

School Year: **2019-20**

School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Joe Michell School
Address	1001 Elaine Avenue Livermore, CA 94550
County-District-School (CDS) Code	01-61200-6001291
Principal	Laura Lembo Ed.D
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	October 3, 2019
Schoolsite Council (SSC) Approval Date	October 24, 2019
Local Board Approval Date	November 12, 2019

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

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School Vision and Mission

Joe Michell 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.

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. In the summer of 2015, Joe Michell TK-8 School was authorized to be an International Baccalaureate (IB) School for the Primary Years Programme (PYP) for the TK through 5th grades, and the Middle Years Programme (MYP) for the 6th through 8th grades. The IB philosophy is that student learning is best done when it is authentic – relevant to the “real” world; and transdisciplinary, which means that the learning is not confined within the boundaries of traditional subject areas but is supported and enriched by them. The IB represents a combination of wide-ranging research and experience – best practice derived from a variety of public and independent schools from around the world.

The IB Learner Profile describes a list of attributes that promote academic rigor and the establishing of a personal value system leading to international-mindedness. The attributes of the profile are visible in many areas of the school and are the heart and soul of our learning experience. The IB Programme encourages students to become:

- Inquirers – their natural curiosity has been nurtured and they actively enjoy learning.
- Thinkers – they exercise initiative in applying thinking skills critically and creatively to solving complex problems.
- Communicators – they receive and express ideas and information confidently in more than one language.
- Risk-takers – they approach unfamiliar situations without anxiety and have the confidence to explore new ideas.
- Knowledgeable – they have explored themes that have global significance and have acquired a critical mass of knowledge.
- Principled – they have a sound grasp of the principles of moral reasoning and have acquired integrity, honesty and a sense of justice.
- Caring – they show sensitivity towards the needs and feelings of others, and have a sense of personal commitment to helping others.
- Open-minded – they respect the values of other individuals and cultures and seek to consider a range of points of view.
- Well-balanced – they understand the importance of physical and mental balance and personal well-being.
- Reflective – they give thoughtful consideration to their own learning by constructively analyzing their personal strengths and weaknesses.

Our teaching staff works collaboratively toward a common goal to provide quality instruction that is meaningful, developmentally appropriate, and aligned with the California State Standards. Michell staff believes that the purpose of assessment is to guide instruction and provide students with an opportunity to receive feedback and reflect on their own learning. Assessment should be authentic and relevant, and developed alongside the implementation of the curriculum, formatted in a manner that allows for all learners to succeed.

At Joe Michell School, we:

- Measure student learning and mastery of concepts, skills, knowledge, attitudes, and action.
- Adjust teaching strategies to foster mastery and plan for teaching.
- Set short- and long-term goals and determine differentiation within appropriate learning environments.
- Provide feedback on teaching and learning, and allow for data that will provide evidence as a measure of accountability.

Joe Michell is considered a neighborhood school; with close ties to the community it serves. Students and parents choose Michell for the continuity offered by a TK – 8 educational environment, International Baccalaureate Programmes, as well as its family-like community. Teachers and parents share our mission, vision, and values. Our school community is defined by collaboration, collective inquiry, and mutual support.

School Profile

We are the Eagles, soaring to success!

Joe Michell School is the only International Baccalaureate (IB) World School in the Livermore Valley Joint Unified School District and Tri-Valley. In a mostly affluent community, 20% of our students receive free or reduced-price lunch. The demographics of Joe Michell continue to evolve just as our education programs have. We moved from being a relatively small school to a campus with 819 students. Our student population reflects the diversity of the community surrounding our school. 49% of our students are Caucasian, 29% Hispanic, 6% Asian, 2% African American, 3% Native Hawaiian, Pacific Islander or Native American, and 11% report 2 or more races. Joe Michell School serves a diverse student population, at this time, 17% of students receive Special Education services and 9% of our students are classified as English Language Learners. The diversity of languages spoken by our school community is wide-ranging, including the languages of Albanian, Cantonese, Farsi, Punjabi, Filipino/Tagalog, French, Hindi, Italian, Japanese, Korean, Mandarin, Romanian, Russian, Spanish, Turkish, Vietnamese, and Urdu. Spanish is the second-most common language spoken by our students and their families, and Tagalog is another fast-growing mother-tongue language.

The primary language of instruction across the school is English. All students will develop a fluency in English and all teachers are considered to be language teachers. Joe Michell School provides “language acquisition” instruction to all students in Spanish beginning in Kindergarten, continuously through 8th grade. Through language acquisition instruction, all students acquire proficiency in the skills of listening, speaking, reading, and writing basic Spanish. Cultural awareness and understanding play a fundamental part in each lesson.

Students at Joe Michell are offered a variety of school, parent, and community-led programs that enhance or supplement their daily curricular studies. Outside of their school day, students are offered enrichment classes in the afternoon in music, art, Girls Who Code, Destination Imagination, and Math Counts are just a few examples of the opportunities offered. Children in need of academic support are provided with English Language Arts or Math intervention, study and organizational skills. For students who are in need of social emotional support, we offer Kid Connection: small group “play” directed by our school psychologist for students in elementary grades and a full-time school counselor to support the implementation of Choose Love, social and emotional curriculum at all grade levels.

- How the Instructional Leadership Team coaches and supports staff with the implementation of the State standards

Joe Michell staff is comprised of life-long learners who know the importance of professional development in relation to student achievement. As an authorized IB World School, all Michell staff are required to attend IB training for Primary Years Programme and Middle Years Programme. Beyond the initial training, many staff members have attended advanced IB training. Training for new staff members is scheduled for October and January of this school year.

Additionally, the California State Standards have been a focus of professional development and will be ongoing as we continue implementation. We will continue developing Common Formative Assessments and utilize District Interim Assessments to help teachers assess their students in math and language arts and tailor their instruction to meet students’ needs and prepare them for the Smarter Balanced Science Assessment.

Our Instructional Leadership Team meets monthly to plan our professional development for staff meetings and grade level collaboration. After disaggregating a variety of test data to identify our underachieving students, areas of growth, achievement gaps, and all areas as they relate to student achievement, staff determine our goals for the year based on that data. Staff members collaborate at grade-level and cross-grade level meetings looking at school data, instructional practices, programs, and students’ learning to determine appropriate staff development training. Michell teachers reflect on IB Units taught and have learned to analyze data to guide instruction. Grade-level teams create Common Formative Assessments. Data derived from these assessments are used to guide instruction. In addition to our focus on improving math instruction, our Instructional Leadership Team is focused on implementing a Multi-tiered Systems of Support (MTSS) at all grade levels to support students with academic, behavioral, and social emotional skills needed to be successful at school.

Our new teachers participate in the Tri-Valley Teacher Induction Program (TVTIP), which provides coaching, mentoring, and educational resources. The IB Coordinator provides another structure for staff development as part of an annual evaluation of our Programme of Inquiry. Each grade level team is made up of lead teachers in core subjects such as mathematics, writing, and IB. These lead teachers are encouraged to share their knowledge and skills with our staff both at grade-level, cross grade-level, and staff meetings. Professional development at Michell will continue to be focused on California State Standards, implementation of new Reading and Writing Units of Study, Benchmark Advance English

Language Arts curriculum, Mathematics Investigations, Study-Sync curriculum, Inquiry- based lessons, and strategies that meet the needs of our English Language Learner students and at-risk students.

- How your site-based professional development and teacher collaboration process supports students learning of the State standards

Michell teachers collaborate both formally and informally to share student performance. Professional Learning Communities (PLC) have been established at each grade level for the purpose of meeting more than twice a month to discuss student performance with their grade-level colleagues. During these meetings, teachers create common assessments to evaluate student progress towards specific standards or summative assessments for the IB Unit. Data derived from common assessments is then used to determine how students performed and plan for additional instruction or enrichment, depending on the specific needs of the students. PLCs also meet in vertical teams across grade levels to articulate and plan for rigorous instruction. In the elementary grades, a Readers' and Writers' Workshop model is being implemented to provide students with more individualized instruction. Implementing a variety of instructional strategies that build a Growth Mindset is the focus of vertical team meetings to support student achievement in Mathematics. All vertical teams meet to analyze student data and determine specific skills for additional instructional support using a student-rotation model as well. Using the workshop model, teachers meet with individual or small groups to provide targeted intervention. In the middle-school grades, teachers are focused on creating effective learning engagements that support students learning the IB Approaches to Learning Skills. Middle school staff meet across grade levels and subject areas to plan integrated curriculum and projects as part of the IB Middle Years Programme requirements. Students at risk of failing are identified and scheduled to receive additional instructional support through a FLEX period that meets 4 days per week. Both formally and informally, teachers collaborate to support student learning at Michell.

- How you ensure all English Language Learners are acquiring the English language and progressing academically

At Joe Michell School, the foundation of all learning is through language. As we empower compassionate global citizens to be critical and reflective thinkers, risk-takers and inquirers, we support language development in each student as they make sense of their experiences and construct meaning. By honoring students' unique backgrounds in all stages of language acquisition, students have the opportunity to engage in authentic and meaningful learning experiences. All teachers in the Primary Years Programme (PYP) and Middle Years Programme (MYP) are teachers of language, using a variety of "Sheltered Instruction" strategies and instructional practices to foster language development, as appropriate for subject area and grade level.

All students identified as speaking a language other than English by the home language survey are screened for English Language Development (ELD) services upon enrollment at Joe Michell TK-8 School, and re-tested yearly once needs are identified. Students are assessed using the English Language Proficiency Assessments for California (ELPAC) to determine their level of English proficiency, as required by the state of California. In-class or learning center support is provided to English Language Learner (EL) students to target needs based on their most recent ELPAC level. All EL students receive 30 minutes of ELD instruction using Benchmark Advance ELD materials each day. Each grade level uses a daily rotation that provides EL students with small homogeneous group instruction targeting each of three levels: Emerging, Bridging, and Expanding for designated ELD instruction each day.

Students in 6th through 8th grades who have been identified for English Language Development (ELD) receive instruction using a small group model within their English Language Arts courses. Additional support is provided through our middle school FLEX period which meets 4 days per week.

- Transition strategies that are used to assist students entering Kindergarten/6th grade/9th grade

Kindergarten transition

Transitioning strategies used to assist students entering Kindergarten include;

- The District Kindergarten Round-Up registration, which provides information to assist parents/guardians as they prepare their child for school.
- Joe Michell offers scheduled school site tours, giving prospective kindergarten parents/guardians and neighborhood preschools the opportunity to visit our kindergarten classes, while in session.
- In May, all Joe Michell parents/guardians are invited to attend First Five workshops, conducted in both English and Spanish. At the workshops, parents/guardians receive a backpack with instructional materials to work with their child during the

summer, as a way of preparing their child for kindergarten.

- Transitional Kindergarten teachers meet with Kindergarten teachers to articulate the needs of students entering Kindergarten to ensure a successful transition.
- In June, Joe Michell hosts a Kindergarten orientation designed to provide information about the program, and elementary school expectations. At this time, parents/guardians and their student see the classroom setting and have another

opportunity to ask, and have their questions answered.

- IB Learner Profile traits and units of study continue in Kindergarten.

5th to 6th transition

- Integrated projects are used to provide students with choices similar to middle school program. Projects are assessed using teacher created rubrics.
- IB Units of Inquiry are taught at all elementary-grade levels and continue in middle school. Students use Google Docs as part of their 5th Grade IB Exhibition which prepares students with Google Docs used in Middle School.
- IB Learner Profile traits and Approaches to Learning skills continue in the Middle Years Programme.
- Increasing responsibility for independent work; planning ahead.
- Use of school planner to organize class assignments and homework.
- Rotations- Math, Science, Reading with three different teachers so students gain the experience of moving efficiently between classrooms and taking responsibility for completing homework from each teacher.
- Use of electronic grading program for progress report printouts listing, assignment and scores for each. Weekly progress-grade reports are provided to students to begin monitoring grades, which prepares student for School Loop in

Middle School.

