School Year: **2023-24**

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	Donielle Machi
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	November 14, 2023
Schoolsite Council (SSC) Approval Date	October 3, 2023
Local Board Approval Date	November 14, 2023

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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What data did you use to form this goal? Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations. 76

What were the findings from the analysis of this data? Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement. 76

How will the school evaluate the progress of this goal? Local assessments, staff, parent, and student surveys, as well as attendance logs. 76

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.

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

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 establishment 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 TK-8 School is one of the only International Baccalaureate (IB) World Schools in the Livermore Valley Joint Unified School District and Tri-Valley. In a mostly affluent community, 15 % of our students are socioeconomically disadvantaged. 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 794 students. Our student population reflects the diversity of the community surrounding our school. 48% of our students are Caucasian, 29% Hispanic, 19.4% Asian, 3% Filipino, .5% Native Hawaiian, Pacific Islander or Native American, 2.3% African American and 10% report 2 or more races. Joe Michell serves a diverse student population. At this time, 17% of students receive Special Education services and 6% 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, Arabic, Cantonese, Farsi, Punjabi, Filipino/Tagalog, French, Hindi, Italian, Japanese, Korean, Mandarin, Pashto, Romanian, Russian, Spanish, Tamil, Turkish, Vietnamese, and Urdu. Spanish is the second-most common language spoken by our students and their families, and Farsi is another fast-growing mother- tongue language.

The primary language of instruction across our school is English. All students will develop a fluency in English, and all teachers are considered to be language teachers. Joe Michell 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: Student Leadership, Music, Girls Who Code, and Math Counts are a few examples of the opportunities offered. Children in need of academic support are provided with English Language Arts or Math intervention, and 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, a social-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. The IB Coordinator provides ongoing support and professional development opportunities to support implementation of both PYP and MYP Programmes.

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 California Assessment of Student Performance and Progress (CAASPP).

Our Instructional Leadership Team (ILT) meets monthly to plan our professional development for staff meetings and grade-level collaboration. After disaggregating a variety of test data to identify our under-achieving 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 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, developing inquiry- based lessons, and strategies that meet the needs of our English Language Learner students and at-promise students. This year, in particular, we will be learning the IB Approaches to Learning skills to align our IB Units from TK - 8th grade.

- 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. 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 designated 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.

- 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 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 receive an email welcoming them to Joe Michell and provide instructional materials for parents who want to prepare 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 students 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 Years Programme (MYP). 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.
- 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.
- 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 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.
- 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 affect 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.

Under-performing 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 Tri-Valley Regional Occupational Program (TVROP) 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 parent information meetings and school community events. 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 literature 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 (SSC), Eagle Chats, and Grade-Level Parent Ambassadors to encourage involvement and determine how the school can support the needs of the community.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Involvement/Governance

The Instructional Leadership Team (ILT) reviewed student performance data to evaluate areas of strength and areas for improvement. From that analysis, specific improvement goals aligned with our District initiatives are determined. Professional development and staff meeting agendas are aligned with the specific improvement goals.

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.

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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.92%	0.25%	5	7	2
African American	1.2%	1.05%	1.27%	9	8	10
Asian	7.1%	10.08%	11.7%	55	77	92
Filipino	2.8%	3.01%	2.93%	22	23	23
Hispanic/Latino	29.2%	28.93%	28.75%	227	221	226
Pacific Islander	0.3%	0.39%	0.25%	2	3	2
White	48.8%	45.68%	44.4%	380	349	349
Multiple/No Response	10.0%	9.95%	10.43%	78	76	82
			Total Enrollment	778	764	786

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	93	89	95
Grade 1	82	75	74
Grade 2	82	82	79
Grade3	83	80	86
Grade 4	82	89	87
Grade 5	83	87	91
Grade 6	92	84	93
Grade 7	88	90	93
Grade 8	93	88	88
Total Enrollment	778	764	786

Conclusions based on this data:

1. The most recent enrollment data above is 22/23, which is last year's data. I was able to access this year's enrollment data (786 total) and I have drawn conclusions based on this year's enrollment data. 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 due to in large part to the IB Programme. The IB Organization has reauthorized both our Primary Years and Middle Years Programmes until 2025.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	52	48	48	6.70%	6.3%	6.1%
Fluent English Proficient (FEP)	98	100	122	12.60%	13.1%	15.5%
Reclassified Fluent English Proficient (RFEP)	6			11.5%		

Conclusions based on this data:

1. The diversity of languages spoken by our school community is wide-ranging, including the languages of Albanian, Arabic, Cantonese, Farsi, Filipino/Tagalog, French, Hindi, Japanese, Korean, Pashto, Mandarin, Spanish, Tamil, 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) has decreased as our student enrollment has increased over the past five years. Currently, there are fifty-four EL students at Joe Michell School. We observed the greatest impact of in-person learning for our EL students specifically with their listening and speaking skills remarkably improved from the previous year. There was an intentional focus on ELD instruction at Joe Michell School and our students benefited from these actions.
3. English Language Development (ELD) continues to be a schoolwide goal as well as a topic for ongoing professional development for the 2023-24 school year. Supporting teachers to utilize the EL standards and District-adopted ELD curriculum (Lexia and Off to School) will identify best practices to be included in our IB Language Policy.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	77	77	79	70	73	79	70	73	79	90.9	94.8	100.0
Grade 4	79	84	78	68	80	78	68	80	78	86.1	95.2	100.0
Grade 5	76	85	90	68	84	87	68	84	87	89.5	98.8	96.7
Grade 6	85	81	91	75	79	88	75	79	88	88.2	97.5	96.7
Grade 7	86	87	89	71	87	84	71	87	84	82.6	100.0	94.4
Grade 8	90	86	85	79	75	81	79	75	81	87.8	87.2	95.3
All Grades	493	500	512	431	478	497	431	478	497	87.4	95.6	97.1

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2430.	2432.	2448.	27.14	26.03	32.91	27.14	32.88	26.58	22.86	19.18	26.58	22.86	21.92	13.92
Grade 4	2494.	2497.	2503.	29.41	37.50	44.87	30.88	22.50	19.23	22.06	21.25	21.79	17.65	18.75	14.10
Grade 5	2522.	2533.	2530.	22.06	33.33	31.03	38.24	29.76	26.44	25.00	17.86	26.44	14.71	19.05	16.09
Grade 6	2547.	2534.	2553.	24.00	10.13	29.55	29.33	46.84	32.95	34.67	27.85	17.05	12.00	15.19	20.45
Grade 7	2590.	2584.	2596.	23.94	25.29	27.38	43.66	34.48	41.67	21.13	29.89	25.00	11.27	10.34	5.95
Grade 8	2587.	2584.	2585.	24.05	20.00	18.52	32.91	37.33	43.21	29.11	20.00	25.93	13.92	22.67	12.35
All Grades	N/A	N/A	N/A	25.06	25.52	30.58	33.64	33.89	31.79	25.99	22.80	23.74	15.31	17.78	13.88

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	22.86	31.51	24.05	54.29	53.42	67.09	22.86	15.07	8.86
Grade 4	25.00	28.75	29.49	66.18	58.75	62.82	8.82	12.50	7.69
Grade 5	25.00	29.76	27.59	64.71	58.33	57.47	10.29	11.90	14.94
Grade 6	22.67	21.52	27.27	57.33	58.23	52.27	20.00	20.25	20.45
Grade 7	28.17	22.99	32.14	57.75	66.67	61.90	14.08	10.34	5.95
Grade 8	26.58	24.00	24.69	56.96	54.67	64.20	16.46	21.33	11.11
All Grades	25.06	26.36	27.57	59.40	58.58	60.76	15.55	15.06	11.67

