievement targets.

- All staff will expect and support active student engagement in the learning process.
- Everyone will respect and protect instructional time.
- All teachers will base instruction on essential standards.
- All staff will use results from assessments to guide instruction and measure student learning.
- All staff will actively participate in collaboration focused on student achievement.

## District Goals

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

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

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

## Governing Board

Craig Bueno

Chuck Rogge

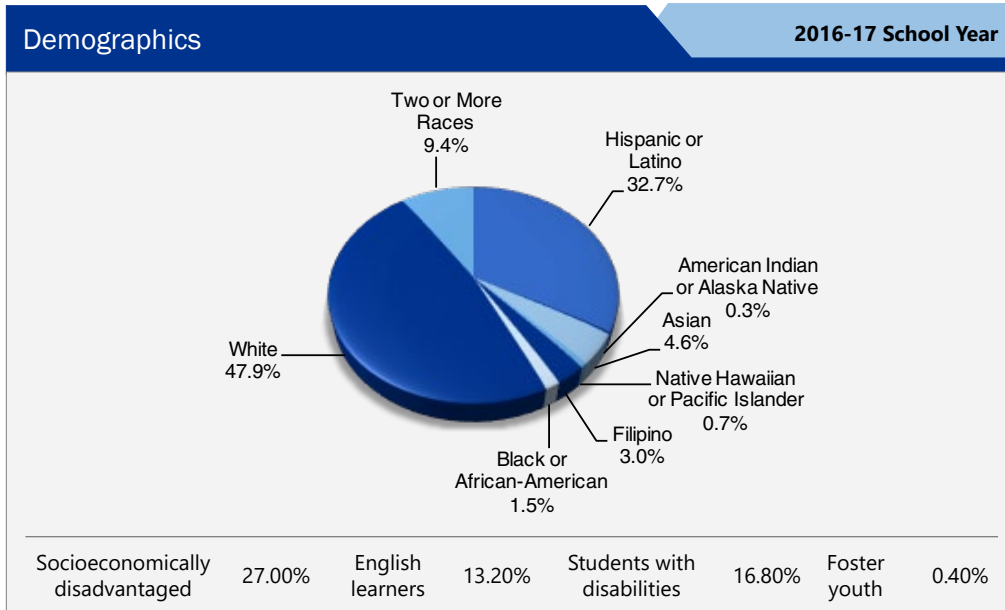
Kate Runyon

Chris Wenzel

Anne White

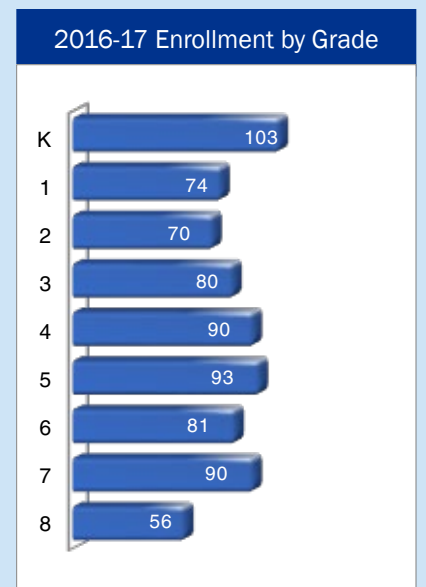
### Enrollment by Student Group

The total enrollment at the school was 737 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.



### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.



### Parental Involvement

Livermore Valley Joint Unified School District (LVJUSD) values active parent engagement and believes that parent involvement is essential to the success of all students. LVJUSD Board Policy 6020(a) states:

“The Board of Education recognizes that parents/guardians are their children’s first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.”

Recent educational research suggests that highly effective schools—schools that achieve high standards—have a number of features in common, including high levels of parent and community involvement. When parents take an active role in their children’s education, students tend to perform at high levels and have more well-rounded educational experiences. LVJUSD parents are welcome participants in our school community. There are a range of opportunities for parents to engage with schools, including Parent Teacher Associations (PTAs), Parent Faculty Associations (PFAs), sports and activity booster clubs, and other supporter groups. On a monthly basis, the superintendent of schools meets with a representative of each school’s parent organization at the Parent Communication and Information Council (PCIC). This gathering provides an opportunity for parent groups to collaborate with each other and representatives of the district regarding events, opportunities, and activities for students and families. This is also a time district representatives share new initiatives and current information with parent leaders. In addition, parents have the opportunity to share general concerns and ask questions directly to the superintendent. Each school also has formal advisory groups including School Site Councils (SSCs) and English Learner Advisory Committees (ELACs) who represent other parents at the site and are critical in the development and monitoring of the Single Plan for Student Achievement (SPSA). A representative from each SSC serves on the district Local Control Accountability Plan (LCAP) Advisory Committee, and a member of each ELAC serves on the District English Learner Advisory Council (DELAC), which also serves as the LCAP English learner advisory committee. Through these two-way systems of parent support and engagement, parents, district, and school staff have open lines of communication and opportunities to engage in meaningful ways with the school community.