- Resource for students with an Individualized Education Plan (IEP) – Students are trained to understand their individual needs and take responsibility to ask for appropriate assistance from the classroom teacher and the Resource

Specialist. If students move to/ or leave Michell to attend another school, a transition meeting is held with the Resource Specialist to ensure that the student gets appropriate support at the new school site.

- 5th grade Exhibition provides students with an opportunity to experience learning similar to the 8th grade Community Project. Students identify an issue or need in the community and come up with solutions. The Exhibition is

presented to our school community in the same way as the 8th grade Community Project.

8th to 9th transition

We are working to strengthen our transitioning students from the 8th grade into high school. The following activities are available, as needed, to meet the students' need for a smooth transition to high school.

- During 8th grade Physical Education class, the teacher addresses transitioning issues. The lesson focuses on what students know about high school, and what they want to know about high school. This is a class activity where all

students work together with their teacher to answer all questions, regarding entering high school.

- FIT Program—Freshman in Transition Program (FIT) is a class taken by all incoming Freshman (addresses what students can expect during their high school years).
- Individual high school visitations determine accommodations/modifications of the physical plant and classrooms for student's educational and physical needs.
- High School Representatives attend IEP transition meetings to discuss goals/requirements/schedules/questions and concerns for transition as appropriate.
- Students attend High School Expos, orientations, and other presentations in preparation for this transition.

- Regularly scheduled meetings to coordinate all IB Programmes from Joe Michell and Granada High School.

Strategies and services used to increase parent/family/community involvement/education and increase opportunities for them to have a voice in making decisions that effect the school and their student’s education

Multiple services and strategies are utilized at Joe Michell School, encouraging parent/guardian, family, and/or community involvement, which support students in becoming grade-level proficient. To begin, Lawrence Livermore National Laboratory sponsors field trips through their visitors’ center, supporting science standards. Teaching Opportunities for Partners in Science (TOPS) provides volunteers and teacher resources, for instance students are provided science lessons in a portable planetarium. Our District holds a Science Odyssey event, with community judges and community attendance. As well, Sandia National Laboratory sponsors and helps staff Family Science Night. Additionally, our staff organizes two Bedtime Books events to encourage families to engage in reading together. Parent Information events are provided to inform parents about the IB Programmes as well as the California State Standards specifically to address ideas and suggestions so that parents can help support their child’s learning.

Underperforming students at Joe Michell School directly benefit because of partnerships with community agencies and the resources they provide, such as community and family volunteers, and Regional Occupational Program (ROP) students who offer academic assistance during the school day. Friends of Joe Michell, our parent teacher organization, raises funds annually to help support school field trips, tutoring, and classroom materials. Joe Michell School helps provide parenting classes, parent center activities, and assists and organizes a local snack program (in partnership with a local food bank). Extended Student Services (ESS) provides on-site childcare and homework support before and after school. Lions’ Club is a service organization that makes referrals for eye care and health-care services for students with severe medical needs. The Livermore Rotary Club and Hindu Center support literacy through its dictionary education and donation program for third graders. Livermore Historical Society presents free Downtown Livermore tours and History Mobile visits, supporting local history education and California History-Social Science Content Standards.

The principal meets regularly with parents and community members through English Language Advisory Committee, Friends of Joe Michell Community Organization, School Site Council, and Grade-Level Parent Ambassadors to encourage involvement and determine how the school can support the needs of the community.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Involvement/Governance

The SSC reviewed student performance data to evaluate the specific improvement goals. From that analysis, a discussion resulted in modifications being made to the current goals for the following school year. Suggestions were aligned with goals to increase student achievement. The previous school plan was reviewed and demographic data was updated to reflect the current school year. Finally, the SSC reviewed and approved the final draft of the plan.

An English Language Advisory Committee (ELAC) member is assigned to report to the SSC. The principal updates the committee when the ELAC member is not in attendance. The principal, who currently serves on the Friends of Joe Michell School, shared the goals approved by SSC members and provides opportunities for suggestions to be discussed at our monthly meetings.

As part of the principal’s report, a review and explanation of student performance data was discussed, which included district assessments. This data was also used to evaluate the specific improvement goals for the current school year

Adding Monitoring SPSA Plan as a specific agenda item at each monthly Leadership SSC meeting ensures involvement and active monitoring of the plan. Communicating the goals and activities included in the SPSA during additional advisory and staff committees will increase involvement of all stakeholders.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.3%	0.13%	0.12%	2	1	1
African American	1.5%	1.25%	1.34%	11	10	11
Asian	4.6%	4.88%	5.98%	34	39	49
Filipino	3.0%	3.13%	2.81%	22	25	23
Hispanic/Latino	32.7%	31.04%	28.57%	241	248	234
Pacific Islander	0.7%	0.50%	0.49%	5	4	4
White	47.9%	48.94%	49.33%	353	391	404
Multiple/No Response	%	%	0.12%			1
Total Enrollment				737	799	819

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	103	102	107
Grade 1	74	82	79
Grade 2	70	80	83
Grade3	80	72	83
Grade 4	90	93	87
Grade 5	93	97	96
Grade 6	81	97	94
Grade 7	90	89	99
Grade 8	56	87	91
Total Enrollment	737	799	819

Conclusions based on this data:

1. Joe Michell School continues to be a diverse learning community with many cultures represented which add to the fabric of our International Baccalaureate Programmes. Student enrollment is strong which suggests that Joe Michell continues to be a destination school and popular school of choice for the families in Livermore. There are currently wait lists in many grade levels for the 2019-20 school year. Construction on a new classroom building and gymnasium is scheduled to begin this school year, which is part of Measure J Bond supported by the Livermore community.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	97	97	69	13.2%	12.1%	8.4%
Fluent English Proficient (FEP)	75	77	99	10.2%	9.6%	12.1%
Reclassified Fluent English Proficient (RFEP)	13	17	24	13.0%	17.5%	24.7%

Conclusions based on this data:

1. The diversity of languages spoken by our school community is wide-ranging, including the languages of Albanian, Cantonese, Farsi, Filipino/Tagalog, French, Hindi, Japanese, Korean, Spanish, and Urdu. Spanish is the second most common language spoken by our students and their families. As an International Baccalaureate (IB) School, proficiency in more than one language contributes to the holistic development of students, giving students access to a broader range of input, experiences, and perspectives. Joe Michell School provides "language acquisition" instruction to all students in Spanish beginning in Kindergarten, continuously through 8th grade.
2. The number of students who are English Learners (EL) and Fluent English Proficient (FEP) has been relatively consistent over the past 3 years, however, the percentage of EL and FEP enrollment within our total student population has decreased as the overall student enrollment has increased. More students are being Reclassified Fluent English Proficient (RFEP) each year, compared to the previous school year. In the fall of 2019, 10 students were Reclassified Fluent English Proficient during a District Ceremony to celebrate this accomplishment.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	78	73	81	78	73	81	78	73	81	100	100	100
Grade 4	88	90	81	86	90	81	86	90	81	97.7	100	100
Grade 5	88	91	94	86	91	94	86	91	94	97.7	100	100
Grade 6	82	91	87	80	90	86	80	90	86	97.6	98.9	98.9
Grade 7	87	87	91	87	84	91	87	84	91	100	96.6	100
Grade 8	56	83	90	54	83	89	54	83	89	96.4	100	98.9
All Grades	479	515	524	471	511	522	471	511	522	98.3	99.2	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2431.	2438.	2436.	26.92	26.03	25.93	17.95	31.51	29.63	30.77	23.29	27.16	24.36	19.18	17.28
Grade 4	2479.	2507.	2510.	31.40	40.00	45.68	19.77	28.89	25.93	24.42	14.44	17.28	24.42	16.67	11.11
Grade 5	2507.	2514.	2541.	20.93	24.18	39.36	40.70	27.47	25.53	17.44	24.18	20.21	20.93	24.18	14.89
Grade 6	2542.	2519.	2534.	23.75	14.44	20.93	36.25	35.56	30.23	18.75	25.56	27.91	21.25	24.44	20.93
Grade 7	2570.	2602.	2563.	18.39	34.52	17.58	42.53	39.29	42.86	22.99	14.29	21.98	16.09	11.90	17.58
Grade 8	2584.	2583.	2615.	27.78	12.05	31.46	31.48	46.99	43.82	20.37	28.92	16.85	20.37	12.05	7.87
All Grades	N/A	N/A	N/A	24.63	25.24	30.08	31.63	34.83	33.14	22.51	21.72	21.84	21.23	18.20	14.94

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.21	28.77	34.57	42.31	53.42	43.21	29.49	17.81	22.22
Grade 4	31.40	38.89	37.04	46.51	46.67	51.85	22.09	14.44	11.11
Grade 5	30.23	29.67	41.49	48.84	51.65	51.06	20.93	18.68	7.45
Grade 6	28.75	16.67	23.26	45.00	44.44	50.00	26.25	38.89	26.74
Grade 7	31.03	42.86	26.37	49.43	40.48	47.25	19.54	16.67	26.37
Grade 8	33.33	26.51	43.82	38.89	51.81	39.33	27.78	21.69	16.85
All Grades	30.36	30.53	34.48	45.65	47.95	47.13	23.99	21.53	18.39

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.49	21.92	18.52	43.59	53.42	59.26	26.92	24.66	22.22
Grade 4	24.42	40.00	28.40	54.65	43.33	59.26	20.93	16.67	12.35
Grade 5	24.42	28.57	31.91	56.98	50.55	51.06	18.60	20.88	17.02
Grade 6	31.25	25.56	20.93	47.50	46.67	53.49	21.25	27.78	25.58
Grade 7	36.05	44.05	36.26	48.84	42.86	43.96	15.12	13.10	19.78
Grade 8	38.89	26.51	47.19	38.89	56.63	41.57	22.22	16.87	11.24
All Grades	30.21	31.31	30.84	49.15	48.73	51.15	20.64	19.96	18.01

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.21	21.92	23.46	60.26	67.12	69.14	11.54	10.96	7.41
Grade 4	24.42	38.89	43.21	55.81	55.56	49.38	19.77	5.56	7.41
Grade 5	15.12	25.27	27.66	70.93	57.14	57.45	13.95	17.58	14.89
Grade 6	16.25	11.11	15.12	70.00	74.44	74.42	13.75	14.44	10.47
Grade 7	17.24	22.62	17.58	72.41	64.29	63.74	10.34	13.10	18.68
Grade 8	14.81	20.48	26.97	66.67	68.67	64.04	18.52	10.84	8.99
All Grades	19.53	23.48	25.48	66.03	64.38	63.03	14.44	12.13	11.49

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.51	28.77	23.46	53.85	52.05	58.02	25.64	19.18	18.52
Grade 4	25.58	35.56	35.80	54.65	52.22	53.09	19.77	12.22	11.11
Grade 5	26.74	35.16	44.68	50.00	42.86	36.17	23.26	21.98	19.15
Grade 6	36.25	32.22	26.74	43.75	46.67	52.33	20.00	21.11	20.93
Grade 7	31.40	55.95	30.77	52.33	35.71	53.85	16.28	8.33	15.38
Grade 8	37.04	33.73	41.57	37.04	51.81	47.19	25.93	14.46	11.24
All Grades	29.15	36.99	34.10	49.36	46.77	49.81	21.49	16.24	16.09

Conclusions based on this data:

1. 2018-19 school year observed the largest group of students enrolled in grades 3-8 and the highest percentage of students tested.
2. The California Assessment of Student Performance and Progress (CAASPP) data was analyzed to determine areas of strength as well as areas for growth. Overall, we observed an increase in the number of students who met or exceeded the ELA (3%) and Math (2%) standards when compared to last year's Smarter Balanced Assessment data. In ELA, 63% of our students met or exceeded standards. Students in our 5th, and 8th grades experienced the greatest increase in percentage of students meeting or exceeding ELA standards: 5th grade (13%), and 8th grade (16%) change from the previous school year. The other grades showed little change: 4th grade (2% increase) and 6th grade (1% increase) from last year or a decrease: 3rd grade (-2%) and 7th grade (-14%).