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	20.00	9.72	16.46	52.86	65.28	67.09	27.14	25.00	16.46
Grade 4	25.00	20.00	24.36	60.29	70.00	57.69	14.71	10.00	17.95
Grade 5	19.12	22.62	25.29	69.12	64.29	62.07	11.76	13.10	12.64
Grade 6	25.68	8.86	22.73	60.81	77.22	61.36	13.51	13.92	15.91
Grade 7	34.29	29.89	32.14	57.14	52.87	59.52	8.57	17.24	8.33
Grade 8	26.58	28.00	16.05	53.16	50.67	67.90	20.25	21.33	16.05
All Grades	25.17	20.13	22.94	58.74	63.31	62.58	16.08	16.56	14.49

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	15.71	19.18	8.86	68.57	68.49	82.28	15.71	12.33	8.86
Grade 4	17.65	18.75	23.08	70.59	70.00	67.95	11.76	11.25	8.97
Grade 5	8.82	20.24	12.64	82.35	71.43	73.56	8.82	8.33	13.79
Grade 6	21.33	10.13	12.50	66.67	79.75	77.27	12.00	10.13	10.23
Grade 7	12.68	17.24	20.24	78.87	78.16	73.81	8.45	4.60	5.95
Grade 8	25.32	20.00	19.75	65.82	73.33	69.14	8.86	6.67	11.11
All Grades	17.17	17.57	16.10	71.93	73.64	74.04	10.90	8.79	9.86

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	21.43	16.44	18.99	67.14	65.75	64.56	11.43	17.81	16.46
Grade 4	22.06	26.25	15.38	69.12	58.75	76.92	8.82	15.00	7.69
Grade 5	17.65	23.81	22.99	67.65	58.33	67.82	14.71	17.86	9.20
Grade 6	24.00	17.72	28.41	69.33	72.15	61.36	6.67	10.13	10.23
Grade 7	33.80	22.99	25.00	54.93	67.82	70.24	11.27	9.20	4.76
Grade 8	22.78	21.33	24.69	73.42	65.33	69.14	3.80	13.33	6.17
All Grades	23.67	21.55	22.74	67.05	64.64	68.21	9.28	13.81	9.05

Conclusions based on this data:

1. Overall achievement remained similar from the year before, the percentage of students who exceeded the standard and met the standard increased.
2. The implementation of Universal Access time for Kindergarten through 5th grade may have contributed to the increase in ELA scores.
3. Our concentration on working in PLCs may have also contributed to the scores increasing. For the 2023-2024 school year, we are continuing PLC work and focusing more on student achievement.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	77	77	79	69	75	79	69	74	79	89.6	97.4	100.0
Grade 4	79	84	78	68	78	78	68	78	78	86.1	92.9	100.0
Grade 5	76	85	90	71	84	88	71	84	88	93.4	98.8	97.8
Grade 6	85	81	91	73	79	88	72	79	88	85.9	97.5	96.7
Grade 7	86	87	89	72	85	84	72	85	84	83.7	97.7	94.4
Grade 8	90	86	85	79	75	81	79	75	81	87.8	87.2	95.3
All Grades	493	500	512	432	476	498	431	475	498	87.6	95.2	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2422.	2439.	2440.	14.49	22.97	13.92	31.88	32.43	44.30	27.54	22.97	25.32	26.09	21.62	16.46
Grade 4	2504.	2496.	2508.	32.35	24.36	29.49	25.00	30.77	38.46	29.41	30.77	23.08	13.24	14.10	8.97
Grade 5	2490.	2525.	2515.	16.90	28.57	23.86	12.68	21.43	25.00	35.21	23.81	27.27	35.21	26.19	23.86
Grade 6	2501.	2518.	2528.	11.11	18.99	28.41	18.06	12.66	19.32	38.89	34.18	19.32	31.94	34.18	32.95
Grade 7	2525.	2528.	2549.	15.28	10.59	22.62	22.22	24.71	21.43	27.78	36.47	27.38	34.72	28.24	28.57
Grade 8	2537.	2546.	2557.	21.52	14.67	13.58	16.46	24.00	27.16	20.25	21.33	29.63	41.77	40.00	29.63
All Grades	N/A	N/A	N/A	18.56	20.00	22.09	20.88	24.21	28.92	29.70	28.42	25.30	30.86	27.37	23.69

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	15.94	22.97	22.78	55.07	55.41	60.76	28.99	21.62	16.46
Grade 4	38.24	33.33	32.05	44.12	51.28	58.97	17.65	15.38	8.97
Grade 5	16.90	28.57	22.73	39.44	42.86	46.59	43.66	28.57	30.68
Grade 6	2.78	18.99	19.32	59.72	36.71	45.45	37.50	44.30	35.23
Grade 7	18.06	10.59	26.19	51.39	52.94	41.67	30.56	36.47	32.14
Grade 8	15.19	16.00	14.81	49.37	54.67	54.32	35.44	29.33	30.86
All Grades	17.63	21.68	22.89	49.88	48.84	51.00	32.48	29.47	26.10

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	14.49	29.73	24.05	59.42	51.35	59.49	26.09	18.92	16.46
Grade 4	33.82	25.64	24.36	47.06	50.00	61.54	19.12	24.36	14.10
Grade 5	18.31	30.95	18.18	53.52	46.43	65.91	28.17	22.62	15.91
Grade 6	12.50	17.72	18.18	56.94	58.23	55.68	30.56	24.05	26.14
Grade 7	15.28	11.76	20.24	54.17	68.24	55.95	30.56	20.00	23.81
Grade 8	18.99	21.33	23.46	54.43	45.33	59.26	26.58	33.33	17.28
All Grades	18.79	22.74	21.29	54.29	53.47	59.64	26.91	23.79	19.08

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	21.74	28.38	17.72	60.87	54.05	68.35	17.39	17.57	13.92
Grade 4	26.47	23.08	29.49	58.82	64.10	57.69	14.71	12.82	12.82
Grade 5	12.68	21.43	18.18	71.83	63.10	70.45	15.49	15.48	11.36
Grade 6	15.28	17.72	25.00	62.50	62.03	53.41	22.22	20.25	21.59
Grade 7	13.89	8.24	22.62	62.50	72.94	61.90	23.61	18.82	15.48
Grade 8	13.92	16.00	9.88	62.03	61.33	74.07	24.05	22.67	16.05
All Grades	17.17	18.95	20.48	63.11	63.16	64.26	19.72	17.89	15.26

Conclusions based on this data:

1. Overall achievement in math increased by 11% for students exceeding or meeting standards.
2. Overall middle school math classes made significant gains in standard proficient and and standard met.
3. 4th grade students made good gains in exceeded standards and standard met.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	1401.1	*	*	1413.1	*	*	1373.0	6	9	14
1	*	*	*	*	*	*	*	*	*	6	6	*
2	*	*	*	*	*	*	*	*	*	*	7	*
3	*	*	*	*	*	*	*	*	*	8	5	7
4	*	*	*	*	*	*	*	*	*	5	6	6
5	*	*	*	*	*	*	*	*	*	5	*	6
6	*	*	*	*	*	*	*	*	*	7	*	4
7	*	*	*	*	*	*	*	*	*	*	5	*
8	*	*	*	*	*	*	*	*	*	6	*	5
All Grades										48	44	50

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	0.00	*	*	28.57	*	*	50.00	*	*	21.43	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	18.18	22.00	37.50	52.27	32.00	22.92	25.00	38.00	27.08	4.55	8.00	48	44	50

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	7.14	*	*	28.57	*	*	35.71	*	*	28.57	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.50	40.91	36.00	29.17	43.18	38.00	8.33	11.36	16.00	25.00	4.55	10.00	48	44	50