Parents play a critical role in our success. They volunteer in classrooms; serve on our Friends of Joe Michell Committees, International Baccalaureate (IB) Steering Committee, School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and District Local Control and Accountability Plan Committee (LCAP); help with the Gifted and Talented Education (GATE) program; and work in the parent center and media center.

For more information on how to become involved, please contact president Victoria Wilson at (408) 605-0523.

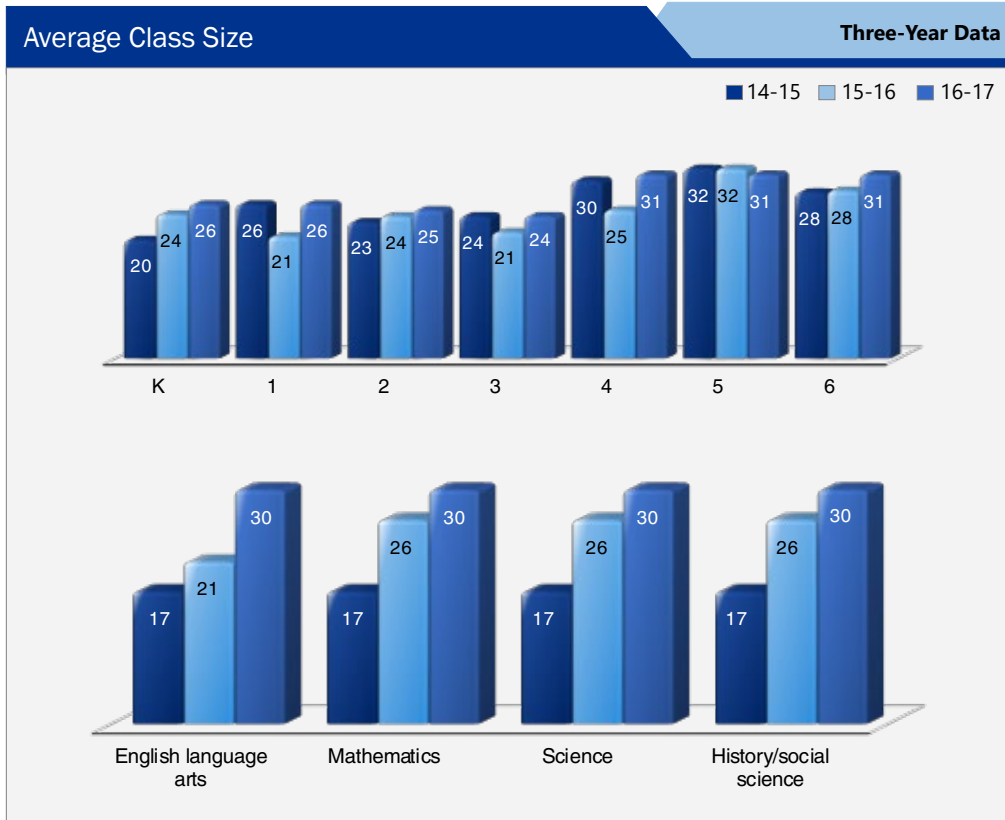
### Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Joe Michell School			
	14-15	15-16	16-17
<b>Suspension rates</b>	0.5%	2.2%	2.1%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%
Livermore Valley JUSD			
	14-15	15-16	16-17
<b>Suspension rates</b>	2.7%	2.6%	3.4%
<b>Expulsion rates</b>	0.1%	0.0%	0.0%
California			
	14-15	15-16	16-17
<b>Suspension rates</b>	3.8%	3.7%	3.6%
<b>Expulsion rates</b>	0.1%	0.1%	0.1%

### Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



### School Safety

The School Site Council, which also acts as the School Safety Committee, reviews the school safety plan on an annual basis. A copy of this plan is available for viewing in the office. The school maintains emergency supplies, which are stored away from the main buildings in an emergency storage container. We conduct fire drills on a monthly basis, as mandated by the state. The school also holds regular earthquake drills and a shelter-in-place drill each trimester. We take all precautions to ensure the safety of our students and staff. Visitors to our campus are required to check in at the office, and all LVJUSD personnel wear identification tags. In addition, we post emergency evacuation maps and emergency backpacks in every classroom.