3. A closer analysis by area (claim) within ELA provided additional areas to target growth. Overall, all grades combined experienced an increase in the number of students Above Standard in two of the four claims: Reading and Research/Inquiry when compared to last year's results. Reading (5%) and Research/Inquiry (3%) were areas that we experienced the greatest improvement in the number of students who scored Above Standard. The claim with the fewest percentage of students scoring Below Standard (12%) was Listening. All grades, with the exception of 7th, saw a decrease in the number of students who scored below standard in all four claim areas. Reading Literature (RL1) and Reading Informational (RI1) have been areas of focus embedded within our IB Units of Study across all grade levels.

Reading, Writing, and Research/Inquiry were claims with the largest percentages (31-34%) of students performing above standard which may be due to the professional development and grade-level collaboration during the past school year. A deeper analysis by standards determined that Reading Literature (RL1) and Reading Informational (RI1) were standards that should continue to be an area of focus for our entire staff.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	78	73	81	78	73	81	78	73	81	100	100	100
Grade 4	88	90	81	86	90	81	86	90	81	97.7	100	100
Grade 5	88	91	94	86	90	94	86	90	94	97.7	98.9	100
Grade 6	82	91	87	80	90	86	80	90	86	97.6	98.9	98.9
Grade 7	87	87	91	87	84	91	87	84	91	100	96.6	100
Grade 8	56	83	90	54	83	89	54	83	89	96.4	100	98.9
All Grades	479	515	524	471	510	522	471	510	522	98.3	99	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2434.	2457.	2437.	19.23	30.14	28.40	25.64	34.25	20.99	37.18	20.55	25.93	17.95	15.07	24.69
Grade 4	2483.	2491.	2511.	24.42	17.78	29.63	24.42	35.56	41.98	32.56	35.56	19.75	18.60	11.11	8.64
Grade 5	2480.	2502.	2512.	9.30	25.56	24.47	17.44	16.67	17.02	43.02	24.44	27.66	30.23	33.33	30.85
Grade 6	2534.	2496.	2521.	23.75	6.67	19.77	23.75	23.33	19.77	27.50	33.33	29.07	25.00	36.67	31.40
Grade 7	2527.	2567.	2520.	12.64	26.19	10.99	24.14	22.62	19.78	33.33	34.52	30.77	29.89	16.67	38.46
Grade 8	2561.	2541.	2593.	25.93	12.05	33.71	18.52	21.69	20.22	18.52	32.53	25.84	37.04	33.73	20.22
All Grades	N/A	N/A	N/A	18.68	19.41	24.33	22.51	25.49	22.99	32.91	30.39	26.63	25.90	24.71	26.05

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.77	39.73	37.04	39.74	36.99	33.33	29.49	23.29	29.63
Grade 4	32.56	37.78	49.38	33.72	41.11	35.80	33.72	21.11	14.81
Grade 5	15.12	32.22	24.47	32.56	25.56	32.98	52.33	42.22	42.55
Grade 6	37.50	13.33	18.60	28.75	31.11	38.37	33.75	55.56	43.02
Grade 7	18.39	26.19	13.19	41.38	44.05	39.56	40.23	29.76	47.25
Grade 8	27.78	13.25	34.83	35.19	46.99	43.82	37.04	39.76	21.35
All Grades	26.75	26.86	29.12	35.24	37.45	37.36	38.00	35.69	33.52

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.64	46.58	29.63	56.41	39.73	49.38	17.95	13.70	20.99
Grade 4	27.91	22.22	35.80	51.16	57.78	48.15	20.93	20.00	16.05
Grade 5	11.63	27.78	24.47	52.33	32.22	52.13	36.05	40.00	23.40
Grade 6	18.75	13.33	20.93	52.50	40.00	50.00	28.75	46.67	29.07
Grade 7	12.64	36.90	19.78	50.57	39.29	46.15	36.78	23.81	34.07
Grade 8	29.63	22.89	39.33	38.89	49.40	39.33	31.48	27.71	21.35
All Grades	20.38	27.65	28.16	50.96	43.14	47.51	28.66	29.22	24.33

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.92	45.21	30.86	48.72	39.73	49.38	24.36	15.07	19.75
Grade 4	29.07	27.78	35.80	43.02	48.89	54.32	27.91	23.33	9.88
Grade 5	8.14	21.11	22.34	60.47	44.44	48.94	31.40	34.44	28.72
Grade 6	23.75	15.56	24.42	52.50	45.56	44.19	23.75	38.89	31.40
Grade 7	20.69	29.76	16.48	58.62	55.95	59.34	20.69	14.29	24.18
Grade 8	25.93	13.25	29.21	42.59	60.24	53.93	31.48	26.51	16.85
All Grades	22.08	24.90	26.25	51.59	49.22	51.72	26.33	25.88	22.03

Conclusions based on this data:

1. 2018-19 school year observed the largest group of students enrolled in grades 3-8 and the highest percentage of students tested.
2. The CAASPP data for mathematics demonstrated that overall 47% of students in grades 3-8 met or exceeded the California State Standards. This is an increase of 2% from the previous student performance data. Fourth grade had the highest percentage of students (71%), followed by 8th grade (54%) who met or exceeded math standards. Two grade levels showed significant increases: 8th grade (20%) and 4th grade (18%), while a significant decrease was observed in our 3rd grade (-15%), 4th grade (-18%) and 7th grade (-18%). Mathematics is clearly an area in need of growth for Joe Michell students and will be the topic of professional development as we continue to align the California State Standards and adopted Mathematical curriculum to the IB Units of Study.
3. A closer analysis by area (claim) within Math provided additional areas of growth needed. Overall, all grades combined experienced an increase in the number of students meeting or exceeding all three claims: Concepts and Procedures, Problem Solving and Modeling/ Data Analysis, and Communicating Reasoning. Grades 4th, 5th, 6th, and 8th demonstrated gains in the number of students scoring At Above or Near Standard in each of the three claims. Almost all grades reported a decrease in the percentage of students who were Below Standard in all three claim areas. Mathematical Concepts and Procedures continues to be a claim with more than one third of our students who score Below Standard. We will continue to analyze specific test questions and CAASPP Test Blueprints to develop a better understanding of this claim and provide students who are not meeting these standards additional support.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

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

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

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

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

Conclusions based on this data:

1. Of the 65 students tested, the overall average of these students was performance level 3. The oral average which is made up of the listening and speaking portion of this assessment found our students to be in the performance level 3 while the written average which is made up of the reading and writing portion was in the performance level 2.
2. Within the oral and written average, 18% were considered within the performance level (Well Developed) in Listening, 55% in Speaking, 14% in Reading, and 11% in Writing. While 49% were considered within the performance level (Somewhat/Moderately) in Listening, 28% in Speaking, 46% in Reading, and 71% in Writing. Finally, 32% were considered within the performance level (Beginning) in Listening, 17% in Speaking, 40% in Reading, and 18% in Writing.
3. As a staff, we will continue to meet within grade-level teams to monitor the progress of these students and provide English Language Development (ELD) instruction to support them in Listening, Speaking, Reading, and Writing academic areas.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2018-2019

% of students achieving the Healthy Fitness Zone

Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 94	21%	38%	60%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	93	77%	23%
Body Composition	93	62%	38%
Abdominal Strength and Endurance	92	59%	41%
Trunk Extensor Strength and Flexibility	94	95%	5%
Upper Body Strength and Endurance	91	84%	16%
Flexibility	93	83%	17%
Grade 7	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 98	30%	31%	60%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	96	77%	23%
Body Composition	97	71%	29%
Abdominal Strength and Endurance	97	74%	26%
Trunk Extensor Strength and Flexibility	90	96%	4%
Upper Body Strength and Endurance	79	63%	37%
Flexibility	98	90%	10%

Physical Fitness Test Results (PFT) 2017-2018

% of students achieving the Healthy Fitness Zone

Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 96	18%	33%	51%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	95	68%	32%
Body Composition	95	61%	39%

Abdominal Strength and Endurance	96	54%	46%
Trunk Extensor Strength and Flexibility	96	92%	8%
Upper Body Strength and Endurance	96	74%	26%
Flexibility	96	79%	21%
Grade 7	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 87	21%	47%	68%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	87	77%	23%
Body Composition	87	69%	31%
Abdominal Strength and Endurance	87	93%	7%
Trunk Extensor Strength and Flexibility	87	86%	14%
Upper Body Strength and Endurance	87	69%	31%
Flexibility	87	91%	9%

Conclusions based on this data:

1. More than half of 5th grade students (60%) scored 5/6 or 6/6 achieving the healthy fitness zone. This is a 9% increase when compared to the percentage of 5th grade students who achieved the same level last year, moreover, students scoring 6/6 increased by 5% over last years percentages. Areas of strength for our students include trunk extensor strength (95%), flexibility (83%), and upper body strength (84%). The areas identified as needing improvement continue to be abdominal strength and endurance (41%) and body composition (38%). Aerobic capacity increased 9% from the previous year data.
2. More 7th grade students met 5 out of 6 Physical Fitness Tests used to determine students who are within or above the Healthy Fitness Zone. This is an increase of 9% from the previous school year data, however, less students met 6 out of 6 tests (31%) a decrease of 16% compared to the previous year. Areas of strength for our students include aerobic capacity (77%), flexibility (90%), and trunk extensor (96%). The areas identified as needing improvement continue to be body composition (29%) and upper body strength (37%). These areas in need of improvement are consistent with the previous school year data.