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	0.00	*	*	21.43	*	*	50.00	*	*	28.57	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.25	6.82	6.00	16.67	40.91	22.00	47.92	25.00	46.00	29.17	27.27	26.00	48	44	50

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	7.14	*	*	71.43	*	*	21.43	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	27.27	20.00	62.50	61.36	66.00	20.83	11.36	14.00	48	44	50

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	14.29	*	*	57.14	*	*	28.57	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	56.25	59.09	62.00	18.75	38.64	26.00	25.00	2.27	12.00	48	44	50

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	0.00	*	*	78.57	*	*	21.43	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.51	13.64	10.00	40.43	54.55	58.00	51.06	31.82	32.00	47	44	50

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	42.86	*	*	28.57	*	*	28.57	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	15.91	20.00	54.17	65.91	62.00	33.33	18.18	18.00	48	44	50

Conclusions based on this data:

1. Current ELPAC results are not displayed, however, of the fifty students tested during the 2022-23 school year, most made growth.
2. Of the forty students tested, 100% of 5th grade students scored at or above standard on this assessment. Comparing the previous year's ELPAC data, we have 28 that were at or above standard. Those students were identified for extra support to remediate this performance loss.
3. As a staff, we will continue to meet within grade-level teams to monitor the progress of these students and provide designated English Language Development (ELD) instruction to support them in Listening, Speaking, Reading, and Writing academic areas. Writing is one subject that our grade-level teams have identified as a need for all students as we build their vocabulary through the writing process. Using the district curriculum, Lexia and Off2Class, will help enhance designated ELD time.

School and Student Performance Data

Physical Fitness Test Results (PFT)

Number of Students Tested

Physical Fitness Test Results (PFT) 2017-2018

Number of Students Tested

Total student tested = 96	18%
Aerobic Capacity	95
Body Composition	95
Abdominal Strength and Endurance	96
Trunk Extensor Strength and Flexibility	96
Upper Body Strength and Endurance	96
Flexibility	96

Total student tested = 87	21%
Aerobic Capacity	87
Body Composition	87
Abdominal Strength and Endurance	87
Trunk Extensor Strength and Flexibility	87
Upper Body Strength and Endurance	87
Flexibility	87

Conclusions based on this data:

1. The U. S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2022-2023 school year.
2. Based on 2023, Returning to in person learning for the 2022-23 school year will ensure that students are accessing their physical education instructional minutes.
3. We have seen an increase in sports participation.

California Healthy Kids Survey

Elementary Schools Grade 5:		Table
• School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time”	76 %	4.7
• Feel Safe at School – sites will report percent of students Do you feel safe at school? Students reporting “Yes, most of the time” and “Yes, all of the time”	89 %	4.7
• Students treated with respect – sites will report percent of students Do teachers and other grown-ups at school treat students with respect? Students reporting “Yes, most of the time” and “Yes, all of the time”	94 %	6.1

This assessment is administered every 2 years. The conclusions are based on our most recent California Healthy Kids Survey data.

1. Overall, our fifth grade students report a positive and emotionally safe school environment which supports learning at the highest levels. There is a deliberate focus to create a learning environment in which the aims and values of IB are evident. We have implemented the Choose Love social emotional curriculum school wide.

2. 89% of fifth grade students report feeling safe at school, either "most of the time" or "all of the time" when compared to previous California Healthy Kids Survey data. More students report that teachers and adults treat them with respect this year, an increase of 3% from the previous year. Feeling connected, safe and cared about allow students to be more involved at school and more engaged in their learning.

Middle Schools Grade 7 and High Schools Grades 9 and 11:	7th or 9th Grade	11th Grade
1. School Connectedness – sites will report percent of students Average reporting “Agree” or “Strongly Agree”	69 %	%
2. Perceived Safety at School – sites will report percent of students Students reporting “Very safe” or “Safe”	70 %	%
3. Caring Adult Relationships – site will report percent of students Average reporting “Pretty much true” or “Very much true”	74 %	%

This assessment is administered every 2 years. The conclusions are based on our most recent California Healthy Kids Survey data.

1. Overall, students report a positive school environment with caring adult relationships, feeling connected and safe at school. 70% perceive feeling safe or very safe at school. Conversely, this means that the other 30% may feel not safe or unsure at school. These are the students we want to target to improve their well being at school.

2. Almost three-fourths of students reported a caring teacher or other adult who really cares about them at school.

3. There is a deliberate focus to create a learning environment in which the aims and values of IB are evident. We have implemented the Choose Love social emotional curriculum in order to create a culture of kindness in our middle school. We added a 25 minute Advisory period once a week specifically to address the social-emotional needs of our students. Starting in the 2023-2024 school year, Michell will have a counselor and a wellness center.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
794	**16.0**	**6.3**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Joe Michell School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	48	6.3
Foster Youth		
Homeless	2	0.3
Socioeconomically Disadvantaged	122	16.0
Students with Disabilities	128	16.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.0
American Indian	7	0.9
Asian	77	10.1
Filipino	23	3.0
Hispanic	221	28.9
Two or More Races	76	9.9
Pacific Islander	3	0.4
White	349	45.7

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 seventeen different languages spoken.

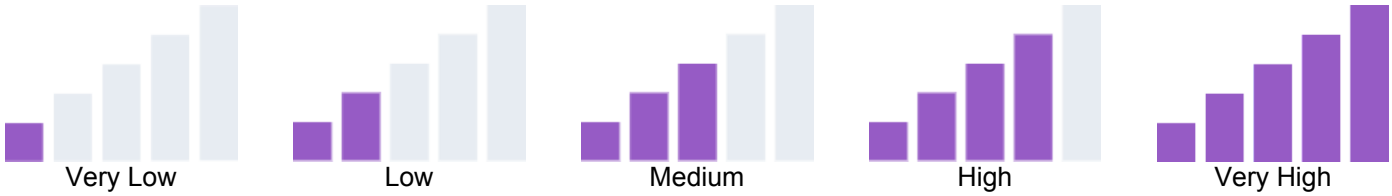
2. As part of our IB Programmes, we offer a self-contained Moderate Special Day Class (SDC) for students from 3-8th grade. This also provides students opportunities to be included within our Primary Years and MIddle Years IB Programmes.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: High	Chronic Absenteeism: Very High	Suspension Rate: Medium
Mathematics: Medium		
English Learner Progress: High		

Conclusions based on this data:

1. Our English Language Arts and English Learner progress levels were both in the high performance levels for all students, while our suspension rate was in the meduim 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. We just began Positive Behavioral Interventions and Support (PBIS) training as part of Cohort 3 and plan to implement these new student behavior expectations as we begin the school year within

a distance learning format. Focusing on the positive behaviors we expect to see will provide clear examples for students to follow and reduce escalation into discipline.

2. Chronic Absenteeism was identified in the very high level for all students. Our teachers have created engaging, meaningful, and relevant IB Units of Inquiry that motivate students to participate in their education by coming to school each day. Students who have difficulty with regular school attendance are supported through our Coordination of Services Team (COST) to address chronic absenteeism.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

This section provides number of student groups in each level.