The school safety plan was last reviewed, updated and discussed with the school faculty in January 2018. Joe Michell School follows the district guidelines for suspension and expulsion.

**Number of Classrooms by Size**

**Three-Year Data**

Grade	2014-15			2015-16			2016-17		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	5			3		3		
1		2		1	2		3		
2		3			3		3		
3		3		1	2		3		
4		2			3		3		
5		2			2		3		
6	1	13	1		3		3		

Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
	English language arts	5	1		5	4		5	
Mathematics	3	2		1	4		5		
Science	4	1		1	5		5		
History/social science	4	1		1	4		5		

*“We believe your children are our most important responsibility.”*

## Types of Services Funded

Categorical funds support a wide range of districtwide and site services to assist all students, including underperforming students, in meeting and exceeding standards. At the district level, categorical funds are used to provide program specialists and staff to monitor, implement and oversee Migrant Education, Native American Education, Special Education, Gifted and Talented Education (GATE) program services; intervention; summer school; TriValley Teacher Induction Project (TV/TIP) and new teacher support; professional development; Peer Assistance and Review and staff development; and the English learner (EL) program.

District-level advisory committees, such as the District Advisory Committee (DAC), District English Learner Advisory Council (DELAC), GATE Advisory Committee, Career Technical Education (CTE) Advisory Committee, Technology Committee, Math Leadership Committee, K-12 Writing Committees and Special Education Advisory Committee provide input and guidance to ensure compliance and ensure funds are used so that student needs are met.

The following categorical programs provide the following services.

Categorical Program Funding Sources and Services:

- After School Education and Safety (ASES) funds support the Livermore BELIEVES program at Marilyn Elementary and Junction K-8 Schools and the PAL program at all middle schools, by providing enrichment opportunities, homework support and academic intervention to students.
- Carl D. Perkins Vocational and Technical Education funds provide professional development, services, materials and resources for career technical education in our high schools.
- Migrant Education program funds provide a community liaison, community outreach, instructional aides, tutors, technology-based PASS program and preschool services.
- Tri-Valley Teacher Induction Program funds provide training and coaching for our new teaching staff and funds professional development.
- Special education funds provide staffing including program specialists, psychologists, therapists; professional development; transportation; and supplementary materials for special needs students.
- State Assessment Apportionments are used to administer state-mandated assessments.
- Title I: Funds provide resource teachers, supplemental instructional materials and assessments, instructional aides, staff development and parent involvement.
- Title II: Improving Teacher Quality funds provide high-quality professional development, training and coaching to certificated staff.
- Title III: English learner funds provide EL programs, services, parent education and professional development, supplemental instructional materials and support staff to ensure quality programs for English learner students.
- Title VII: American Indian funds are used for parent education, guest speakers, tutoring, cultural activities and incentives for Native American students.

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test		2016-17 School Year	
Percentage of Students Meeting Fitness Standards	Joe Michell School		
	Grade 5	Grade 7	
<b>Four of six standards</b>	9.7%	8.9%	
<b>Five of six standards</b>	26.9%	31.1%	
<b>Six of six standards</b>	30.1%	34.4%	



## Positive Learning Environment

The Joe Michell staff believes children need to be responsible for their own behavior. With the implementation of the International Baccalaureate (IB) programs in place, students are recognized by their teachers based on their demonstration of the IB learner profile traits. The monthly IB learner profile theme is also highlighted throughout the classroom curriculum and library program. We also have the Kid Connection program, which supports students by teaching them social skills.

At the beginning of each school year, all students create IB Essential Agreements that are posted in every classroom and reinforced by staff on a continual basis. In the spring, students are elected to serve on the Associated Student Body (ASB) Leadership. Officers assist during school activities and work on community-service projects. Every October, the school participates in Red Ribbon Week, which promotes a safe and drug-free school. United Nations Week is celebrated to develop international mindedness and global citizenship. Students participate in activities that promote local and global community service.