California Healthy Kids Survey

Grade 5						Grade 7 and 9				
	School Connectedness			Feel Safe at School	Students Treated with Respect	School Connectedness			School Perceived as very safe or safe	Caring Adult Relationships
	High	Moderate	Low	"Most of the time" and "All of the time"	"Most of the time" and "All of the time"	High	Moderate	Low		Students responding High and Moderate
Joe Michell K-8	55%	45%	0%	83%	91%	58%	36%	6%	79%	89%

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
799	23.5%	12.1%	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	97	12.1%
Homeless	1	0.1%
Socioeconomically Disadvantaged	188	23.5%
Students with Disabilities	122	15.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.3%
American Indian	1	0.1%
Asian	39	4.9%
Filipino	25	3.1%
Hispanic	248	31.0%
Two or More Races	81	10.1%
Pacific Islander	4	0.5%
White	391	48.9%






Conclusions based on this data:

1. The demographics of Joe Michell School continue to evolve just as our education programs have. Our student population reflects the diversity of the community surrounding our school. The diversity of languages spoken by our school community is wide-ranging with 17 different languages spoken.
2. As part of our IB Programmes, we offer a self-contained Moderate Special Day Class (SDC) for students from K-8th grade. This also provides students opportunities to be including within our Primary Years and Middle Years IB Programmes.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Green</p>	<p>Chronic Absenteeism</p>  <p>Green</p>	<p>Suspension Rate</p>  <p>Green</p>
<p>Mathematics</p>  <p>Green</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. Our English Learner Progress, English Language Arts and Mathematics performance levels were almost in the highest performance level (green) for all students, while our suspension rate was in the midrange (yellow) performance level. While we have been focused on improving student academic performance, attending to student behaviors that lead to school success will also improve students suspension rate.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Green 19.3 points above standard Increased 10.1 points 500 students	<p>English Learners</p>  Yellow 29.8 points below standard Increased 6.5 points 76 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p>Socioeconomically Disadvantaged</p>  Yellow 23.6 points below standard Increased 15.8 points 137 students	<p>Students with Disabilities</p>  Yellow 43 points below standard Increased 8.7 points 83 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color 0 Students	 No Performance Color 56.6 points above standard Maintained 2.1 points 27 students	 No Performance Color 17.2 points below standard Declined -8.5 points 15 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 11.9 points below standard Increased 11.9 points 150 students	 Green 25.4 points above standard Declined -14.5 points 57 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Green 38.1 points above standard Increased 11.9 points 240 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
87.1 points below standard Declined -12 points 38 students	27.6 points above standard Increased 12.7 points 38 students	28.3 points above standard Increased 10.4 points 385 students

Conclusions based on this data:

- The results of the English Language Arts Assessment showed that overall students scored within the Medium level. This was a significant increase from the previous State indicator. Student groups scoring in the very high and high levels include: Asian, White, and 2 or more races. Hispanic, Filipino, English Learner, Special Education and Socioeconomically Disadvantaged student groups scored in the low level. All student groups increased or significantly increased from the previous State indicator with the exception of Socioeconomically Disadvantaged student group whose score declined from the previous year.
- English Learner students who were reclassified within the past four years (RFEP) performed at a high level on the English Language Arts State indicator. Our English only students also scored in the high level on the same assessments. Both of these student groups saw an significant increase from the previous year’s State indicators. Our English Learner students performed at a very low level on the same measures. We will continue to focus on designated English Language Development instruction and scaffolded instruction using GLAD or SDAIE instructional strategies.
- Students taking the California Alternate Assessment (CAA) scored mostly (64.7%) in Level 1: demonstrating a limited understanding of the adapted grade level content, while (35.3%) scored at Level 2: demonstrating foundational understanding and no students scored at Level 3: demonstrating understanding grade level content.

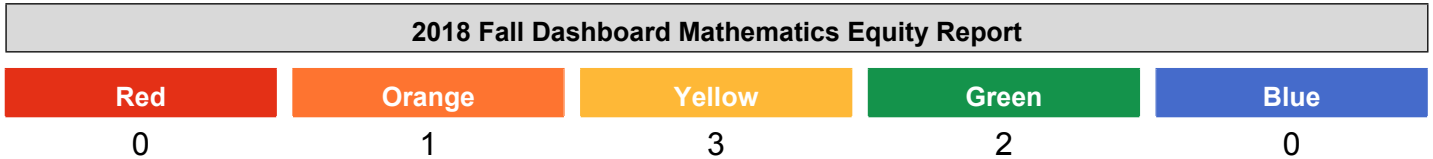
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>17 points below standard</p> <p>Increased 5.9 points</p> <p>499 students</p>	<p>English Learners</p>  <p>Yellow</p> <p>56.4 points below standard</p> <p>Increased</p> <p>15.3 points 76 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>61.2 points below standard</p> <p>Increased 10.7 points</p> <p>137 students</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>77.2 points below standard</p> <p>Increased 11.1 points</p> <p>82 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color 0 Students	 No Performance Color 34.4 points above standard Maintained 1.4 points 27 students	 No Performance Color 38.7 points below standard Increased 7.8 points 15 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 56.6 points below standard Maintained -0.3 points 150 students	 Green 1.3 points above standard Declined -5.1 points 57 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Green 2.7 points above standard Increased 9.2 points 239 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
100.9 points below standard Maintained 1.4 points 38 students	11.9 points below standard Increased 10.5 points 38 students	6.7 points below standard Increased 5.4 points 384 students

Conclusions based on this data:

1. The results of the Mathematics Assessment showed that all students scored within the Medium level. This was an increase from the previous State indicator. Student groups scoring in the high levels include: Asian and 2 or more races. Our White student group scored in the medium level. Hispanic, Filipino, English Learner, Special Education and Socioeconomically Disadvantaged student groups scored in the low level. Student groups whose scores demonstrated an increase or significant increase from the previous State indicator include: English Learners, 2 or more races, and White student groups. Both Hispanic and Special Education students maintained from the previous year while Filipino and Socioeconomically Disadvantaged student performance declined and Asian student groups scores declined significantly.
2. English Learner students who were reclassified within the past four years (RFEP) performed at a low level on the Mathematics State indicator. Our English only students also scored in the medium level on the same assessments. Both of these student groups saw an increase or significant increase from the previous year State indicators. Our English Learner students performed at a very low level on the same measures. We will continue to focus on designated English Language Development instruction and scaffolded instruction using GLAD or SDAIE instructional strategies.
3. Students taking the California Alternate Assessment (CAA) scored mostly (70.6%) in Level 1: demonstrating a limited understanding of the adapted grade level content, while (29.4%) scored at Level 2: demonstrating foundational understanding and no students scored at Level 3: demonstrating understanding grade level content.

School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
91	41.8%	31.9%	11%	15.4%

Conclusions based on this data:

1. Overall, our English Learner student performance was high for all State indicators. This was a positive increase when compared to the previous year State indicator. The suspension rate was low for English Learners and declined significantly when compared to the previous year. English Learners student performance in both English Language Arts and Mathematics increased when compared to the previous year State indicator, however, the status is still considered a low level and an area of for growth. Suspension rate for English Learners is low and declined significantly from the previous school year.
2. During the 2018-19 school year, the number of English Learner students who completed the ELPAC assessment dropped to 65. Of those students, 26% scored in the Performance Level 4, 26% scored in the Performance Level 3, 23% scored in the Performance Level 2, and 25% scored in the Performance Level 1. A deeper analysis revealed that 40% of EL students scored in the well developed performance level on the oral portion of this assessment, while only 9% scored in the well developed performance level on the written portion of the same assessment. Speaking appeared to be a strength for our EL students with 55% scoring in the Well Developed performance level, while reading appeared to be a relative weakness with 40% scoring in the Beginning performance level. 71% of our EL students scored in the Somewhat/Moderately performance level in writing which is an academic area that will support reading by demonstrating the reciprocity of literacy.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

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

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

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

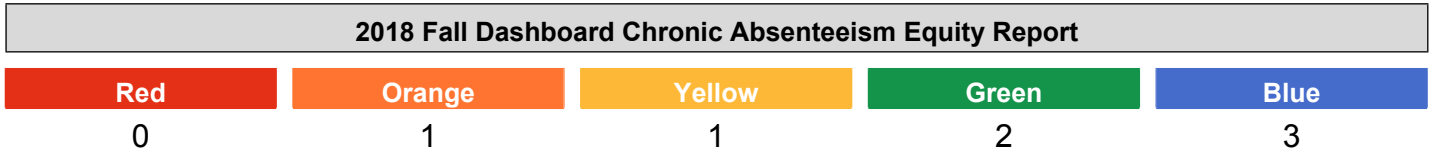
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green	 Green	 No Performance Color
3.8% chronically absent	3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 1.5%	Declined 6.8%	1 students
813 students	99 students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Green	 Blue
Less than 11 Students - Data Not Displayed for Privacy	6% chronically absent	4.6% chronically absent
1 students	Declined 2.4%	Declined 4.6%
	215 students	153 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Orange 7.3% chronically absent Increased 4.6% 41 students	 No Performance Color 0% chronically absent Maintained 0% 26 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 4% chronically absent Declined 5.3% 251 students	 Blue 0% chronically absent Maintained 0% 82 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Yellow 4.5% chronically absent Increased 0.6% 398 students

Conclusions based on this data:

1. We strive to create an atmosphere that students want to be a part of. As an IB School, our Units of Study foster inquiry and are project based which is very meaningful and relevant for students. Our student attendance rates reflect this work. However, when there are students who have difficulty attending school, our Coordinated Services Team (COST) meets to provide assistance to students and families to improve attendance. We have reduced the number of students who are chronically absent from the previous school year, at the same time our student enrollment was increasing.
2. Although most student subgroups have shown improvement in the area of Chronic Absenteeism, our Asian and White subgroups have not experienced similar improvement. Individual students will be identified to provide extra support through our COST process and our Student Attendance and Review Team (SART) as a means of improving school attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

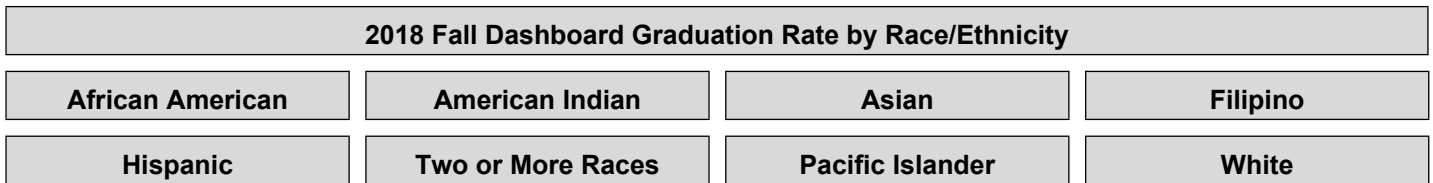
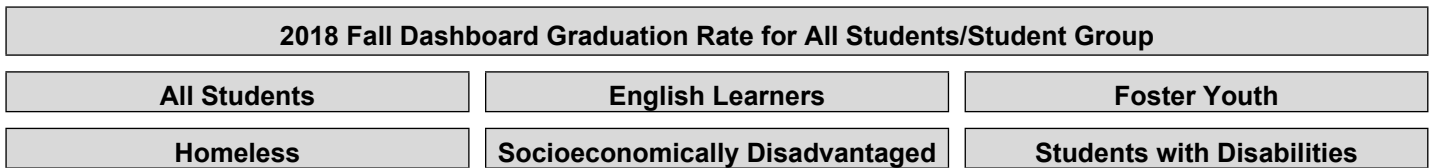
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

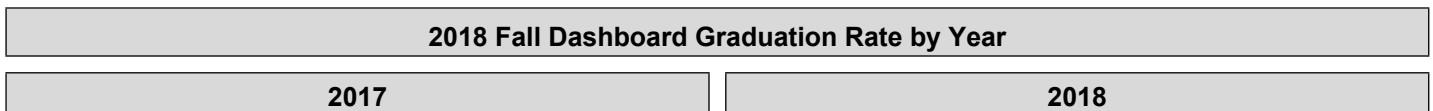
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