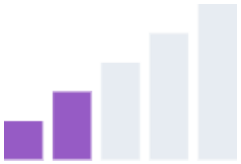
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	4	0	2	1

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	Low	
17.3 points above standard	33.6 points below standard	
477 Students	49 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
2 Students	37.9 points below standard	43.4 points below standard
	84 Students	97 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 5 Students	No Performance Level 1 Student	Very High 46.3 points above standard 46 Students	No Performance Level 18.3 points below standard 16 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 13.7 points below standard 144 Students	High 17.9 points above standard 50 Students	No Performance Level 2 Students	High 32.5 points above standard 217 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
66.8 points below standard 23 Students	4.3 points below standard 26 Students	19.1 points above standard 375 Students

Conclusions based on this data:

1. The results of the 2022 English Language Arts Assessment showed that overall students scored 17.3 points above standard.
2. In particular, our Asian sub group scored 46.3 above standard. 2 or more races scored 17.9 points above standard. Our White sub group scored 32.5 points above standard.
3. The staff at Joe Michell continue to reflect upon their instructional practices in order to better meet the learning needs of our students. We will continue to focus on creating opportunities for targeted instruction to reduce the learning gap that still exists among our students groups.

School and Student Performance Data

Academic Performance
Mathematics

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report

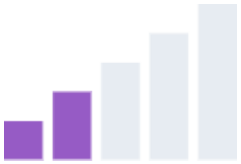
Very Low	Low	Medium	High	Very High
0	4	1	2	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	
18.7 points below standard	71.0 points below standard	
473 Students	49 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
2 Students	66.5 points below standard	62.3 points below standard
	84 Students	98 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 5 Students	No Performance Level 1 Student	High 19.8 points above standard 45 Students	No Performance Level 43.9 points below standard 16 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 63.6 points below standard 143 Students	Medium 19.9 points below standard 50 Students	No Performance Level 2 Students	High 4.1 points above standard 216 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
95.7 points below standard 23 Students	49.1 points below standard 26 Students	15.0 points below standard 374 Students

Conclusions based on this data:

1. The results of the 2022 Mathematics Assessment showed that, overall, our Asian sub group students scored 19.8 points above standard.
2. The staff at Joe Michell continue to reflect upon their instructional practices in order to better meet the learning needs of our students. We will continue to focus on creating opportunities for targeted instruction to reduce the learning gap that still exists among our students groups.
3. The staff is including mathematics as a focus for our UA time. We are also looking closer at our data for the 2023-2024 school year.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

High

63.3 making progress towards English language proficiency

Number of EL Students: 30 Students

Performance Level: 4

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.7%	20.0%	3.3%	60.0%

Conclusions based on this data:

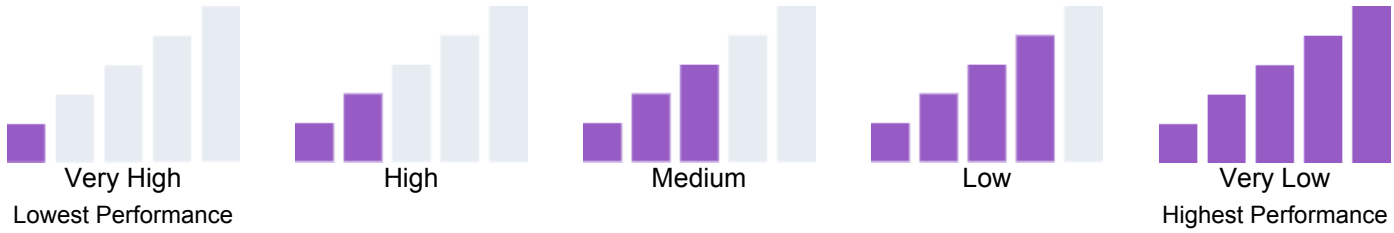
1. Overall, our English Learner student performance was high for all State indicators. This was a positive increase when compared to the previous year State indicator. English Learners student performance in both English Language Arts and Mathematics increased when compared to the previous year State indicator, however, the status is still considered a medium level and an area for growth. Suspension rate for English Learners is low and declined significantly from the previous school year.
2. Of the 30 students completing the ELPAC, 18 students progressed at least on level, while 5 students decreased one level. 3.3% scored in the Performance Level 4, 20% scored in the Performance Level level 1, 2, 3.
3. The staff at Joe Michell continue to reflect upon their instructional practices in order to better meet the learning needs of our students. We will continue to focus on creating opportunities for targeted instruction to reduce the learning gap that still exists among our students groups.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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



This section provides number of student groups in each level.

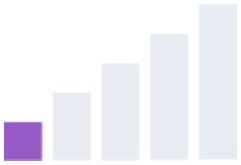
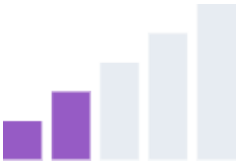
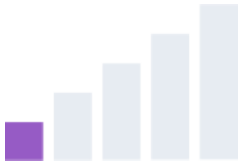
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	2	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	
25.6% Chronically Absent	27.6% Chronically Absent	
796 Students	58 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	40.8% Chronically Absent	33.1% Chronically Absent
4 Students	147 Students	148 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	High	No Performance Level
84.6% Chronically Absent	Less than 11 Students	16.1% Chronically Absent	12.5% Chronically Absent
13 Students	1 Student	87 Students	24 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	High	No Performance Level	Very High
35.1% Chronically Absent	19.8% Chronically Absent	Less than 11 Students	21.3% Chronically Absent
231 Students	81 Students	3 Students	356 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 continue to work with students who are chronically absent to re-engage them into our school environment. Our school counselor provides student check-ins to help problem solve issues that become barriers to their academic performance.

2. Although most student groups have shown improvement in the area of Chronic Absenteeism, our Asian and White student groups plus our 2 or more races 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) and (SARB) as a means of improving school attendance.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	2	2	1	2

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	High	
1.2% suspended at least one day	3.4% suspended at least one day	
808 Students	59 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	Low
Less than 11 Students	3.4% suspended at least one day	0.7% suspended at least one day
5 Students	149 Students	149 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Medium	No Performance Level
0% suspended at least one day	Less than 11 Students	2.3% suspended at least one day	0% suspended at least one day
13 Students	1 Student	88 Students	24 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium	Very Low	No Performance Level	Very Low
2.6% suspended at least one day	0% suspended at least one day	Less than 11 Students	0.5% suspended at least one day
232 Students	82 Students	3 Students	365 Students

Conclusions based on this data:

1. Overall, our student suspension rate is in the low performance level, a decrease from our previous school year. Our Afican American student group had the lowest percentage of suspensions. Our English Learners and Socioeconomically Disadvantaged student groups had the highest percentage of suspensions. As a school site, we have begun training for Positive Behavioral Interventions and Supports (PBIS), to create consistent student behavior expectations school wide that will reduce the behavior escalation to discipline. In our Middle Years Programme, we have created an Advisory period that meets on Wednesdays for the purpose of implementing Choose Love social-emotional curriculum and activities that create a culture of kindness.

2. 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. The IB Learner Profile traits that are at the heart of every IB Programme have been linked to the Choose Love curriculum, with specific lessons that teach students self management skills which will support students during challenging times. Our school counselor has been instrumental in providing extra support for students who have social and emotional challenges that extend beyond our Choose Love curriculum.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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
Local assessment data using Developmental Reading Assessment and Individual Reading Inventory, easyCBM, and CAASPP	85% of all students will meet grade level proficiency in reading comprehension as measured by DRA and IRI Assessments. 10% increase in the percentage of students who meet or exceed standards on the ELA portion of the CAASPP.	60% of students 3-5 are proficient on the ELA portion of the CAASPP.
Local formative and summative assessments, easyCBM, and CAASPP	85% of all students will meet grade level proficiency in Mathematics as measured by local formative and summative assessment. 10% increase in the percentage of students who meet or exceed standards in the ELA portion of the CAASPP.	58% of students 3-5 are proficient on the Math portion of the CAASPP which is an increase of 5% from the previous year.
Local and District Writing Assessment	All students will improve their writing score by one point or achieve a score of thre or higher by the end of the academic years, as measured by formative and summative assessments including the 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 2022-23 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	Focused on reading comprehension, specifically evidenced-based conversations using literary and informational texts at all grade levels. Focused on increasing vocabulary and implementing Designated and Integrated English Language Development strategies.	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	Provided literacy screening assessments to identify students in need of literacy intervention. Developed a schedule that allocates time for reading intervention, including English Language Development for English Learners. Universal Access was implemented K-5. Literacy groups targeted