We maintain a positive school climate by stressing professionalism, teamwork, shared decision-making, and parental and community involvement. Classroom and school newsletters, the SchoolMessenger phone system, Joe Michell website, Monthly Newsletter, School Loop and a weekly HOME envelope program maintain school-to-home communication. One of the programs available at Joe Michell School is Extended Student Services, also known as ESS. This program is a before- and after-school day care offered by the Livermore Area Recreation and Park District. For more information regarding this program, contact ESS at (925) 960-2465.

The fourth- and fifth-grade music program exposes students to a variety of music genres and introduces students to instrumental music and choir. The middle school music program is meant to be an enjoyable experience for the students and is a yearlong class. The band and orchestra program allows students to play string, brass and wind instruments such as the violin, clarinet, French horn, flute, trombone, baritone horn and tuba.

## CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The table shows the percentage of students scoring at proficient or advanced.

The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Joe Michell School		Livermore Valley JUSD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
Science	58%	70%	75%	73%	56%	54%

## CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Joe Michell School		Livermore Valley JUSD		California	
Subject	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	47%	54%	61%	61%	48%	48%
Mathematics	33%	40%	48%	49%	36%	37%

## Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2017-18 Program Improvement status for the school and district. For detailed information about PI identification, please visit [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program		2017-18 School Year
	Joe Michell School	Livermore Valley JUSD
Program Improvement status	Not Title I	In PI
First year of Program Improvement	◇	2010-2011
Year in Program Improvement	◇	Year 3
Number of schools currently in Program Improvement		2
Percentage of schools currently in Program Improvement		66.70%

◇ Not applicable. The school is not in Program Improvement.

## California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).



## CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-8.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Results by Student Group: English Language Arts and Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards				2016-17 School Year
<b>English Language Arts</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	499	491	98.40%	53.97%
Male	253	246	97.23%	47.56%
Female	246	245	99.59%	60.41%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	24	24	100.00%	70.83%
Filipino	19	18	94.74%	44.44%
Hispanic or Latino	166	165	99.40%	41.21%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	223	217	97.31%	61.75%
Two or more races	51	51	100.00%	66.67%
Socioeconomically disadvantaged	151	151	100.00%	30.46%
English learners	103	102	99.03%	32.35%
Students with disabilities	86	81	94.19%	14.81%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
<b>Mathematics</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	499	491	98.40%	39.51%
Male	253	247	97.63%	38.87%
Female	246	244	99.19%	40.16%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	24	24	100.00%	58.33%
Filipino	19	19	100.00%	26.32%
Hispanic or Latino	166	164	98.80%	26.22%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	223	217	97.31%	47.47%
Two or more races	51	51	100.00%	50.98%
Socioeconomically disadvantaged	151	150	99.34%	17.33%
English learners	103	103	100.00%	20.39%
Students with disabilities	86	81	94.19%	9.88%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

## Textbooks and Instructional Materials

The LVJUSD has adopted the Next Generation Science Standards and the California State Standards in the following content areas: English/language arts and literacy in history/social science, science and technical subjects, and mathematics. The district has also adopted the state content standards for history/social science, English language development (ELD), physical education, visual and performing arts, and career technical education. The district adheres to state curricular guidelines for health and foreign language. The LVJUSD Board of Education has approved and adopted instructional materials in all content areas, aligned to state and district-adopted standards.

The district reviews and adopts textbooks based on state and district standards. The district instructional materials are selected and adopted in accordance with board policy and Board Regulation 6161.1 for Selection and Evaluation of Instructional Materials. Supplementary materials, including core literature and state-approved intervention materials, are selected and used to increase access to standards-based instruction.

The district selection process includes a committee of teachers and administrators, along with parent input. The committee develops evaluation criteria, pilots materials, makes recommendations appropriate to each adoption cycle and coordinates the district textbook-adoption process.

The final book selection is based on input from a district committee and the community. Staff development is provided for all new textbook adoptions. Districtwide adoptions include English language arts in 2003-04, history/social science in 2005-06, science in 2006-07, grades 9-12 math in 2007-08, grade 6-8 math in 2014, and grade K-5 math and algebra 1 in 2016. Textbooks are available, without charge, for all students. Each student receives a book for his or her own use. Students are responsible for keeping textbooks in good condition and for returning them promptly at the end of the school year.