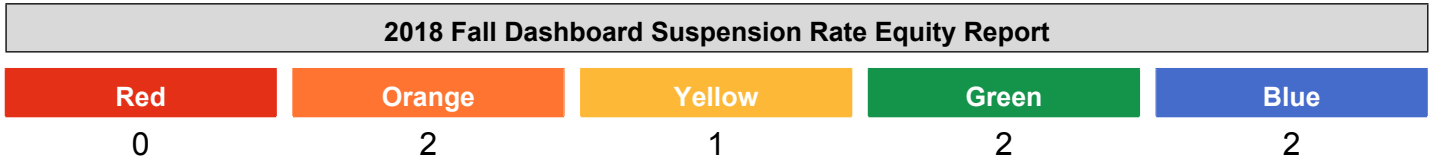
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>1.2% suspended at least once</p> <p>Declined -1.1%</p> <p>823 students</p>	<p>English Learners</p>  <p>Orange</p> <p>2% suspended at least once</p> <p>Increased 1%</p> <p>100 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>2.3% suspended at least once</p> <p>Declined -2.8%</p> <p>220 students</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>3.2% suspended at least once</p> <p>Declined -1.6%</p> <p>154 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 10 students	 No Performance Color Less than 11 Students - Data 1 students	 Blue 0% suspended at least once Declined -2.7% 43 students	 No Performance Color 0% suspended at least once Maintained 0% 26 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 2% suspended at least once Declined -0.8% 253 students	 Orange 1.2% suspended at least once Increased 1.2% 82 students	 No Performance Color Less than 11 Students - Data 4 students	 Blue 0.7% suspended at least once Declined -1.5% 404 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2.4% suspended at least once	2.3% suspended at least once	1.2% suspended at least once

Conclusions based on this data:

- Overall our student suspension rate is in the green color performance (1.2%) level, a decrease of 1.1% when compared to the previous school year. Our Asian, Filipino, White, and English Learner student groups had the lowest percentage of suspensions. Our Socioeconomically Disadvantaged and Students with Disabilities student groups had the highest percentage of suspensions.
- The current green color-coded status has improved when compared to the previous year's State indicator. Our Socioeconomically Disadvantaged, Asiain, and Students with Disabilities student groups decreased significantly from the previous year, however our English Learner student group increased by 1% and students reporting Two or More Races increased by 1.2%, all other student groups maintained or declined from the previous year. Student behavior continues to be an area of focus as we continue implementation of our Multi-tiered Systems of Support (MTSS) to ensure that we support students with academic, behavior and social-emotional skills that will lead to school success.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Subject: Academics

Goal Statement

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

Basis for this Goal

Smarter Balanced Assessment
 District Writing Assessment
 ELPAC
 EL Reclassification
 Other local assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Smarter Balanced Assessment Performance Summary for English Language Arts and local assessment data using Developmental Reading Assessment and Individual Reading Inventory.	63% of all students tested (Grades 3-8) met or exceeded ELA standards. 83% of all students met grade level proficiency in reading comprehension using DRA and IRI assessments at the end of the 2018-19 school year.	10% increase in percentage of students who score meeting ELA standards using Smarter Balanced Assessment Performance Summary data. 85% of all students will meet grade level proficiency in reading comprehension as measured by DRA and IRI Assessments.
Smarter Balanced Assessment Performance Summary for Mathematics	47% of students tested (Grades 3-8) met or exceeded Math standards.	A 10% increase in percentage of students who score meeting or exceeding Math standards.
District Writing Assessment	81% of students demonstrated improved writing scores as measured by District Writing Assessment during 2018-2019 school year.	All students will improve their writing score by one point or achieve a score of 3 or higher by the end of the academic years, as measured by the District Writing Assessment.

Planned Strategies/Activities

Strategy/Activity 1

Focus Area: Reading Comprehension
 During the 2019-2020 school year, our staff will implement evidenced-based conversations using literary and informational texts school-wide, specifically focused on Reading Literature (RL1) and Reading Informational (RI1) Standards (Key ideas and details). Students will increase vocabulary by reading increasingly complex texts.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/20/2019 – 6/6/2020

Person(s) Responsible

Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Provide literacy screening assessments to identify students in need of literacy intervention. Develop a schedule that allocates time for reading intervention, including English Language Development for English Learners. Literacy groups emphasizing differentiated reading comprehension, word analysis, sequencing, fluency, vocabulary expansion, and guided reading will be implemented. Student progress will be monitored every 6-8 weeks.
Amount	6,500
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release time through substitutes or teacher hourly pay to participate in professional development to complete IB Self-study which includes revising IB Units of Study and analyzing IB Criteria through the IB Self Study Questionnaire.
Amount	1,500
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Release time through substitutes for teachers to participate in professional development or observe effective instructional practices in reading, writing, and math to support implementation of the IB Programme of Inquiry for EL, SED and foster youth, and at-risk students.
Amount	1050
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Purchase additional Units of Study in Phonics to support Teachers College Reading and Writing Units of Study Grade 2.
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 2

Focus Area: Mathematics

During the 2019-20 school year, our staff will implement evidenced-based conversations to communicate results of student investigations and mathematical thinking, using District-adopted textbooks. Students will produce coherent

writing in math and use mathematical vocabulary to justify their conclusions and communicate their mathematical reasoning. Teachers will design opportunities for students to use technology to research, problem-solve, and analyze data. A focus on fostering a growth mindset and including visual Mathematical strategies offered provided by Jo Boaler's YouCubed website at all grade levels.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/20/2019 – 6/6/2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3500
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Purchase scheduling program (FLEXISched) to organize middle school FLEX/Intervention period within the school day for middle school students at risk of failing or to reinforce math concepts taught in class.
Amount	3500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	License renewal of reading and math computer programs (examples: Reading Eggs and Math Seeds) which provide students with an interactive approach to maintain skills or provide students with additional practice.
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 3

Focus Area: Writing

Joe Michell staff will continue to advance writing scores by differentiating instruction for all students. All students will improve their writing score by one point or achieve a score of 3 or higher by the end of the academic year, as measured by the District Writing Assessment.

During the 2019-20 school year, our staff will continue implementing a Writer's Workshop model to implement Teachers' College Units of Study or Benchmark Advanced curriculum using literary and informational texts school-wide. Evidenced-based writing will be used in all content areas. Increasing the use of technology in all grades to support students typing and keyboarding skills necessary for using Google Docs and other related programs and focused English Language Development (ELD) to include academic vocabulary and sentence frames to support our EL students.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/20/2019 – 6/6/20120

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1050
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchase additional Units of Study in Phonics to support implementation of Teachers' College Reading and Writing Units of Study in 2nd Grade.
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 4

Focus Area: Articulation

The goal is to create a learning environment in which the aims and values of IB and District goals are evident in every classroom. Increase collaboration to support staff through implementation of California State Standards, District goals, and IB requirements.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/20/2019 – 6/6/2020

Person(s) Responsible

Principal, Teachers, and IB Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Joe Michell IB/Instructional Leadership Team attended the District Leadership Institute in August and identified two areas: 1) IB Self Study for reauthorization and 2) MTSS - Multi-tiered Systems of Support as areas to focus our collaboration meeting time. This team will meet 12 times throughout the school year to lead the Professional Learning Community (PLC) meetings. The PLC structures are used to articulate goals among grade levels and vertically within the school (PYP and MYP)
Amount	0
Source	None Specified

Budget Reference	None Specified
Description	Teachers and staff will meet with the IB Coordinator to reflect and refine IB Unit Planners. The IB Programme of Inquiry is revisited each year to ensure articulation of IB Units across the PYP. Approaches to Learning Skills will be aligned between both IB Programmes as well.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	The IB Coordinators at Joe Michell and Granada will collaborate to ensure articulation between both IB School and Programmes. Staff will collaborate with high school staff to connect both IB Programmes as well as academic subject areas.
Amount	750
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release time through substitutes for teachers to attend IB Training.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Conditions for Learning

Goal Statement

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

Basis for this Goal

Fitnessgram – Grades 5, 7 and 9
 Healthy Kids Survey – Grades 5, 7, 9 & 11 (every other year)
 Annual attendance rate/chronic absenteeism
 Suspension rate
 SWIS Data
 Parent Engagement Survey
 Other local measures

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Physical Fitness Test Assessment	51% of 5th grade and 68% of 7th grade achieved the Healthy Fitness Zone	Increase the percentage of students achieving the Healthy Fitness Zone to 70%
Annual Attendance Rate	Elementary 97.20% Middle School 96.30% Chronic Absenteeism 2.46% school wide	Actual Attendance 98%
Suspension Rate	Suspension rate 1.2%	Reduce suspension rate for specific student subgroups
Healthy Kids Survey - Grades 5 and 7 (every other year)	83% of 5th graders feel safe at school and 91% report students are treated with respect. 79% of 7th graders perceive school being safe or very safe and 89% report moderately high or high level of caring adult relationships at school.	Maintain a high level of safety and level of caring adult relationships for all students as evidenced by increasing Healthy Kids Survey to 90% for both 5th and 7th grade students.

Planned Strategies/Activities

Strategy/Activity 1

Focus Area: Character Education/ Suspensions/ Diversity Appreciation/ Respectful and Inclusive
 The ethical quality of the school community will improve through implementation of IB Learner Profile and participation in the IB Action with emphasis on the culminating 5th grade Exhibition and 8th grade Community Projects. The

Advisory period for middle school will help develop the Approaches to Learning skills which will support students' social and emotional growth as well.

The goal is to create a learning environment in which the aims and values of IB are evident, thereby reducing the number of discipline suspensions and support the social emotional needs of our students.
All students feeling safe at school by implementation of Choose Love Social Emotional curriculum school wide.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/20/2019 – 6/6/2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	300
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Staff will continue to reinforce the IB Learner Profile traits and make links throughout the IB Units of Inquiry. Communication of each Learner Profile trait and IB Approaches to Learning Skills through newsletters, notes homes, email, website, etc.
Amount	14,100
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Kid Connection will be provided to support English Learners, Socioeconomic Disadvantaged, Foster Youth, and At-risk students with social and emotional skills necessary to be successful learners.
Amount	4550
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Purchase literature titles that support the implementation of Choose Love Social and Emotional curriculum and IB Units of Study.

Strategy/Activity 2

Focus Area: Attendance/Chronic Absenteeism

To create a school environment that encourages student attendance through positive reinforcement and support for families who have challenges that interfere with consistent school attendance.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/20/2019 – 6/6/2020

Person(s) Responsible

Administrator/ Child Welfare and Attendance Liaison (CWA) Office Specialist

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	The Coordinated Services Team will closely monitor students' attendance. Parents/Guardians whose children have an excessive number of tardies or absences will be contacted. When necessary, School Attendance and Review Team (SART) meetings will be scheduled so strategies can be discussed and agreed upon by all team members, including parents/guardians. Parents/guardians will be strongly urged to use the school district calendar to plan family vacations.

Strategy/Activity 3

Focus Area: Physical Fitness

Increase the percentage of students passing at least 5 of the 6 Healthy Fitness Zone standards to 70% by increasing the opportunities for students to be physically active at school.

Students to be Served by this Strategy/Activity

All students.

Timeline

8/20/2019 – 6/6/2020

Person(s) Responsible

Principal, Vice Principal, Teaching staff, and Yard Duty Supervisors

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Ensure physical education is available to students in accordance with CA required minutes: 200 minutes per 10 days for elementary grades and 400 minutes per 10 days for middle school grades. Include physical health as part of the IB Learner Profile trait: Balanced.
Amount	0
Source	None Specified
Budget Reference	None Specified

Description

Increase the number of middle school students participating in school sports teams such as volleyball, basketball, and track. Organize noon-time activities that require students to be physically active during lunch recess such as sports tournaments, volleyball, kickball and basketball games.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source None Specified

Budget Reference None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount 0

Source None Specified

Budget Reference None Specified

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Parent and Community Engagement and communication

Goal Statement

Focus Area: Enhance parent and community engagement and communication.

Basis for this Goal

Teachers utilizing on-line communication/gradebook
Parent participation on site committees
Other local measures

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Participation on site committees and school events.	66% of parents report volunteering in class or on field trips 17% of parents report participating on School or District Committees 44% of parents are satisfied with school/home communication	Increase parent participation at school events and committees, including Friends of Joe Michell, English Language Advisory Committee , School Site Council by 10%.