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
reading increasingly complex texts.		analysis, sequencing, fluency, vocabulary expansion, and guided reading will be implemented. Online resources will be used to provide reading intervention and extra support for students. None Specified None Specified 0	reading comprehension, word analysis, sequencing, fluency, vocabulary expansion were implemented. Online resources were used to provide extra support for students. Student progress was monitored every 6-8 weeks. None Specified None Specified 0
		Release time through substitutes or teacher hourly pay to revise IB Units of Study and analyze student work samples using IB Criteria. Part of the IB Unit planning includes designing strategies to differentiate their instruction to meet the needs of EL, SED, foster youth, and at-promise students. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4,730	Used release time through substitutes or teacher hourly pay to revise IB Units of Study. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0
		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, foster youth, and at-promise students. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 800	Used release time through substitutes or teacher hourly pay to revise IB Units of Study. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0
		Purchase literature titles that support the implementation of Choose Love social-emotional curriculum	Purchased literature titles that support the implementation of Choose Love social-emotional curriculum

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		and IB Units of Inquiry by providing books at different lexile levels. 4000-4999: Books And Supplies LCFF - Supplemental 2,000	and IB Units of Inquiry by providing books at different lexile levels. 4000-4999: Books And Supplies LCFF - Supplemental 9,148
Focus Area: Mathematics During the 2022-23 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 visual mathematical strategies provided by Jo Boaler's YouCubed website at all grade levels.	Implemented evidenced-based conversations to communicate results of student investigations and mathematical thinking. Students wrote in math, and used mathematical vocabulary to justify their conclusions and math reasoning skills. Middle School staff attended Jo Boaler's Math Workshop and implemented visual mathematical strategies.	Use math assessments to identify students in need of intervention and extra support. Develop a schedule that allocates time for students to receive additional instruction and extra support will be implemented. Online resources will be used to provide math intervention and extra support for students. None Specified None Specified 0	Used math assessments to identify students in need of intervention and extra support. Developed a schedule that allocates time for students to receive additional instruction and extra support. Online resources were used to provide extra support for students. None Specified None Specified 0
		License renewal of reading and math computer programs (example: Reading Eggs) which provide students with an interactive approach to maintain skills or provide students with additional practice. 5000-5999: Services And Other Operating Expenditures LCFF 4,379	Renewed the license agreements for reading and math computer programs (examples: Reading Eggs and Math Seeds). 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 2,600
		Professional Development Workshop for teachers to attend to learn new instructional strategies and best practices to support our students. 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 2,010.00	Teachers completed Jo Boaler's Workshop in additional to AVID Workshops as planned. 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 1,382
Focus Area: Writing Joe Michell staff will continue to advance	Staff implemented a Writer's Workshop model using literary and	Use assessments to identify students in need of literacy intervention.	Used assessments to identify students in need of literacy intervention.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 formative and summative assessments including the District Writing Assessment. During the 2022-23 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. We plan to increase the use of technology in all grades to support students typing and keyboarding skills necessary for using Google Docs and other related programs. Our focused English Language Development (ELD) will include academic vocabulary and sentence frames to support our EL students.	informational texts to teach and improve writing skills. Evidenced-based writing was used in all content areas. Technology use increased in all grade levels with regards to writing. Academic vocabulary was the focus of Designated and Integrated English Language Development instruction.	Develop a schedule that allocates time for reading and writing intervention, including English Language Development for English Learners. Literacy groups emphasizing differentiated reading comprehension, word analysis, sequencing, fluency, vocabulary expansion, and guided reading and writing will be implemented. None Specified None Specified 0	Developed a schedule that allocated time for reading and writing intervention, including English Language Development for English Learners. Universal Access was implemented K-5. Literacy groups targeted reading comprehension, word analysis, sequencing, fluency, vocabulary expansion were implemented. None Specified None Specified 0
		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, foster youth, and at-promise students. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 800	Used release time through substitutes or teacher hourly pay to revise IB Units of Study. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0
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.	Articulation was provided through January 2023 at which time our IB Coordinator resigned and left the position open for the remainder of the school year.	Joe Michell IB/Instructional Leadership Team attended the District Leadership Institute in August and identified these areas: 1) Equity, English Learners, Early Literacy and 2) Multi-Tiered Systems of Support (MTSS) as areas to focus our collaboration meeting time. This team will meet	Joe Michell IB/Instructional Leadership Team attended the District Leadership Institute in August and identified these areas: 1) Equity, English Learners, Early Literacy and 2) Multi-Tiered Systems of Support (MTSS) as areas to focus our collaboration meeting time. This team met

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		monthly throughout the school year to lead the Professional Learning Community (PLC) meetings. The PLC structures are used to identify targeted instruction needed to support students at-promise. Additional PLC meetings will be used to articulate IB goals among grade levels and vertically within the school (PYP and MYP). None Specified None Specified 0	throughout the school year and led the Professional Learning Community (PLC) meetings. The PLC structures were used to articulate goals among grade levels and vertically within the school (PYP and MYP). None Specified None Specified 0
		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. None Specified None Specified 0	Teachers and staff will met with the IB Coordinator up to January to refine IB Unit Planners. Without the IB Coordinator, the IB Programme of Inquiry work and Approaches the Learning Skills were not completed as planned. None Specified None Specified 0
		The IB Coordinators at Joe Michell and Granada will collaborate to ensure articulation between both IB School and Programmes. Middle Years Programme (MYP) Staff will collaborate with high school MYP staff to connect both IB Programmes as well as academic subject areas. None Specified None Specified 0	The IB Coordinators at Joe Michell and Granada collaborated up through January. Middle Years Programme (MYP) Staff collaborated with high school MYP staff in November to connect both IB Programmes as well as academic subject areas. None Specified None Specified 0
		IB Coordinator will support new teachers as they implement the IB	IB Coordinator supported new teachers through January of

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Programme and build their grade-level teams which will also support our PLC work. None Specified None Specified 0	2023. None Specified None Specified 0

Analysis

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

The strategies laid out across different academic domains were supported by appropriate expenditures, targeting curriculum enhancement, teacher training, and targeted interventions. The annual outcomes, specifically the increase in math proficiency, indicate positive results from these implementations. Continual evaluation and iterative adjustments to these strategies will be crucial for further success.

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

The strategies and activities implemented across the focus areas were comprehensive and aligned with the articulated goal of preparing students for high school, college, and career readiness. The increase in mathematics proficiency indicates that some areas experienced significant effectiveness from the interventions.

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

There was no significant difference.

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.