By the eighth week of school each year, the LVJUSD Board of Education passes a resolution certifying, "Sufficient Standards-aligned textbooks and instructional materials were provided to each student, including English learners (EL), in mathematics, science, history/social science, and English/language arts, including the ELD component of an adopted program." Foreign language and health textbooks are adopted and ordered in sufficient quantities. In addition, science laboratory equipment is available to science laboratory courses offered in grades 9-12, inclusive.

In accordance with the terms of the Williams case settlement and Education Code 35186, a uniform complaint process has been developed, and guidelines are posted in every classroom. "Each student, including English learners, must have a textbook or instructional material, or both, to use in class and to take home. This requirement includes pupils enrolled in foreign language and health classes, and is applicable to science laboratory equipment for science laboratory courses offered in grades 9-12 inclusive." No complaints have been filed relative to "sufficiency" of instructional materials in the district.

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2017-18 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

## Elementary School Textbooks and Instructional Materials

Textbooks and Instructional Materials List			2017-18 School Year
Subject	Textbook	Adopted	
Reading/language arts	<i>Open Court Reading, SRA</i>	2003	
Mathematics	<i>Investigations 3, Pearson</i>	2016	
Science	<i>California Edition, Macmillan/McGraw-Hill</i>	2007	
History/social science	<i>History-Social Science for California, Scott Foresman</i>	2006	

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

### Percentage of Students Lacking Materials by Subject

#### 2017-18 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

### Currency of Textbooks

#### 2017-18 School Year

Data collection date	10/3/2017
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## Middle School Textbooks and Instructional Materials

Textbooks and Instructional Materials List		2017-18 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Timeless Voices, Timeless Themes</i> ; Prentice Hall	2003
Mathematics	<i>Big Ideas Math: Course 1</i> , Big Ideas Learning	2014
Mathematics	<i>Big Ideas Math: Course 2</i> , Big Ideas Learning	2014
Mathematics	<i>Big Ideas Math: Course 3</i> , Big Ideas Learning	2014
Mathematics	<i>Big Ideas Math: Math Advanced 1</i> , Big Ideas Learning	2014
Mathematics	<i>Big Ideas Math: Math Advanced 2</i> , Big Ideas Learning	2014
Mathematics	<i>Big Ideas Algebra 1</i> , Big Ideas Learning	2016
Mathematics	<i>Geometry</i> , Holt	2008
Science	<i>Focus on Earth Science</i> , Pearson/Prentice Hall	2007
Science	<i>Focus on Life Science</i> , Pearson/Prentice Hall	2007
Science	<i>Focus on Physical Science</i> , Pearson/Prentice Hall	2007
History/social science	<i>World History: Ancient Civilizations</i> , McDougal Littell	2006
History/social science	<i>World History: Medieval and Early Modern Times</i> , McDougal Littell	2006
History/social science	<i>Creating America: A History of the United States; Creating America: Beginnings Through World War I</i> ; McDougal Littell	2006
History/social science	<i>History Alive!</i> , TCI	2006

## School Facilities

Student safety is the No. 1 priority at Joe Michell School. The school grounds are clean, safe and child-friendly. The school has two part-time and two full-time custodians, including a head day custodian and a night custodian. Custodial staff members work year-round to maintain the premises. Yard-duty staff supervise students before school and during lunch recess.

Joe Michell School opened its doors to the community in 1961. The school is made up of five buildings: Building A consists of an office, administrators' office, conference room, nurse's office, classrooms, staff room, a special-education classroom and core literature bookroom. Building B contains classrooms and two science labs. Building C has a multipurpose room, cafeteria, performance stage, music room and Kid Connection therapy room. Our media center houses the library and computer lab.

A row of four portables are used as a math classroom, boys and girls locker rooms, and a resource room. In 2014-15, we added nine additional portables to be used as classrooms for elementary and middle school, including a science lab, an art classroom and design lab for Project Lead the Way. In 2015-16, we added four additional portables to be used as classrooms for elementary and middle school to support an increase in student enrollment. Our campus also shares space with Extended Student Services (ESS), a before- and after-school program. In addition, our fields are used by the community for softball and other sports.