Planned Strategies/Activities

Strategy/Activity 1

We will encourage parent/guardian, family, and community involvement in school throughout a variety of activities. Increase communication through a variety of methods to enhance school/community involvement. Engage students and families to complete survey to provide feedback for IB re-authorization visit in the Spring of 2020.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/20/2019 – 6/6/2020

Person(s) Responsible

Principal, Teachers, students and families

Proposed Expenditures for this Strategy/Activity

Amount

300

Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	We will inform and invite school community to attend Back to School Night, Open House, Family Literacy, Family Science, Multicultural Night as well as other school community events. Interpreters for parents' meetings, Individual Education Plan meetings, and childcare will be provided when needed.
Amount	300
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Informational events that inform families about our IB Programmes and community events celebrating the diversity within our school. IB Brochures and pamphlets that inform parents/guardians about our IB Primary Years and Middle Years Programmes as well as materials for cultural displays will be provided.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Goal setting conferences will be scheduled in the fall and the spring to establish student goals and report on student progress.
Amount	1,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for parent information events such as Family Literacy, Family Math, Family Science and Bedtime Books for SED, EL, Foster Youth, and At-risk students that support IB Reading, Writing, and Math instruction at home.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
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Budget Reference	None Specified
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
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Budget Reference	None Specified
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Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Smarter Balanced Assessment Performance Summary for English Language Arts and local assessment data using Developmental Reading Assessment (DRA) and Individual Reading Inventory (IRI).	85% of all students will meet grade level proficiency in reading comprehension as measured by DRA and IRI Assessments. 10% increase in percentage of students who score meeting ELA standards using Smarter Balanced Assessment Performance Summary data.	Nearly met: 83% of students met grade level proficiency in reading comprehension as measured by DRA and IRI Assessments. Only 3% increase in percentage of students who scored meeting ELA standards using Smarter Balanced Assessment Performance Summary data.
Smarter Balanced Assessment Performance Summary for Mathematics	A 10% increase in percentage of students who score meeting or exceeding Math standards using Smarter Balanced Assessment Performance Summary data.	Not met: 2% increase in percentage of students who score meeting or exceeding Math standards using the Smarter Balanced Assessment Performance Summary data.
District Writing Assessment	All students will improve their writing score by one point or achieve a score of 3 or higher by the end of the academic years, as measured by the District Writing Assessment.	Met: 81% of students demonstrated improved writing scores as measured by District Writing Assessment.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Focus Area: Reading Comprehension During the 2018-2019 school year, our staff will implement evidenced-based conversations using literary and informational texts school-wide, specifically focused on Reading Literature (RL1) and Reading Informational (RI1) Standards (Key ideas and details). Students will increase vocabulary by reading increasingly complex texts.	Our staff implemented evidenced-based conversations using literary and informational texts school-wide, and in all subject areas, specifically focused on Reading Literature (RL1) and Reading Informational (RI1) Standards (Key ideas and details). Staff also focused on increasing vocabulary by reading increasingly complex texts in all subject areas.	Provide literacy screening assessments to identify students in need of literacy intervention. Develop a schedule that allocates time for reading intervention, including English Language Development for English Learners. Literacy groups emphasizing differentiated reading comprehension, word analysis, sequencing, fluency, vocabulary expansion, and guided reading will be	No cost 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		implemented. Student progress will be monitored every 6-8 weeks. 0	
		Release time through substitutes or teacher hourly pay to participate in professional development to complete IB Self-study which includes revising IB Units of Study and analyzing IB Criteria through the IB Self Study Questionnaire. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 6,500	Release time through substitutes or teacher hourly pay to participate in professional development to complete IB Self-study which includes revising IB Units of Study and analyzing IB Criteria through the IB Self Study Questionnaire. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 6,100
		Release time through substitutes for teachers to participate in professional development or observe effective instructional practices in reading, writing, and math to support implementation of the IB Programme of Inquiry for EL, SED and foster youth, and at-risk students. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 1,500	Release time through substitutes for teachers to participate in professional development or observe effective instructional practices in reading, writing, and math to support implementation of the IB Programme of Inquiry for EL, SED and foster youth, and at-risk students. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 1,000
Focus Area: Mathematics During the 2018-19 school year, our staff will implement evidenced-based conversations to communicate results of student investigations and mathematical thinking, using District adopted textbooks. Students will produce coherent writing in math and use mathematical vocabulary to justify their conclusions and communicate their	Our staff implemented evidenced-based conversations to communicate results of student investigations and mathematical thinking, using District-adopted textbooks. Teachers added additional mathematics practice in the form of games and/or computer programs to maintain skills and build fluency in math. Students produced coherent writing	Certificated Teacher to provide 125 hours of after school math intervention to 6th - 8th grade students who scored "not met" on the District Math Final or CAASPP summative assessment. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4,000	We were unable to hire a teacher for this math intervention. Our School Site Council voted to change our plan to include release time for teachers to improve their IB Units. Our Math teachers used this opportunity to incorporate more strategies to math reasoning skills. 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>mathematical reasoning. Teachers will design opportunities for students to use technology to research, problem-solve and analyze data.</p>	<p>in math and used mathematical vocabulary to justify their conclusions and communicate their mathematical reasoning. Teachers designed opportunities for students to use technology to research, problem-solve and analyze data. Middle school teachers provided students with real-world applications as part of their IB Unit Assessments which included math skills, analyzing data, math reasoning and problem-solving skills.</p>	<p>Subscription of ALEKS Online Math to be used by middle school students at risk of failing or to reinforce math concepts taught in class. 5000-5999: Services And Other Operating Expenditures LCFF 1,700</p> <p>License renewal of reading and math computer programs (examples: Reading Eggs and Math Seeds) which provide students with an interactive approach to maintain skills or provide students with additional practice. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 4,800</p>	<p>LCFF - Supplemental 4,000</p> <p>Subscription of ALEKS Online Math Program used by students to reinforce math concepts taught in class. 4000-4999: Books And Supplies LCFF - Supplemental 1,700</p> <p>License renewal of reading and math computer programs (examples: Reading Eggs and Math Seeds) which provide students with an interactive approach to maintain skills or provide students with additional practice. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 4,500</p>
<p>Focus Area: Writing Joe Mitchell staff will continue to advance writing scores by differentiating instruction for all students. All students will improve their writing score by one point of achieve a score of 3 or higher by the end of the academic year, as measured by the District Writing Assessment. During the 2018-19 school year, our staff will continue implementing a Writer's Workshop model to implement Teachers' College Units of Study or Benchmark Advanced curriculum using literary and informational texts school-wide. Evidenced based writing will be used in all content areas.</p>	<p>Our staff continues to differentiate their instruction to advance writing scores for all students. Most students improved their writing score by one point or achieved a score of 3 or higher, as measured by the District Writing Assessment. Our school site continues the Writer's Workshop model to implement Teachers' College Units of Study or Benchmark Advance curriculum using literary and informational texts school-wide. Evidenced-based writing has been observed in all content areas. We have increased the use of technology in all grades to support students typing</p>	<p>Additional training to support implementation of Teachers' College Units of Study in Phonics for TK/K and 1st Grade Teachers 5800: Professional/Consulting Services And Operating Expenditures LCFF 1,000</p> <p>Purchase additional Units of Study in Phonics to support implementation of Teachers' College Reading and Writing Units of Study in TK-K - 1st Grade. 4000-4999: Books And Supplies LCFF - Supplemental 1,115</p>	<p>Additional training to support implementation of Teachers' College Units of Study in Phonics for TK/K and 1st Grade Teachers 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 1,184</p> <p>Purchase additional Units of Study in Phonics to support implementation of Teachers' College Reading and Writing Units of Study in TK-K - 1st Grade. 4000-4999: Books And Supplies LCFF - Supplemental 1,006</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Increasing the use of technology in all grades to support students typing and keyboarding skills necessary for using Google Docs and other related programs and focused English Language Development (ELD) to include academic vocabulary and sentence frames to support our EL students.</p>	<p>and keyboarding skills necessary for using Google Docs and other related programs as we have increased the number of Chromebooks available for student use. Teachers in grades TK-5 have scheduled 30 minutes of English Language Development (ELD) to include academic vocabulary and sentence frames to support our EL students. English Learners in our middle school grades are supported through their Language and Literature/ Individuals and Society (CORE) classes.</p>		
<p>Focus Area: Articulation The goal is to create a learning environment in which the aims and values of IB and District goals are evident in every classroom. Increase collaboration to support staff through implementation of California State Standards, District goals, and IB requirements.</p>	<p>Our IB Coordinator continues to work with our staff as well as District personnel to create a learning environment in which the aims and values of IB and District goals are evident in every classroom. Increase collaboration to support staff through implementation of California State Standards, District goals, and IB requirements.</p>	<p>Joe Michell IB/Instructional Leadership Team attended the District Leadership Institute in August and identified two areas: 1) IB Self Study for reauthorization and 2) Social/ emotional needs of our students as areas to focus our collaboration meeting time. This team will meet monthly throughout the school year to lead the Professional Learning Community (PLC) meetings. The PLC structures are used to articulate goals among grade levels and vertically within the school (PYP and MYP) None Specified None Specified 0</p> <p>Teachers and staff will meet with the IB Coordinator to reflect and refine IB Unit Planners. The IB</p>	<p>No cost 0</p> <p>No cost 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>Programme of Inquiry is revisited each year to ensure articulation of IB Units across the PYP. Approaches to Learning Skills will be aligned between both IB Programmes as well. None Specified None Specified 0</p>	
		<p>The IB Coordinators at Joe Michell and Granada will collaborate to ensure articulation between both IB School and Programmes. Staff will collaborate with high school staff to connect both IB Programmes as well as academic subject areas. None Specified None Specified 0</p>	<p>No cost 0</p>

Analysis

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

The increase in student achievement in English Language Arts and Mathematics using the Smarter Balanced Performance Summary data could be the result of our consistent focus within both Reading, Writing and Mathematics, specifically the evidenced based conversations and writing in all content areas. Drawing conclusions, communicating and justifying their results required students to think critically, and apply the vocabulary learned within each content area. Although we did not meet the 10% targeted improvement in both ELA and Mathematics, more students moved from Standard Not Met when compared to the previous school year which is steadily reducing the learning achievement gap for our student subgroups. This year, TK-5 grade teachers implemented a new district adopted textbook, Benchmark, which provided new curriculum for students in reading and writing as well as English Language Development for our English Learner students. As a staff, we plan to continue exploring how we can best utilize these curriculum materials to differentiate and better meet the academic needs of our students.

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

In addition to our academic goals, we are in the process of completing our IB Self - Study in preparation for our IB re-authorization visit. Meeting in grade-level teams in both the Primary Years and Middle Years Programme has provided a consistent focus on student outcomes and an opportunity to evaluate and reflect upon our instructional practices to address the Standards embedded within our IB Programme of Inquiry.

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

We had hoped to provide extra math support for our middle school students using the ALEKS Math program, however, securing staffing to monitor this after-school program was challenging. From this experience, our staff has agreed to implement and pilot a FLEX/Intervention period that occurs during the school day, four days per week to provide additional support for students in both ELA and Mathematics during the 2019-20 school year. Our School Site Council voted to change our plan to include release time for teachers to improve their IB Units. Our Math teachers used this opportunity to incorporate more math reasoning skills and strategies within their IB Units. There was a minor variance between proposed expenditures and estimated actual expenditures. When teacher substitutes were difficult to schedule or unavailable, our staff chose to work outside of the school day to plan and design IB Units.

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.