While we made gains in mathematics, we recongnize there is still work to do. Additonal information can be referenced in the Academic Performance in Mathematics in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Physical Fitness Logs and Work Out Journals	Maintain required physical education instruction minutes in both elementary and middle school grades. Increase the percentage of students participating in physical fitness activities during recess and after school athletic opportunities.	Students participated in physical fitness and an increase of students participating in middle school sports.
Annual Attendance Rate	Maintain safe optimal learning environment to increase student attendance.	Continue to maintain a safe environment to increase school attendance.
Suspension Rate	Maintain a suspension rate that is equitable among all student groups.	Continue to maintain a suspension rate that is equitable among all students. Our suspension rate was low with some sub groups at 0%.
Healthy Kids Survey - Grades 5 and 7 (every other year)	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.	No data to report at this tim.
Panorama Survey - Grades 3rd - 5th	Increase the percentage of students who regulate and manage their emotions, thoughts and behaviors.	Increase of 5% in elementary school and an increase of 8% in middle school which means more stduents felt safe at school and connected to their teachers.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	Implemented the IB Learner Profiles in all grade levels. Choose Love and Creating a Culture of Kindness was implemented to support social emotional skills and needs of our students. Advisory was planned by our Vice Principal due to staff shortage and unfilled	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,	Staff reinforced the IB Learner Profile traits and made links throughout the IB Units of Inquiry. Communication to our school community occurred through newsletters, notes home, email, website, etc. 4000-4999: Books

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 creating a culture of kindness through implementation of Choose Love Social Emotional curriculum school wide.	school counselor position all school year.	etc. None Specified None Specified 0	And Supplies LCFF - Supplemental 247
		Kid Connection will be provided to support English Learners, Socioeconomically Disadvantaged, Foster Youth, and at-promise students with social and emotional skills necessary to be successful learners. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 18,725.13	Kid Connection provided support for students with social and emotional skills necessary to be successful learners. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 14,880
		Purchase literature titles that support diversity, equity and inclusion through the implementation of Choose Love social-emotional curriculum, IB Learner Profile Traits, and IB Units of Inquiry. 4000-4999: Books And Supplies LCFF - Supplemental 2,000	Purchased literature titles that support diversity, equity and inclusion through the implementation of Choose Love social-emotional curriculum, and IB Units of Inquiry. 4000-4999: Books And Supplies LCFF - Supplemental 9,148
Focus Area: Attendance/Chronic Absenteeism To create a school environment that encourages student attendance and engagement through positive reinforcement and support for families who have challenges that interfere with consistent school attendance.	Partnered with families facing challenges that impact consistent school attendance.	The Coordinated Services Team (COST) 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.	The Coordination Services Team (COST) met inconsistently due to staff shortages. School Attendance and Review Team (SART) meetings and School Attendance Review Board (SARB) meetings were held. Independent Study Contracts were implemented when appropriate. Parents/guardians were strongly urged to use our district calendar to plan family vacations. None Specified None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		None Specified None Specified 0	
Focus Area: Physical Fitness Increase the opportunities for students to be physically active during and after the school day.	Increased the opportunities for students to participate in after school athletics as well as physical activities during the school day.	Ensure physical education is provided to students in accordance with CA required minutes: 200 minutes per ten days for elementary grades, and 400 minutes per ten days for middle school grades. Include physical health as part of the IB Learner Profile trait: Balanced. None Specified None Specified 0	Physical education was available to students in accordance with CA required minutes: 200 minutes per ten days for elementary grades, and 400 minutes per ten days for middle school grades. Physical health was included as part of the IB Learner Profile trait: Balanced. None Specified None Specified 0
		Increase the number of middle school students participating in school sports teams such as volleyball, basketball, and track. None Specified None Specified 0	Increased the number of middle school students participating in school sports teams such as volleyball, basketball, and track. None Specified None Specified 0

Analysis

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

The strategies and activities undertaken across these focus areas underline the school's commitment to nurturing its students. By addressing character education, attendance, and physical fitness, Joe Michell is fostering an environment conducive to high-level learning.

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

The measured outcomes provide concrete evidence that these initiatives are not just theoretical but are yielding tangible benefits for the students. While there's always room for further refinement and improvement, the current results underscore Joe Michell's commitment to its articulated goal and its success in achieving it.

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

Our schoool site updated literature titles for classrooms focusing on IB and academic goals.

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.

Last year, our school site did not have a counselor and elementary teachers needed more books to help with Social Emotional learning. This is evident in our SPSA under Healthy Kids Survey.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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 by 10%.	Parent participation at school events and committees, including Friends of Joe Michell increased by the more than 10%. Parent participation in School Site Council did not increase.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
We will encourage parent/guardian, family, and community involvement in school through a variety of activities. Increase the number of in person events that our families will attend such as: Back to School Night, Parent Information events, and Friends of Joe Michell Community events. Increase communication through a variety of methods to enhance school/community involvement.	We created a variety of opportunities for our school community to be involved in school. Advertising these events was completed through a variety of methods to ensure our families were aware of upcoming events.	We will inform and invite the school community to attend Back to School Night, Open House, and 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 200	We informed and invited the school community to attend a variety of school events. Interpreters for parents' meetings, Individual Education Plan (IEP) meetings, and childcare was provided when needed. Friends of Joe Michell Meetings and some IEP were provided virtually as requested. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 200
		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	Informational events were provided until December at which time, our IB Coordinator resigned and the position was left unfilled for the remainder of the school year. 4000-4999: Books And Supplies LCFF - Supplemental 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		materials for cultural displays will be provided. None Specified None Specified 0	
		Parent/Teacher conferences will be scheduled in the fall and the spring to establish student goals and report on student progress. Virtual meetings may be substituted if requested. None Specified None Specified 0	Parent/Teacher conferences were scheduled in the fall and the spring. Virtual meetings were conducted when requested. None Specified None Specified 0
		Materials for parent information events such as Family Literacy, Family Math, Family Science and Bedtime Books for SED, EL, Foster Youth, and At-promise students that support IB Reading, Writing, and Math instruction at home. 4000-4999: Books And Supplies LCFF - Supplemental 200	Materials for parent information events were created and distributed. 4000-4999: Books And Supplies LCFF - Supplemental 0

Analysis

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

Joe Michell's commitment to enhancing parent and community engagement is evident in its systematic and thoughtful approach. By providing diverse avenues for involvement, ensuring effective communication, and addressing potential barriers like language and childcare, Joe Michell created an inviting and inclusive environment.

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

Joe Michell’s approach of providing diverse opportunities, ensuring broad communication, and addressing potential barriers to participation has been largely successful. The outcomes indicate that while Joe Michell is on the right track, continuous refinement and adaptation to the unique needs of the community will be essential for sustained success.

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

There was no significant difference.

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 site continues to find new ways to reach out to families. This school year 2023-2024, we have started Eagle Chats where parents can come the last Froday of the month and talk with the Principla and Vice Principal.

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

Local formative and summative assessments
District Assessments
ELPAC
EL Reclassification

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Local assessment data using Developmental Reading Assessment and Individual Reading Inventory, easyCBM, and CAASPP	Only 83% of students have CAASPP ELA scores and of those students, 59% met or exceeded standards. 6% of students in 1st grade and 4% of 3rd grade scored in the High Risk Level on the reading portion of the 2022-2023 easyCBM.	85% of all students will meet grade level proficiency in reading comprehension as measured by DRA and IRI Assessments. 10% increase in the percentage of students who meet or exceed standards on the ELA portion of the CAASPP.
Local formative and summative assessments, easyCBM, and CAASPP	Only 69% of students have CAASPP Math scores and of those students, 43% scored at or above standards. 4% of students in 4th grade and 16% of 5th grade scored in the High Risk Level on the Math portion of the 2022-23 easyCBM.	85% of all students will meet grade level proficiency in Mathematics as measured by local formative and summative assessment. 10% increase in the percentage of students who meet or exceed standards in the ELA portion of the CAASPP.
Local and District Writing Assessment	Of the students who completed the District Write assessment, 38% met or exceeded, 34% nearly met, and 28% did not meet standard.	All students will improve their writing score by one point or achieve a score of three or higher by the end of the academic year, as measured by formative and summative assessments including the District Writing Assessment.

