

Joe Michell School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

School Name	Joe Michell School
Street	1001 Elaine Avenue
City, State, Zip	Livermore, CA 94550
Phone Number	(925) 606-4738
Principal	Laura Lembo Ed.D
Email Address	llemb@lvjUSD.org
School Website	https://www.livermoreschools.org/michell
County-District-School (CDS) Code	01-61200-6001291

2022-23 District Contact Information

District Name	Livermore Valley Joint Unified School District
Phone Number	(925) 606-3200
Superintendent	Chris Van Schaack
Email Address	cvanschaack@lvjUSD.org
District Website Address	www.livermoreschools.org

2022-23 School Overview

Core Values for Teaching and Learning

PREAMBLE

The Governing Board of the Livermore Valley Joint Unified School District (LVJUSD) embraces as our mission that each student will graduate with the skills needed to contribute and thrive in a changing world and pledges:

- To continually develop and support a high-quality staff that is committed to innovative teaching.
- To insist on continuous improvement to ensure successful learning outcomes for all LVJUSD students.

CORE VALUES

In support of our District's mission, our Superintendent and staff will adhere to the following core values for teaching and learning:

- LVJUSD schools will be safe, inclusive, and welcoming for all students and their families.
- LVJUSD will provide current, relevant and engaging instructional materials and strategies that allow students to personalize their educational experience.
- LVJUSD will deliver innovative teaching and professional development that ensures the highest quality instruction that is responsive to each student's needs.
- All LVJUSD students will have equitable access to a wide range of challenging and inspiring courses and specialized programs that prepare students for college and career.

District Mission and Vision Statements

2022-23 School Overview

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

District Goals

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

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

Goal 3: Enhance parent and community engagement and communication.

Principal's Message

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

Joe Michell School has been serving the students in the Livermore community since 1961. In 2010, Joe Michell School was named a California Distinguished School, by then-State Superintendent of Public Instruction Jack O'Connell, on behalf of the California School Recognition Program (CSRP). In 2015, Joe Michell School became authorized as an International Baccalaureate (IB) World School and began providing the Primary Years (PYP) and Middle Years (MYP) Programmes for all students. In 2016, the California Department of Education recognized Joe Michell School as a Gold Ribbon School for outstanding achievement in implementing academic content and performance standards. The State also recognized our school as a Title I Academic Achieving School for success in significantly closing the achievement gap between high- and low-performing students. Joe Michell School has been recognized as a Project Lead the Way (PLTW) Distinguished School consistently since 2017. We continue to provide educational services to all students and effectively utilize resources to improve programs that support student learning. Our teaching staff work collaboratively toward a common goal to improve student learning in the areas of math, English Language Arts, and writing, by providing quality instruction in these subject areas.

School Mission Statement

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

School Motto

Each day, we challenge and inspire each other to love learning and create a better world.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	75
Grade 2	82
Grade 3	80
Grade 4	89
Grade 5	87
Grade 6	84
Grade 7	90
Grade 8	88
Total Enrollment	764

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
American Indian or Alaska Native	0.9
Asian	10.1
Black or African American	1.0
Filipino	3.0
Hispanic or Latino	28.9
Native Hawaiian or Pacific Islander	0.4
Two or More Races	9.9
White	45.7
English Learners	6.3
Foster Youth	0.0
Homeless	0.3
Migrant	0.7
Socioeconomically Disadvantaged	16.0
Students with Disabilities	16.8



A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.40	89.39	546.10	87.09	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	9.20	1.48	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.40	6.46	20.40	3.26	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.26	21.10	3.37	12115.80	4.41
Unknown	1.40	3.84	30.10	4.80	18854.30	6.86
Total Teaching Positions	38.50	100.00	627.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.20	83.25	548.80	86.43	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.50	1.50	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.70	12.68	32.50	5.12	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.38	10.70	1.69	11953.10	4.28
Unknown	0.90	2.64	33.30	5.25	15831.90	5.67
Total Teaching Positions	37.50	100.00	635.00	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.40	4.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.40	4.70

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.10	0.10
Local Assignment Options	0.00	0.30
Total Out-of-Field Teachers	0.10	0.50

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.10	9.50
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.60	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

Our district's selection process includes a committee of teachers, along with parent input. The committee develops evaluation criteria, pilots materials, makes recommendations appropriate to each adoption cycle.