Our commitment to provide opportunities for students needing additional academic, behavioral, or social emotional support during the school day has become a focus for the 2019-20 school year. We were not able to secure a teacher to provide after school math support, so we have modified our schedule to include a flex period with this in mind. Using a Flex Schedule app will provide flexibility for students to receive academic support in ELA and Math, behavioral/social emotional support through our school counselor and enriching activities that support our Gifted And Talented Education (GATE) students.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Physical Fitness Test Assessment	Increase the percentage of students achieving the Healthy Fitness Zone to 70%	Not met: 60% of 5th and 7th grade students achieved the Healthy Fitness Zone.
Annual Attendance Rate	Actual Attendance 98%	Nearly met: Actual Attendance: Elementary 97.20% and Middle School 96.30%
Suspension Rate	Reduce suspension rate to 1.35%	Met: Suspension rate 1.2%
Healthy Kids Survey - Grades 5 and 7 (every other year)		

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Focus Area: Character Education/ Suspensions/ Diversity Appreciation/ Respectful and Inclusive The ethical quality of the school community will improve through implementation of IB Learner Profile and participation in the IB Action with emphasis on the culminating 5th grade Exhibition and 8th grade Community Projects. The Advisory period for middle school will help develop the Approaches to Learning skills which will support students' social and emotional growth as well.</p> <p>The goal is to create a learning environment in which the aims and values of IB are evident,</p>	<p>One of the strengths of our school is our caring school culture. This is in large part due to the implementation of IB Learner Profile and participation in the IB Action. Our 5th and 8th grade students complete a culminating project at the end of their PYP or MYP Programme that strengthens their commitment to serve our local community or the global community. The Advisory period for middle school helps develop the Approaches to Learning skills which will support students' social and emotional growth through the Choose Love curriculum.</p>	<p>Staff will continue to reinforce the IB Learner Profile traits and make links throughout the IB Units of Inquiry. Communication of each Learner Profile Trait and IB Approaches to Learning Skills through newsletters, notes home, email, website, etc. 4000-4999: Books And Supplies LCFF - Supplemental 300</p> <p>Kid Connection will be provided to support English Learners, Socioeconomically Disadvantaged, Foster Youth, and At-risk students with social and emotional skills necessary to be successful learners. 2000-2999: Classified</p>	<p>Purchased and made posters of the IB Approaches to Learning Skills and IB Learner Profile Trait for classrooms. Communication to parents regarding the IB Programme through newsletters, school events, etc. 4000-4999: Books And Supplies LCFF - Supplemental 250</p> <p>Kid Connection will be provided to support English Learners, Socioeconomically Disadvantaged, Foster Youth, and At-risk students with social and emotional skills necessary to be successful learners. 2000-2999: Classified</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>thereby reducing the number of discipline suspensions by 50% percent and support the social emotional needs of our students. All students feeling safe at school by implementation of Choose Love Social Emotional curriculum school wide.</p>	<p>We have implemented the Choose Love social emotional curriculum school wide from TK-8. As a result, our students have reported feeling safe at school and feel that their are caring adults at school.</p>	<p>Personnel Salaries LCFF - Supplemental 11,000</p> <p>Purchase literature titles that support the implementation of Choose Love Social and Emotional curriculum and IB Units of Study. 4000-4999: Books And Supplies LCFF - Supplemental 8,800</p>	<p>Personnel Salaries LCFF - Supplemental 11,000</p> <p>Purchased literature titles that support the implementation of Choose Love Social and Emotional curriculum and IB Units of Study. 4000-4999: Books And Supplies LCFF - Supplemental 8,100</p>
<p>Focus Area: Attendance/Chronic Absenteeism To create a school environment that encourages student attendance through positive reinforcement and support for families who have challenges that interfere with consistent school attendance.</p>	<p>We implemented a Coordinated Services Team this year to expand our student review process to include our health nurse, school counselor, vice principal, and Child Welfare and Attendance Aide. The purpose of this team is to identify students and families in need of support whether academic, behavioral, or social - emotional that may be impacting their ability to attend school regularly.</p>	<p>The Vice Principal and Office Specialist will closely monitor students' attendance. Parents whose children have an excessive number of tardies or absences will be contacted. When necessary, School Attendance and Review Team (SART) meetings will be scheduled so strategies can be discussed and agreed upon by all team members, including parents. Parents will be strongly urged to use the school district calendar to plan family vacations.</p> <p>None Specified None Specified 0</p>	<p>No cost None Specified None Specified</p>
<p>Focus Area: Physical Fitness Increase the percentage of students passing at least 5 of the 6 Healthy Fitness Zone standards to 70% by increasing the opportunities for students to be physically active at school.</p>		<p>Ensure physical education is available to students in accordance with CA required minutes: 200 minutes per 10 days for elementary grades and 400 minutes per 10 days for middle school grades. Include physical health as part of the IB Learner Profile trait: Balanced. None Specified None Specified 0</p>	<p>No cost None Specified None Specified</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Increase the number of middle school students participating in school sports teams such as volleyball, basketball, and track. Organize noon-time activities that require students to be physically active during lunch recess such as sports tournaments, volleyball, kickball and basketball games. None Specified None Specified 0	No cost None Specified None Specified
		None Specified None Specified	None Specified 0
		None Specified None Specified 0	None Specified None Specified
			No cost 0

Analysis

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

We continue to work to create an engaging and safe learning environment for all students by creating a culture that is caring, compassionate, and collaborative. We do this through our IB mission and philosophy which is evident throughout our campus. Regular Coordinated Services Team (COST) meetings with Administrator, Child Welfare and Attendance Aide, School Nurse, School Counselor, and School Psychologist provided additional supports for students and families who had difficulty maintaining regular school attendance. Our IB Coordinator met regularly with the IB Coordinator at Granada High School to collaborate and ensure clear articulation between both IB Programmes as well as academic subject areas.

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

The total actual attendance was consistent with the previous school year. The elementary grades received the District Attendance Award 6 months out of 11 months during the 2018-19 school year. We continue to see an increase in the number of students participating in after-school sports teams. We have included First Tee golf lessons in our middle school PE Units which resulted in our very first Golf Team at Joe Michell School. Students interested in wrestling were connected with Mendenhall's team so they could participate in the season when we did not have enough interest to form our own team.

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

Minor variances between proposed expenditures and estimated actual expenditures were due to estimating shipping and delivery costs of items purchased.

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 will be adding additional time for Kid Connection so that we can meet the needs of our students. There were students who could have continued after their first round, however, there were other students who also needed support with social emotional skills.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Focus Area: Enhance parent and community engagement and communication.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation on site committees and school events.	Increase parent participation at school events and committees, including Friends of Joe Michell, English Language Advisory Committee, and School Site Council	Met: We observed an increase in parent participation at school events, especially parent information opportunities as well as community events sponsored by Friends of Joe Michell School (FJMS).

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
We will encourage parent, family and community involvement in school throughout a variety of activities. Increase communication through a variety of methods to enhance school/community involvement.	We added Facebook and Blackboard messages to inform and encourage parent/guardian participation at a variety of school/ community events. Bedtime Books provided younger children an opportunity to hear stories read from their teachers while their parents/guardians attended an informational meeting meant for adults.	<p>We will inform and invite school community to attend Back to School Night, Open House, Family Literacy, Family Science, Multicultural Night as well as other school community events. Interpreters for parents' meetings, Individual Education Plan meetings, and childcare will be provided when needed. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 300</p> <p>Informational events that inform parents about our IB Programmes and community events celebrating the diversity within our school. IB Brochures and pamphlets that inform parents about our IB Primary Years and Middle Years</p>	<p>Translation/ Childcare was provided. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 200</p> <p>IB brochures and pamphlets were purchased. 4000-4999: Books And Supplies LCFF - Supplemental 100</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Programmes as well as materials for cultural displays will be provided. 4000-4999: Books And Supplies LCFF - Supplemental 100	
		Goal setting conferences will be scheduled in the fall and the spring to establish student goals and report on student progress. None Specified None Specified 0	No cost 0
		Materials for parent information events such as Family Literacy, Family Math, Family Science and Bedtime Books for SED, EL, Foster Youth, and At-risk students that support IB Reading, Writing, and Math instruction at home. 4000-4999: Books And Supplies LCFF - Supplemental 1,500	Materials for parent information or family learning opportunities were purchased. 4000-4999: Books And Supplies LCFF - Supplemental 1150

Analysis

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

Our Friends of Joe Michell School (FJMS) community organization aligned their mission with the IB mission and philosophy to create a more inclusive community. All families who have children in attendance are automatically members of FJMS. No-cost community events (i.e. Multicultural Night, Fiesta Celebration and Spring Picnic) were organized to encourage families to participate. We used a variety of methods to advertise and communicate with our school families, including social media, which resulted in more participation. Parent information events with topics specifically for adults were paired with our Bedtime Books to provide younger children an opportunity to hear stories read to them while their parents learned about "Teens and Social Media," "Vaping," and "Teen Suicide."

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

FJMS sponsored community events and no-cost community events had the greatest parent participation and attendance (100 - 300 parents). ELAC, and SSC meetings saw few parents participating (5-20). Informational meetings such as IB Parent informational meetings observed average parent participation (50-100 parents). Communication through our newsletter, website, Blackboard, social media and our marquee helped get the information to our families.

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

Minor variances between proposed expenditures and estimated actual expenditures were due to fewer parents participating at meetings that required childcare or interpreters.

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 will continue to add to the variety of ways that we communicate with our school community to increase parent engagement and participation at school.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	38,400.00

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	4,550.00
LCFF - Supplemental	33,850.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	7,250.00
2000-2999: Classified Personnel Salaries	14,100.00
4000-4999: Books And Supplies	8,250.00
5000-5999: Services And Other Operating Expenditures	8,800.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	LCFF	1,050.00
5000-5999: Services And Other Operating Expenditures	LCFF	3,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	7,250.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	14,100.00
4000-4999: Books And Supplies	LCFF - Supplemental	7,200.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,300.00
None Specified	None Specified	0.00

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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Laura Lembo Ed.D	Principal
April Mata	Other School Staff
Katy Nelson	Classroom Teacher
Donielle Machi	Classroom Teacher
Karen Marguth	Classroom Teacher
Kara Armstrong	Parent or Community Member
Tracy Nakamura	Parent or Community Member
Denise VanLeuvan	Parent or Community Member
Laura Maloof- Miller	Parent or Community Member
Laura Gallegos (ELAC)	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

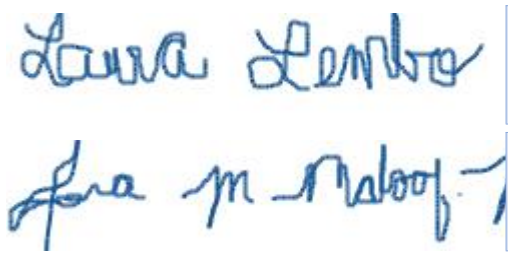
	English Learner Advisory Committee
	Other: IB Steering/ Leadership Committee

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 September 24, 2019.