The school completed modernization in 2006. The kindergarten playground, first wing of classrooms and administrative office were completed in January 2006. The second wing and multipurpose room were completed in the fall of 2006. The media center houses both the library and computer lab, and new computers were installed in the lab the summer of 2009. In 2010, many classrooms received document cameras. In 2014, additional portables were added to the middle school to be used for science, art, language arts and social science. Additional portables were added in 2015, 2016 and 2017 to accommodate increased student enrollment in both elementary and middle school grades.

Our Parent Teacher Organization purchased and installed two shade structures to protect students from the blazing Livermore heat. Tables and age-appropriate chairs were purchased for use in our hallways for volunteer tutors. In 2009, the school upgraded many classroom computers and classroom furniture. We also received donated picnic benches for our middle school students.

*Continued on page 10*



## Teacher Evaluations

Permanent teachers are evaluated every other year unless under a five-year evaluation cycle. Teachers who have not reached permanent status are evaluated every year. The evaluation is specified in the collective bargaining agreement between the district and the Livermore Education Association. The evaluation is aligned to the California Standards for the Teaching Profession (CSTP). The teacher and the evaluator meet to formulate professional goals based on the six CSTPs. The teacher is observed by his or her evaluator, and at least two goal-setting conferences are held. Teachers who need to improve are assigned to the Peer Assistance and Review (PAR) program. Teachers also have the option of voluntarily requesting coaching support through PAR.

## Substitute Teachers

LVJUSD maintains the continuity and quality of education by making every effort to hire credentialed substitutes or the highest caliber professional who has passed the California Basic Educational Skills Test (CBEST). In addition, substitute teachers hold college degrees and proper documentation to ensure they meet the California Commission on Teacher Credentialing requirements. The district human resources department monitors the substitute pool to ensure adequate availability of substitutes to cover staff absences. LVJUSD is fortunate to have both a committed group of retired educators and aspiring teachers ready to serve our students.

*“The goal of the Joe Michell staff is to provide a safe environment where students can develop to their full potential academically, emotionally and socially.”*

## School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility’s good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2017-18 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Exemplary	
<b>Date of the most recent school site inspection</b>	10/9/2017	
<b>Date of the most recent completion of the inspection form</b>	10/9/2017	

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item’s repair status, all deficiencies are listed.

Deficiencies and Repairs		2017-18 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Restrooms/fountains</b>	K3 toilet seat is loose. The first stall in the girls’ restroom in the A wing leaks when the toilet flushes. Work orders placed.	10/14/2017
<b>Structural</b>	There is a small hole in the wall in the girls’ bathroom in the B wing. Work order placed.	10/19/2017

## Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

## School Facilities

*Continued from page 9*

The addition of SchoolMessenger has improved our ability to communicate with our families. We use this program to inform parents of school events and student attendance and can provide immediate safety instructions. Our online registration program allows parents to update their child’s emergency contact information, sign up to volunteer and verify that we have correct information about their child. We added School Loop to our middle school program as a tool to improve communication between home and school: Teachers can place homework assignments, post grades, and communicate with students and parents. Parents can log in and immediately view homework assignments, grades and their child’s attendance. The Joe Michell School website provides families with information about current and upcoming events.

Education is a top priority in the community of Livermore, and maintaining a safe and orderly environment maximizes student learning. The citizens of Livermore have passed three major funding measures targeting school facility needs: Measure B in 1975, Measure L in 1999 and, most recently in June 2016, the generous and supportive Livermore community passed the Measure J Facilities Bond.

Measure J funds will be used to:

- Modernize classrooms, science labs and educational technology for 21st century instruction
- Repair aging infrastructure: leaky roofs, faulty plumbing, HVAC and electrical systems
- Renovate facilities for advanced science, technology, engineering and math (STEM) and Career Technical Education (CTE) courses
- Improve safety, including security lighting, fencing, fire safety, and other emergency systems
- Upgrade deteriorated hardscapes, physical education facilities, and pick-up/drop-off zones
- Increase access to school facilities to better accommodate individuals with disabilities

Through these bond measures and developer fees, the LVJUSD has been able to renovate, modernize and construct new schools following the Facilities Master Plan.