The final book selection is based on input from a district committee. Staff development is provided for all new textbook adoptions. Districtwide adoptions include elementary English language arts and English language development in 2018-19 and secondary in 2019-20, history/social science in 2005-06, elementary science in 2022, grades 6 - 8 science in 2021, grades 9-12 math in 2007-08, grade 6-8 math in 2014, and grade K-5 math and algebra 1 in 2016. Textbooks are available, without charge, for all students. Each student receives a book for his or her own use. Students are responsible for keeping textbooks in good condition and for returning them promptly at the end of the school year.

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

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

Year and month in which the data were collected

10/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2018 Study Sync, McGraw-Hill, 2019	Yes	0
Mathematics	Investigations 3, Pearson 2016 Big Ideas Math: Course 1, Big Ideas Learning 2014 Big Ideas Math: Course 2, Big Ideas Learning 2014 Big Ideas Math: Course 3, Big Ideas Learning 2014 Big Ideas Math: Math Advanced 1, Big Ideas Learning 2014 Big Ideas Math: Math Advanced 2, Big Ideas Learning 2014 Big Ideas Algebra 1, Big Ideas Learning 2016 Big Ideas Math Geometry, Big Ideas Learning 2019	Yes	0

Science	TWIG Science 2022 Discovery Education 2021	Yes	0
History-Social Science	History-Social Science for California, Scott Foresman - Adopted 2006 World History: Medieval and Early Modern Times, McDougal Littell - Adopted 2006 Creating America: A History of the United States; Creating America: Beginnings Through World War I; McDougal Littell - Adopted 2006 History Alive!, TCI - Adopted 2006	Yes	0

School Facility Conditions and Planned Improvements

Student safety is the number one priority at Joe Michell School. The school grounds are clean, safe, and child-friendly. The school has three full-time custodians, including a head day custodian and two night custodians. Custodial staff members work year round to maintain the premises. Yard-duty staff supervise students during lunch recess.

Joe Michell School opened its doors to the community in 1961. The school is made up of five buildings: Building A consists of an office, administrators’ offices, conference room, nurse’s office, classrooms, and staff room. Building B contains classrooms. Building C has a multipurpose room, cafeteria, performance stage, music room, and Kid Connection therapy room. Building D contains classrooms, 4 science labs, and offices. Building G contains our gymnasium, art room and a classroom. Our campus also shares space with Extended Student Services (ESS), a before- and after-school program provided by Livermore Area Recreation and Park District (LARPD).

The school completed modernization in 2006. The Kindergarten playground, first wing of classrooms, and administrative office were completed in January 2006. The second wing and multipurpose room were completed in the fall of 2006. The media center houses both the library and a Makerspace. Our Parent Teacher Organization purchased and installed two shade structures to protect students from the Livermore heat. Tables and age-appropriate chairs were purchased for use in our hallways for volunteer tutors. In 2009, the school upgraded many classroom computers and classroom furniture. We also received donated picnic benches for our middle school students. In 2020, construction began on a new classroom building and middle school gymnasium to support the increase in student enrollment. In August 2021, the new classroom building and gymnasium welcomed students for the very first time.

The addition of Blackboard has improved our ability to communicate with our families. We use this program to inform parents/guardians of school events and student attendance and can provide immediate safety instructions. Our online registration program allows parents/guardians to update their child’s emergency contact information, sign up to volunteer and verify that we have correct information about their child. In 2020, we added Schoology as a tool to support distance learning during the COVID-19 pandemic. Teachers can place classwork assignments, post grades, and communicate with students and parents. Parents can login and immediately view student assignments and grades. The Joe Michell School website provides families with information about current and upcoming events. Social media and our school marquee are also used to provide our families with up to date information related to school events.