Attested:



Principal, Laura Lembo Ed.D on 10/30/2019
SSC Chairperson, Lora Maloof-Miller on 10/30/2019

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

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2019-2020 State and Federally – Funded Categorical Programs

Title I, Part A, Improving the Academic Achievement of the Disadvantaged:

Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- *Funds are allocated for kinder readiness, supplemental intervention and summer programs for targeted students, homeless students, professional development, and supplemental instructional materials, **supporting our District SPSA Goals.***
- \$167,625

Title II, Part A, Preparing, Training, and Recruiting High Quality Teachers and Principals:

Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality, increasing the number of highly qualified teachers and principals in the schools, and to hold Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development for new teacher support, to improve teacher and principal quality, and to evaluate the programs designed to increase student achievement, **supporting our District SPSA Goals.***
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- \$154,516

Title III, Language Instruction for Limited English Proficient (LEP) and Immigrant Students:

Provides funding for supplementary programs and services for LEP and immigrant students. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities. *Supplemental materials to support immigrant and EL students.*

- *An additional counselor to meet the unique needs of immigrant students.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, **supporting our District SPSA Goals.***
- \$196,089

Migrant Education

Provides funding for high quality education programs for migratory children and helps ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.

- *Funds are used to identify, recruit, and connect Migrant families to community and district services/support to meet needs such as food, clothing, health care, counseling and academic support. Funds also support professional development, parent education, and preschool education, **supporting our District SPSA Goals.***
- \$228,906

Title IV-A, Student Support and Academic Enrichment:

Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.

- *Funds are allocated for after school elementary math programs for at risk students, professional development and staff training related to mental health topics, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology, **supporting our District SPSA Goals.***
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- 123,890

Livermore Valley Joint Unified School District
2019-2020 Migrant Education Program Site Plan – ALL SITES

The LVJUSD Migrant Education Program (MEP) provides supplementary services for identified Migrant students based on their *Priority for Services Status* and the *Individual Student Needs Assessment* completed by classroom teachers, the MEP Coordinator, Counselor, and Outreach-Recruiters.

Title I Part C funds are used to identify, recruit, and connect Migrant families to community and District support services to meet the unique needs of our Migrant students and families, including but not restricted to food banks, health care, counseling, and high quality academic support during the regular school year and summer intercession. Funds also support parent education, out of school youth and pre-kindergarten education, administration of the program, and program evaluation.

District-wide Migrant Education direct services include:

- Pre-Kindergarten Program – At Marylin Avenue Elementary School, the Migrant Education School Readiness Program (MESRP) incorporates year-round assessment/needs analysis, intervention, research-based instruction for pre-kindergarten students, parent education, and literacy workshops, and a summer Kinder Readiness Academy (KRA) program. At mid-year, *Listos a los Tres! (Ready at Three!)* Program provides research-based, bilingual instruction and experiences for three-year olds and their parents. Region 1 provides professional development for Pre-Kindergarten teachers and paraprofessionals.
- K-8 After-School Academic Support Programs – At Marylin Avenue and Junction K-8, Migrant students are provided with supplemental intervention and academic support and materials in English Language Arts and Math during the regular school year and summer school.
- High School After-School Academic Support Program – Granada High School provides Migrant high school students with supplemental intervention and academic support and materials in English/Language Arts, Math, and other curricular areas as needed during the regular school year.
- High School Credit Recovery Programs –*Edgenuity* and *Cyber High*-- provide free online credit recovery and materials for Migrant high school students not on track for graduation with their peers. Online credit recovery classes are available during the regular school year and summer school.
- Migrant Middle and High School Debate Teams – At Granada High School and Junction K-8, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and presentation skills, in both English and Spanish, and support student participation in the regional and State debate competitions.
- Parent Advisory Committee (PAC) – PAC meets six times per year at Marylin Avenue Elementary School and provides all Migrant parents a supportive network and information on community and district services, including graduation requirements, parents' rights, school involvement, health issues, Adult Education classes, high school diploma and General Education Development (GED) classes. PAC officers are elected annually and receive guidance from Migrant Education Program (MEP) Region 1 at the Santa Clara County Office of Education (SCCOE).
- Our District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and District services, provide intervention program information, facilitate parent meetings, and conduct program evaluations for the Region and State. With support and training from MEP Region 1 at SCCOE, the annual Migrant Education Program District Service Agreement (DSA) describes, in detail, the goals, services, and budgets LVJUSD will utilize to meet the needs of our Migrant students and families.

Appendix D: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Federal Programs		Allocation
	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$
X	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$2,000
Total amount of federal categorical funds allocated to this school		\$2,000

State Programs		Allocation
X	Local Control Funding Formula (LCFF) Base Purpose: Support the needs of all students and student groups	\$71,932
X	Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$37,050
Total amount of federal categorical funds allocated to this school		\$108,982

Local Funding		
X	Technology Funds – Local Parcel Tax	\$14,004

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

Projected LCFF Supplemental Funds \$37,050

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

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Timeline	Person(s) Responsible	Estimated Cost	Target Population
<u>Improvements or enhancement in instruction:</u>				<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
1. Kid Connection will be provided to support English Learners (EL), Socio-economically Disadvantaged students (SED), Foster Youth, and at-risk students with social and emotional skills necessary to be successful learners. This adds 1.5 days beyond District provided day.	August 2019 to June 2020	Principal and Kid Connection staff	14,100	
2. By June 2020, three credentialed teachers will provide targeted reading instruction during the school day to Kindergarten, 1st, and 2nd grade students who scored below benchmark on letter recognition and/or below benchmark on the Developmental Reading Assessment (DRA) fall assessments. As a result of this intervention, 80% of these students will score at benchmark on these skills as measured by Basics Phonics Skills Test (BPST) and DRA assessments.	August 2019 to June 2020	Principal and grade level teachers	\$0	
3. By June 2020, three certificated teachers will provide targeted reading instruction during the school day to 3rd, 4th, and 5th grade students who scored below benchmark on the Individual Reading Inventory (IRI) fall assessments. During this intervention, students will focus on reading comprehension and fluency. As a result, 80% of these students will increase their performance as measured by IRI.	August 2019 to June 2020	Principal and grade level teachers	\$0	
4. By June 2020, Middle School Flex period (25 min.- 4 days per week) for will be used for both English Language Arts(ELA) and Math Intervention for students during the school day who have scored “Not Met” on assessments such as District Writing and Math Final and ELA and Math CAASPP. As a result, 80% of these students will increase their performance on the District Writing and Math Finals, spring 2020.	August 2019 to June 2020	Principal and middle school teachers	\$0	
<u>Total:</u>			14,100	

<u>Supplemental materials, computers, software, books, supplies may be purchased:</u>				<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
1. Purchase literature titles that support the implementation of Choose Love social and emotional curriculum and International Baccalaureate (IB) Units of Study by providing books at different lexile levels.	August 2019 to June 2020	Principal	\$4,550	
2. Purchase additional Units of Study in phonics to support Teachers College Reading and Writing Units of Study Grade 2 to support struggling readers and writers.	August 2019 to June 2020	Principal	\$1,050	
3. Scheduling program (FLEXISched) to organize middle school FLEX/ Intervention period to support students at risk of failing.	August 2019 to June 2020	Principal	\$3,500	
4. License renewal of reading and math computer programs (examples: Reading Eggs, Math Seed, Zingy Learning) which provide students with an interactive approach for the purpose of intervention or maintenance of skills.	August 2019 to June 2020	Principal	\$3,500	
		<u>Total:</u>	8,054.55	
<u>Staff Development and Professional Collaboration, training costs, substitute costs:</u>				<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
1. Release time or hourly pay for teachers to complete IB Self-Study which includes revising IB Units of Study and analyzing IB Criteria through the IB Self Study Questionnaire. Part of the IB Unit planning includes teachers designing strategies to differentiate their instruction to better meet the needs of their EL students. (1 sub day per teacher per grade level or subject area for total of 43 subs days)	August 2019 to June 2020	Principal and IB Coordinator	\$6,500	
2. Release time for teachers to observe effective instructional practices in reading, writing, and mathematics to support the implementation of the IB Programme of Inquiry for EL, SED and foster youth, and at-risk students. (1 sub day for 10 teachers)	August 2019 to June 2020	Principal and Teachers	\$1,500	
3. Release time for teachers to attend IB Training. (1 sub day for 5 teachers)	August 2019 to June 2020	Teachers	\$750	
		<u>Total:</u>	8,750	
<u>Parent Involvement:</u>				<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
1. Parent information events for SED, EL, Foster Youth, and At-risk students that support IB – Reading and Math instruction at home.	August 2019 to June 2020	Principal	\$1,000	

2. Interpreters for parents' meetings, Individual Education Plan meetings and childcare.	August 2019 to June 2020	Principal	\$300	
3. Translating Home/School communication and documents for non-English speaking families.	August 2019 to June 2020	Principal	\$300	
<u>Total:</u>			1,600	
<u>Grand Total:</u>			32,504.55	

Appendix H

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

PROGRAM DESCRIPTION:

The needs of GATE students will be met through differentiated instruction in the classroom as part of the IB Primary Years and Middle Years Programmes.

Staff development will be organized to support differentiated instruction.

Michell TK-8 students will participate in the District GATE workshops, Michell After-school Enrichment programs, Middle School Advisory and Clubs.

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

PROGRAM DESCRIPTION:

During the 2019-20 school year, technology will be used in classrooms to enhance learning through instruction. Funding for technology will be used to maintain the current mobile Chromebook carts, STEM/Design labs, teacher laptops, and software updates.

Some examples include:

1. Purchase Google Chrome Books for student use in classrooms and Smarter Balanced State Assessment.
2. Purchase educational software site licenses, i.e., Reading Eggs, Math Seeds and Zingy Learning.

Appendix I

Livermore Valley Joint Unified School District ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN 2019-20

Elementary School Name: Joe Michell School Date October 1, 2019 English Learner Liaison: Ashley Furlong

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

- Guidelines:
- **Benchmark Advance ELD** component must be used K-5
 - Focus on **ELD standards**, not a unit or theme
 - Small groups should be kept to a maximum of 6 students
 - 30 minutes of **Designated ELD** instruction per day (5 days a week)
 - May be scheduled during reading and writing block (15 minutes/level)
 - Students grouped by ELD Standards Proficiency Levels (Emerging (Em), Expanding (Ex), Bridging (Br))

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
TK	Mary Steeley	Em	M-F 9:10 – 10:00 am	
K	Bobbi Byrnes	Br Em	M-F 9:00 – 10:00 am	M-F 10:30 – 11:35 am and 11:15 - 11:45 am
	Valerie Talley	Br Ex	M-F 9:00 – 10:00 am	M-F 10:30 – 11:35 am and 11:15 - 11:45 am
First	Donielle Machi	Em Ex	M,T,W, Th, F 9:30 – 10:00 am and 1:30 - 2:15 pm	M,T, W, Th, F 8:45 – 9:30 am
Second	Katie Cortez	Br	M-F 10:30 – 11:30 am	11:30 - 12:10 pm
	Cathie Corsaro	Br Ex	M-F 10:30 – 11:30 am	11:30 - 12:10 pm
	Jennifer Jow	Em	M-F 10:30 – 11:30 am	11:30 - 12:10 pm
Third	Luann Zeterberg	Ex	M-F 10:35 – 11:30 am	M-F 11:30 – 12:30 pm

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
	Ashley Furlong	Ex	M-F 10:35 – 11:30 am	M-F 11:30 – 12:30 pm
Fourth	Julie Ashworth	Em	M, T, W, Th, F 11:15 – 11:45 am	
	Emily Matthews	Em	M, T, W, Th, F 11:15 – 11:45 am	
Fifth	Marigrace Parker	1st Tri – Ex 2nd Tri – Em 3rd Tri – Br	M, T, Th, F 11:50 – 12:30 pm	
	Anna Macintire	1st Tri – Br 2nd Tri – Ex 3rd Tri – Em	M, T, Th, F 11:50 – 12:30 pm	
	Barry Montgomery	1st Tri – Em 2nd Tri – Br 3rd Tri – Ex	M, T, Th, F 11:50 – 12:30 pm	