Planned Strategies/Activities

Strategy/Activity 1

Focus Area: Reading Comprehension

During the 2023-2024 school year, our staff will implement evidenced-based conversations using literary and informational texts schoolwide, 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

8/20/2023 – 6/6/2024

Person(s) Responsible

Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
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. Online resources will be used to provide reading intervention and extra support for students.
Amount	4,871
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release time through substitutes or teacher hourly pay to revise IB Units of Study and analyze student work samples using IB Criteria. Part of the IB Unit planning includes designing strategies to differentiate their instruction to meet the needs of EL, SED, foster youth, and at-promise students.
Amount	1,925
Source	Title II Part A: Improving Teacher Quality
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, foster youth, and at-promise students.
Amount	2,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Purchase literature titles that support the implementation of Choose Love social-emotional curriculum and IB Units of Inquiry by providing books at different lexile levels.

Strategy/Activity 2

Focus Area: Mathematics
During the 2023-2024 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 visual mathematical strategies provided by Jo Boaler's YouCubed website at all grade levels.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/20/2023 – 6/6/2024

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Use math assessments to identify students in need of intervention and extra support. Develop a schedule that allocates time for students to receive additional instruction and extra support will be implemented. Online resources will be used to provide math intervention and extra support for students.
Amount	4,379
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	License renewal of reading and math computer programs (example: Reading Eggs) which provide students with an interactive approach to maintain skills or provide students with additional practice.
Amount	2,010
Source	Title II Part A: Improving Teacher Quality
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development Workshop for teachers to attend to learn new instructional strategies and best practices to support our students.

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 formative and summative assessments including the District Writing Assessment.
During the 2023-24 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. We plan to increase the use of technology in all grades to support students typing and keyboarding skills necessary for using Google Docs and other related programs. Our focused English Language Development (ELD) will include academic vocabulary and sentence frames to support our EL students.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/20/2023– 6/6/2024

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Use assessments to identify students in need of literacy intervention. Develop a schedule that allocates time for reading and writing intervention, including English Language Development for English Learners. Literacy groups emphasizing differentiated reading comprehension, word analysis, sequencing, fluency, vocabulary expansion, and guided reading and writing will be implemented.
Amount	800
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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, foster youth, and at-promise students.

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

8/20/2023 – 6/6/2024

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 these areas: 1) Equity, English Learners, Early Literacy and 2) Multi-Tiered Systems of Support (MTSS) 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 identify targeted instruction needed to support students at-promise. Additional PLC meetings will be used to articulate IB 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. Middle Years Programme (MYP) Staff will collaborate with high school MYP staff to connect both IB Programmes as well as academic subject areas.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	IB Coordinator will support new teachers as they implement the IB Programme and build their grade-level teams which will also support our PLC work.

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

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Physical Fitness Logs and Work Out Journals	Physical education activities provided to equal 200 minutes per ten days for elementary grades and 400 minutes per ten days for middle school grades	Maintain required physical education instruction minutes in both elementary and middle school grades. Increase the percentage of students participating in physical fitness activities during recess and after-school athletic opportunities.
Annual Attendance Rate	Elementary grades achieved an average of 91.25% daily attendance. Middle school achieved an average of 93% daily attendance. Chronic absenteeism rate was 4.8% school-wide.	Maintain safe optimal learning environment to increase student attendance.
Suspension Rate	Suspension rate: 0 %	Maintain a suspension rate that is equitable among all student groups.
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.
Panorama Survey - Grades 3rd - 5th	54% of students report favorable emotional regulation strategies, 56% report having a growth mindset and	Increase the percentage of students who regulate and manage their emotions, thoughts and behaviors.

Metric/Indicator	Baseline	Expected Outcome
	76% report having self-management skills.	

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 creating a culture of kindness through implementation of Choose Love Social Emotional curriculum school wide.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/20/2023– 6/6/2024

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
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 home, email, website, etc.
Amount	18,725
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Kid Connection will be provided to support English Learners, Socioeconomically Disadvantaged, Foster Youth, and at-promise students with social and emotional skills necessary to be successful learners.

Strategy/Activity 2

Focus Area: Attendance/Chronic Absenteeism
To create a school environment that encourages student attendance and engagement 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

8/21/2023– 6/6/2024

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 (COST) 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 opportunities for students to be physically active during and after the school day.

Students to be Served by this Strategy/Activity

All students.

Timeline

8/21/2023 – 6/6/2024

Person(s) Responsible

Principal, Vice Principal, and Teaching staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Ensure physical education is provided to students in accordance with CA required minutes: 200 minutes per ten days for elementary grades, and 400 minutes per ten 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.

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.	Large indoor in person events have returned since COVID-19 protocols changed. Virtual meetings will be reduced while more in person events are planned.	Increase parent participation at school events and committees, including Friends of Joe Michell, English Language Advisory Committee, and School Site Council by 10%.

Planned Strategies/Activities

Strategy/Activity 1

We will encourage parent/guardian, family, and community involvement in school through a variety of activities. Increase the number of in person events that our families will attend such as: Back-to-School Night, Parent Information events, Eagle Chats, and Friends of Joe Michell Community events. Increase communication through a variety of methods to enhance school/community involvement.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/21/2023 – 6/6/2024

Person(s) Responsible

Principal, Teachers, Students and Families

Proposed Expenditures for this Strategy/Activity

Amount	200

Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	We will inform and invite the school community to attend Back to School Night, Open House, and 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	0
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	Parent/Teacher conferences will be scheduled in the fall and the spring to establish student goals and report on student progress. Virtual meetings may be substituted if requested.
Amount	200
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-promise students that support IB Reading, Writing, and Math instruction at home.

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	$3,935
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	35,110.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	$82,385	82,385.00
LCFF - Supplemental	$31,175	0.00
Title II Part A: Improving Teacher Quality	$3,935	0.00
Other	$14,166	14,166.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	5,671.00
2000-2999: Classified Personnel Salaries	18,725.00
4000-4999: Books And Supplies	2,200.00
5000-5999: Services And Other Operating Expenditures	8,514.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,671.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	18,725.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,200.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	4,579.00
None Specified	None Specified	0.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	3,935.00

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

4 Parent or Community Members

1 Secondary Students

Name of Members	Role
Donielle Machi	Principal
Geanie Crampton	Other School Staff
Meggin Hu	Classroom Teacher
Bobbi Byrnes	Classroom Teacher
Stacey Mahoney	Classroom Teacher
Sherry McGowan	Parent or Community Member
Ruby Moppin	Parent or Community Member
Kristin Madsen	Parent or Community Member
Raquel Barker	Parent or Community Member
Anaya Wood	Secondary Student

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
	Other: IB Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on October 3, 2023.

Attested:

Principal, Donielle Machi on October 3, 2023

SSC Chairperson, Bobbi Byrnes on October 3, 2023

Addendum

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

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

Educational Partner Involvement

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

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

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

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

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

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

Budget Summary and Consolidation

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

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

Appendix C: Centralized Services for Planned Improvements in Student Performance

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2023-2024
State and Federally – Funded Categorical Programs

Title I, Part A, Improving the Academic Achievement of the Disadvantaged:
Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- *Funds are allocated for kinder readiness, supplemental Intervention and summer programs for targeted students, homeless students.*
- ***Supporting our District SPSA Goals.***
- *$98,677*

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*
- ***supporting our District SPSA Goals****.*
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- *$138,502*

Title III, Language Instruction for Limited English Proficient (LEP):
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.*

- *Partially funds Districtwide ELD Coordinator, Community Liaison, and Instructional Assistant*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters,* ***supporting our District SPSA Goals****.*
- *$157,783*

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, 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.*
- *$34,456*

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	$3,935
	Total amount of federal categorical funds allocated to this school	$3,935