Facilities are maintained through the diligent efforts of the site custodial crews and the district maintenance staff. The LVJUSD Board of Education has adopted cleaning standards for all schools in the LVJUSD. The principal works with the custodial staff to develop cleaning schedules to maintain clean and safe schools. District maintenance staff performs the repairs necessary to keep the schools in good working order in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	Livermore Valley JUSD	Joe Michell School		
Teachers	17-18	15-16	16-17	17-18
<b>With a full credential</b>	653	37	36	42
<b>Without a full credential</b>	26	1	1	2
<b>Teaching outside subject area of competence (with full credential)</b>	8	2	1	1

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Joe Michell School		
Teachers	15-16	16-17	17-18
<b>Teacher misassignments of English learners</b>	0	0	0
<b>Total teacher misassignments</b>	0	0	0
<b>Vacant teacher positions</b>	1	0	0

## Professional Development

The district recognizes that each employee—classified, certificated and management—influences the opportunities for students to achieve at the highest levels. In line with our District Professional Development Plan, we offer and support ongoing growth opportunities that allow every teacher, administrator and staff member to further develop the appropriate knowledge, skills and behaviors required to create learning environments that allow all students to demonstrate high levels of achievement. The Board of Education and the district administration recognize that all staff members of the LVJUSD must be provided time and support to acquire, improve and enhance professional knowledge, practices and skills.

During the 2017-18 school year, relevant and timely professional development will be available and delivered to employees. In addition, the two designated professional development days and the flexible professional development day for certificated staff provide the option of individualized professional growth for teachers. Professional development will primarily focus on implementation of the California State Standards; student and staff safety; customer service; meeting the needs of special-education students; effective usage of technology as an instructional tool; effective instructional practices for English learners; and implementation of specialized programs such as Dual Immersion, Project Lead the Way, International Baccalaureate and Advanced Placement programs.

Professional Development Days	Three-Year Data		
	2015-16	2016-17	2017-18
<b>Joe Michell School</b>	3 days	3 days	3 days

## School Support Staff

The district provides the following support staff and programs to meet the needs of students, teachers, parents and administrators: school community liaison, child welfare and attendance specialists, school psychologists, behaviorists, speech therapists, specialist for the hearing impaired, Resource Specialist Program (RSP), Special Services Preschool, special day classes (SDC), special education instructional aides, special education program specialists, adaptive physical education instructors, occupational therapists, high school counselors, school nurses, health aides, English learner (EL) program, Spanish and English Dual Immersion program, Migrant Education program, International Baccalaureate, interpreters and translators, bilingual instructional aides, curriculum specialists, Title I resource teachers, Title I instructional aides, and summer school programs.

## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

### Academic Counselors and School Support Staff Data

#### 2016-17 School Year

#### Academic Counselors

**FTE of academic counselors** 0.20

**Average number of students per academic counselor** 700

**Support Staff** **FTE**

**Social/behavioral counselor** 0.00

**Career development counselor** 0.00

**Library media teacher (librarian)** 0.00

**Library media services staff (paraprofessional)** 0.85

**Psychologist** 0.20

**Social worker** 0.00

**Nurse** 0.30

**Speech/language/hearing specialist** 1.40

**Resource specialist (nonteaching)** 0.00

## Financial Data

The financial data displayed in this SARC is from the 2015-16 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data		2015-16 Fiscal Year
	Livermore Valley JUSD	Similar Sized District
<b>Beginning teacher salary</b>	\$39,765	\$48,522
<b>Midrange teacher salary</b>	\$73,248	\$75,065
<b>Highest teacher salary</b>	\$89,392	\$94,688
<b>Average elementary school principal salary</b>	\$121,681	\$119,876
<b>Average middle school principal salary</b>	\$118,429	\$126,749
<b>Average high school principal salary</b>	\$128,879	\$135,830
<b>Superintendent salary</b>	\$221,000	\$232,390
<b>Teacher salaries: percentage of budget</b>	38%	37%
<b>Administrative salaries: percentage of budget</b>	6%	5%

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2015-16 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Joe Michell School</b>	\$6,004	\$79,818
<b>Livermore Valley JUSD</b>	\$6,731	\$71,463
<b>California</b>	\$6,574	\$77,824
<b>School and district: percentage difference</b>	-10.8%	+11.7%
<b>School and California: percentage difference</b>	-8.7%	+2.6%

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2015-16 Fiscal Year	
<b>Total expenditures per pupil</b>	\$7,913
<b>Expenditures per pupil from restricted sources</b>	\$1,909
<b>Expenditures per pupil from unrestricted sources</b>	\$6,004
<b>Annual average teacher salary</b>	\$79,818



## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of November 2017.

## School Accountability Report Card

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