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

Measure J funds are being used to:

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

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

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

Year and month of the most recent FIT report	7/26/2022
--	-----------

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None observed
Interior: Interior Surfaces	X			K1 - Crooked Ceiling Tile WO#155745; Library - Stained Ceiling Tiles WO#155744
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None observed
Electrical		X		B Wing - Boys Restroom West light out - WO#155738; B Wing - Girls Restroom West lights out - WO#155740; B-Wing Girls Restroom East light out - missing tombstone - WO #155378; B Wing - Boys Restroom East light out - WO#155738
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None observed
Safety: Fire Safety, Hazardous Materials	X			None observed
Structural: Structural Damage, Roofs	X			None observed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Rm. 17 - needs doorsweep exit door - WO#155741; Rm. 12 needs doorsweep exit door - WO#155741;

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	58	N/A	60	N/A	47
Mathematics (grades 3-8 and 11)	N/A	43	N/A	47	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	524	499	95.23	4.77	57.52
Female	262	246	93.89	6.11	65.45
Male	262	253	96.56	3.44	49.80
American Indian or Alaska Native	--	--	--	--	--
Asian	54	54	100.00	0.00	66.67
Black or African American	--	--	--	--	--
Filipino	17	16	94.12	5.88	37.50
Hispanic or Latino	156	147	94.23	5.77	44.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	56	51	91.07	8.93	74.51
White	232	222	95.69	4.31	62.61
English Learners	25	25	100.00	0.00	12.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	86	96.63	3.37	29.07
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	100	90	90.00	10.00	28.89

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	524	496	94.66	5.34	42.63
Female	262	245	93.51	6.49	44.08
Male	262	251	95.80	4.20	41.20
American Indian or Alaska Native	--	--	--	--	--
Asian	54	53	98.15	1.85	62.26
Black or African American	--	--	--	--	--
Filipino	17	16	94.12	5.88	31.25
Hispanic or Latino	156	146	93.59	6.41	24.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	56	51	91.07	8.93	47.06
White	232	221	95.26	4.74	51.58
English Learners	25	25	100.00	0.00	4.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	86	96.63	3.37	23.26
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	100	88	88.00	12.00	20.45

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	171	156	91.23	8.77	50.64
Female	90	78	86.67	13.33	47.44
Male	81	78	96.3	3.7	53.85
American Indian or Alaska Native	--	--	--	--	--
Asian	23	23	100	0	56.52
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	44	38	86.36	13.64	18.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	13	92.86	7.14	69.23
White	81	73	90.12	9.88	64.38
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	33	31	93.94	6.06	19.35
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	20	90.91	9.09	25

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	98%	99%	100%	98%
Grade 7	100%	100%	99%	97%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Livermore Valley Joint Unified School District (LVJUSD) values active parent engagement and believes that parent involvement is essential to the success of all students. LVJUSD Board Policy 6020(a) states: "The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home."

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

Parents play a critical role in our success. They volunteer in classrooms; serve on our Friends of Joe Michell Committees, International Baccalaureate (IB) Steering Committee, School Site Council (SSC), English Learner Advisory Committee (ELAC),

2022-23 Opportunities for Parental Involvement

District English Learner Advisory Committee (DELAC), and District Local Control and Accountability Plan Committee (LCAP); help with the Gifted and Talented Education (GATE) program; and work in the media center.

For more information on how to become involved, please visit our Friends of Joe Michell website: <https://friendsofjoemichellschool.org>.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	808	796	204	25.6
Female	388	384	100	26.0
Male	420	412	104	25.2
American Indian or Alaska Native	1	1	1	100.0
Asian	88	87	14	16.1
Black or African American	13	13	11	84.6
Filipino	24	24	3	12.5
Hispanic or Latino	232	231	81	35.1
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	82	81	16	19.8
White	365	356	76	21.3
English Learners	59	58	16	27.6
Foster Youth	0	0	0	0.0
Homeless	5	4	4	100.0
Socioeconomically Disadvantaged	149	147	60	40.8
Students Receiving Migrant Education Services	5	5	0	0.0
Students with Disabilities	149	148	49	33.1

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.63	2.30	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.24	0.05	2.64	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.24	0.00
Female	1.29	0.00
Male	1.19	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.27	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.59	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.55	0.00
English Learners	3.39	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.36	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.67	0.00