State Programs		Allocation
X	**Local Control Funding Formula (LCFF) Base** Purpose: Support the needs of all students and student groups	$82,385
X	**Local Control Funding Formula (LCFF) Supplemental** Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	$31,175
	Total amount of federal categorical funds allocated to this school	$113,560

Local Funding		
X	**Technology Funds – Local Parcel Tax**	$14,166

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

Projected LCFF Supplemental Funds $31,175

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> 1. Kid Connection will be provided to support English Learners (EL), Socioeconomically Disadvantaged students (SED), Foster Youth, and at-promise students with social and emotional skills necessary to be successful learners. This will add 1.5 days beyond District provided day.	August 2023 to June 2024	Principal and Kid Connection staff	18,725.13	• Socio-econ. Disadvantaged • English Learner • Foster Youth
2. Credentialed teachers will provide targeted phonics, reading and writing instruction during the designated student intervention part of the school day to Kindergarten, through 5th grade students who scored below benchmark on letter recognition and/or below benchmark on the EasyCBM, Developmental Reading Assessment (DRA) or Informal Reading Inventory (IRI) fall assessments.	August 2023 to June 2024	Principal and grade level teachers	$0	
3. Intervention Specialist will provide targeted reading instruction as part of Tier-2 intervention to students scoring below benchmark on the easyCBM assessments in grades K-5.	August 2023 to June 2024	Principal and Intervention Specialist	$0	
			$0	
		<u>Total:</u>	18,725.13	
<u>Supplemental materials, computers, software, books, supplies may be purchased:</u> 1. Purchase literature titles that support the implementation of Choose Love social-emotional curriculum and International Baccalaureate (IB) Units of Inquiry by providing books at different lexile levels.	August 2023 to June 2024	Principal and Instructional Leadership Team	$2,000	• Socio-econ. Disadvantaged • English Learner • Foster Youth
2. License renewal of reading and math computer programs (example: Reading Eggs) which provide students with an interactive approach for the purpose of intervention or maintenance of skills.	August 2023 to June 2024	Principal and Instructional Leadership Team	$4,379	
		<u>Total:</u>	6,379	

Staff Development and Professional Collaboration, training costs, substitute costs:				• Socio-econ. Disadvantaged • English Learner • Foster Youth
1. Release time or hourly pay for teachers to revise IB Units of Inquiry and analyze student work samples using IB Criteria. Part of the IB Unit planning includes teachers designing strategies to differentiate their instruction to better meet the needs of their EL students and at-promise students. (1/2 day sub day per teacher, per grade level or subject area, for a total of 22 sub days).	August 2023 to June 2024	Principal and IB Coordinator	$4,871	
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-promise students (1 sub day for 3 teachers).	August 2023 to June 2024	Principal and Teachers	$800	
		Total:	5,671	
Parent Involvement:				• Socio-econ. Disadvantaged • English Learner • Foster Youth
1. Parent information events for SED, EL, Foster Youth, and at-promise students that support IB – Reading and Math instruction at home.	August 2023 to June 2024	Principal and IB Coordinator	$200	
2. Interpreters for parents' meetings, Individual Education Plan (IEP) meetings and childcare.	August 2023 to June 2024	Principal	$200	
		Total:	400	
		Grand Total:	31,175.13	

Appendix H

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

PROGRAM DESCRIPTION:

During the 2023-24 school year, chromebooks will be provided for students in all grade levels. 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 computers for student use with Project Lead the Way (PLTW) for grades 1-5. iPads are used for PLTW in TK and Kindergarten.

2. Purchase educational software site licenses, i.e., Reading Eggs, etc.

Appendix I

Livermore Valley Joint Unified School District
ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN
2023-24

Elementary School Name: Joe Michell School Date October 1, 2022 English Learner Liaison: Jennifer Hayes

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 levels, For example: 1/2, 2/3, and/or 3/4.

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	Emerging Level 1	M-F 9:00 - 10:00 am	ELD Block
K	Bobbi Byrnes	Bridging (level 2) Expanding (level 2)	M-F 9:30 - 11:30 am	ELD Block
	Valerie Talley	Emerging (level 1)	M-F 9:30 - 11:30 am	ELD Block
	Stacy Mahoney	Expanding (level 2)	M-F 9:30 - 11:30 am	ELD Block
First	Sarah Montano	Level 3	Reading - 10 min. (w/in 9:10 - 10:00 am) Math - 10 min. (w/in 10:20 - 11:20 am)	Writing - 10 min. (w/in 11:25 - 12:10 pm)
	Jordan Wolf	Level 3 Level 4	Reading - 10 min. (w/in 9:10 - 10:00 am) Math - 10 min. (w/in 10:20 - 11:20 am)	Writing - 10 min. (w/in 11:25 - 12:10 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)
	Shannon Azevedo	Level 4	Reading - 10 min. (w/in 9:10 - 10:00 am) Math - 10 min. (w/in 10:20 - 11:20 am)	Writing - 10 min. (w/in 11:25 - 12:10 pm)
Second	Katie Cortez	Level 4	Reading - 10 min. (w/in 8:30 - 10:00 am) Math - 10 min. (w/in 10:20 - 11:20 am)	Writing - 10 min. (w/in 1:15 - 2:15 pm)
	Cathie Corsaro	0		
	Carly Meglio	Level 1 Level 3 Level 4	Reading - 10 min. (w/in 8:30 - 10:00 am) Math - 10 min. (w/in 10:20 - 11:20 am)	Writing - 10 min. (w/in 11:25 - 12:10 pm)
Third	Luann Zeterberg	Level 2 Level 3	M - F 10:45 - 11:30 am	
	Ashley Furlong	0		
	Victoria Martinez	Level 2 Level 3	Reading - 10 min. (w/in 9:00 - 10:30 am) Math - 10 min. (w/in 11:20 - 11:30 am)	Writing - 10 min. (w/in 11:25 - 12:10 pm)
Fourth	Sandra Zucker	Expanding	M - F 9:55 - 10: 25 am	
	Gail Carbonaro	Novice	M - F 9:55 - 10: 25 am	
	Eric Walker	Bridging	M - F 9:55 - 10: 25 am	

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)
Fifth	Sebastian Martinez	Bridging	M - F 9:55 - 10: 25 am	
	Barry Montgomery	Expanding	M - F 9:55 - 10: 25 am	
	Anna Macintire	Emerging	M - F 9:55 - 10: 25 am	

Appendix J

2023-24 AFTER SCHOOL EDUCATION AND SAFETY (ASES)
Program Description and Goal

PROGRAM DESCRIPTION:
The ASES program staff collaborates with the regular school day staff to ensure students are successful by supporting the completion of homework on a daily basis. The program also provides students with academic enrichment, character development, and physical activity. Enrichment activities include Arts Attack, Scholastic Reading, Frog Math, and SPARK PE.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.
Focus Area: After School Education and Safety (ASES) – Academic Enrichment and Support
SCHOOL GOAL: Students in the after school programs, BELIEVES and PAL, will complete 80% of their homework on a daily basis to support understanding of concepts being taught during the regular school day. School day staff will collaborate with after school staff regarding homework expectations.

What data did you use to form this goal? Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations.	**What were the findings from the analysis of this data?** Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement.	**How will the school evaluate the progress of this goal?** Local assessments, staff, parent, and student surveys, as well as attendance logs.

Date	Person(s) Responsible	Task/Date	Funding Source
August – June	ASES staff	1. Support and track homework completion	ASES funds LCAP Supplemental funds
September - May	ASES staff and school day staff	2. Collaborate with school day staff through staff meetings, surveys, email and feedback to ensure academic alignment.	

During the period of COVID-19 pandemic accommodation, the program listed above is functioning in a virtual mode. In all cases, fidelity to the intent of the programs has been maintained.