2022-23 School Safety Plan

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

The school safety plan was reviewed, updated and discussed with the school faculty in August 2022. Our School Safety Committee meets once per trimester to review safety protocols and walk the campus to identify issues to be addressed. Joe Michell School follows our District guidelines for suspension and expulsion.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	4	
1	20	1	3	
2	21	1	3	
3	20	1	3	
4	28	1	2	1
5	20	1	3	
6	18	16	17	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	3	
1	21	1	3	
2	27	1	2	1
3	17	2	3	
4	21	1	3	
5	21	1	3	
6	20	13	19	1

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	6	
1	20	2	9	
2	22	2	9	
3	18	4	9	
4	24	2	9	
5	23	2	9	
6	20	9	20	
Other	30		1	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	764

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,876.98	\$1,985.24	\$6,891.73	\$87,702.67
District	N/A	N/A	\$8,528.74	\$88,368
Percent Difference - School Site and District	N/A	N/A	-21.2	-0.8
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-24.0	-0.7

2021-22 Types of Services Funded

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

District-level advisory committees such as the Local Control Accountability Plan (LCAP) District English Learner Advisory Council (DELAC), Career Technical Education (CTE) Advisory Committee, Technology Committee, Elementary Math Leads, Algebra Task Force, and Special Education Advisory Committee provide input and guidance to ensure compliance and ensure funds are used so that student needs are met. In addition, our District is implementing the LVJUSD Framework for Success. The framework includes Multi-Tiered Systems of Support (MTSS) for students' academic, behavioral, and social-emotional needs.

The following categorical programs provide the following services.

Categorical Program Funding Sources and Services:

- After School Education and Safety (ASES) funds support the Livermore ASES (BELIEVES) program at Marylin Avenue Elementary and Junction Avenue K-8 Schools by providing enrichment opportunities, homework support, and an emotionally and physically safe environment for students.
- Carl D. Perkins Career and Technical Education funds provide professional development, services, materials and resources for career technical education in our high schools.
- Tri-Valley Teacher Induction Program funds provide training and coaching for our new teaching staff and funds professional development.
- Special education funds provide staffing, including program specialists, psychologists, therapists, professional development, transportation, and supplementary materials for special needs students.
- State Assessment Apportionments are used to administer state-mandated assessments.
- Title I: Funds provide resource teachers, supplemental instructional materials and assessments, instructional aides, staff development, and parent involvement.
- Title II: Improving Teacher Quality funds provide high-quality professional development, training, and coaching to certificated staff.
- Title III: English learner funds provide EL programs, services, parent education, professional development, supplemental instructional materials, and support staff to ensure quality programs for English Learner students.
- Title IV: Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.
- Title VI: American Indian funds are used for staffing to support parent education, guest speakers, tutoring, cultural activities, and incentives for Native American students.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,467	\$54,370
Mid-Range Teacher Salary	\$85,590	\$82,681
Highest Teacher Salary	\$107,094	\$106,610
Average Principal Salary (Elementary)	\$134,484	\$135,283
Average Principal Salary (Middle)	\$139,600	\$141,244
Average Principal Salary (High)	\$146,374	\$152,955
Superintendent Salary	\$340,184	\$264,367
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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

During the 2022-2023 school year, relevant and timely professional development will be available and delivered to employees. Three designated professional development days and a flexible professional development day for certificated staff provide the option of individualized professional growth for teachers. Employees will be able to access professional development opportunities through attendance at a conference-style professional development day; attending workshops after the instructional day; or through on-line recorded sessions.

As part of the process used in annually updating our District Professional Development Plan, staff reviewed student academic and Social-Emotional Learning data; as well as reviewed feedback/input from staff from the previous years' PD opportunities. Professional development will primarily focus on effective Tier-I instruction; Tier-II support programs; Positive Behavioral Interventions and Supports (PBIS), student and staff safety; customer service; meeting the needs of students with Individual Education Plans (IEP); effective usage of technology as an instructional tool; effective instructional practices for English learners; and implementation of specialized programs such as Dual Immersion, International Baccalaureate, Advancement Via Individual Determination (AVID), and Advanced Placement programs.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	3