

2017-2018

The Single Plan for Student Achievement

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

School: East Avenue Middle School

District: Livermore Valley Joint Unified School District

County-District School (CDS) Code: **01-61200-6001242**

Principal: Mistee Guzman

Date of this revision: October 16, 2017

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on November 14, 2017.



THE STORY:

Mission:

As a Livermore Valley Joint Unified School District (LVJUSD) school, East Avenue Middle School's mission is to provide tuition-free, equitable, well-rounded, standards-based instruction in a safe and supportive learning environment that supports the intellectual, physical, social, and emotional growth of all students. Data drawn from formative and summative assessments informs our teaching strategies, and the faculty actively collaborates on a consistent basis to increase student achievement.

Vision:

East Avenue Middle School provides a safe, inspiring, and up-to-date learning environment in which students, staff, parents, and community members provide support to all students in developing the skills, attitudes, and motivation to succeed in school and beyond. Students strive to promote from East Avenue as academically and socially responsible youth who value critical thinking, creativity, integrity, diversity, and service to others.

East Avenue has a 2017-2018 enrollment of approximately 649 students. Our population reflects the demographics of Livermore at 48% White, 30% Hispanic or Latino, 10% Asian, 1% African-American. Eight percent of our students are English learners, 12% are students with disabilities (SPED), and 29% are socio-economically disadvantaged (SED).

East Avenue operates on a 6-period schedule that provides 56,789 instructional minutes per year, well over the California requirement of 54,000 minutes. To accommodate students who wish to take electives that do not fit into their 6-period day, we offer several classes before school during zero period. In 2017-2018, we are offering zero period classes in physical education and science.

Built in 1958, East Avenue's mid-century exterior belies the facilities and innovative programs housed within. We have two computer labs; a well-equipped Science, Technology, Engineering, and Mathematics (STEM) facility; an exceptional library; and very clean grounds. Our state-of-the-art electronic marquee keeps the community informed of what is happening "On the Avenue". The board has recently approved plans to build several new buildings and modernize most of the classrooms on our site to ensure a safe and modern education environment. The funds will be used to renovate aging classrooms and school facilities, including improving fire safety and security systems; repairing roofs, plumbing, restrooms and electrical systems; and modernizing classrooms, science labs and instructional technology. East Avenue is grateful to the community for passing this bond measure in support of students.

The East Avenue curriculum includes core (language arts and social science), science, math, and physical education classes. Honors core and accelerated versions of math are offered. Our electives include classes in STEM, Spanish, vocal and instrumental music, art (including digital photography and computer animation), strength and conditioning, study hall, and leadership. Special interest clubs and intramural athletics round out our offerings.

While our goal in offering a diverse curriculum is to provide each student a bridge to academic engagement and success, our teachers are focused on implementing instructional strategies that emphasize critical thinking and a growth mindset in support of the California State Standards (CSS). We believe in teaching students to stretch themselves beyond their comfort zones, to realize that effort grows abilities, and to understand that intelligence is something to work hard for.

During the 2017-2018 school year, we will continue to work on engaging students in evidence-based conversations about literary and informational text; working with students to produce narrative writing that incorporates effective techniques, well-chosen details, and well-structured event sequences; and increasing

students' vocabularies by reading increasingly complex texts. In math, students will engage in evidence-based conversations to communicate results of their investigations and mathematical thinking; produce clear and coherent writing in various formats (e.g., diagrams, tables, graphs, etc.); and build their math vocabulary to justify their conclusions and communicate to others.

We will also begin work on developing a Multi-Tiered System of Support (MTSS) for students who may need extra assistance in behavior and academics. The Instructional Leadership Team is creating an instructional focus that will engage teachers in conversations around multiple opportunities of learning in the classrooms.

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

Our Instructional Leadership Team (ILT) is comprised of five teachers, the vice principal, and the principal. The team's mission is to structure and lead processes designed to transform teaching and learning at our site. The ILT are a goal based and data driven team that models the expectations, practices and culture for all teachers. They are focused on collaborative actions and problem solving.

The team meets monthly for the purpose of analyzing the school's progress in implementing the CSS, progress on our instructional focus. Based on the results of our analyses, the ILT provides professional development opportunities to build our capacity as individuals and as a Professional Learning Community.

Our ILT members began the 2017-2018 school year by reestablishing a collaborative culture at East through a series of team challenges. The activities helped to set the tone for increasing the effectiveness of our Professional Learning Communities (PLC) and ensuring their functionality and commitment to improving academic growth for our students.

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

The ILT will continue to facilitate professional learning opportunities for staff during the 2017-2018 school year and will focus on updating essential CSS standards, CSS-aligned instructional pacing guides and common formative assessments that focus on the four essential questions of Professional Learning Communities; What do we want our students to learn?; How will we know they have learned it?; What do we do when they don't?; What do we do when they've already learned it?

We will also look at developing more comprehensive ways to support students who need additional assistance within the school day with MTSS.

Currently, our schedule includes an early release for students every Wednesday so the faculty can spend time collaborating and developing capacity in support of student learning. We dedicate the first Wednesday of each month to Student Resource Teams (SRT), the second and third to professional development either with the whole staff or by department, and the fourth is dedicated to district-wide professional development. As discussed above, our ILT coordinates our staff-wide professional development based on the team's analysis of our progress in answering the four PLC questions in regards to implementing the CCSS and student achievement.

- How East Avenue ensures all English Language Learners are acquiring the English language and progressing academically

Eight percent of East Avenue students are English Learners. We provide daily English Language Development core (English and social studies) classes that support students in developing their English language abilities during read alouds, participating in classroom discussions, and giving presentations. Our bilingual aide supports a number of EL students in other subject areas including math and science. Each EL student takes the California English Language Development Test (CELDT) test annually. During the 15-16 school year, 63% of our EL students earned an overall score of Early Advanced and Advanced. In 17-18 the percentage of students scoring in the early advanced and advanced ranges increased to 70%.

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

Fifth grade students entering East Avenue Middle School as sixth graders in the fall visit our campus the prior March where they are addressed by the principal and hear current students speak about all East Avenue has to offer. They listen to performances by the school choir, orchestra, and band; are taken on a tour of the campus; and enjoy an ice cream social. Parent orientation meetings with the administrative team help pave the way for a smooth transition to middle school.

The Ambassador Program was developed in conjunction with Livermore High School (LHS) to help ease the nervousness many students experience as they transition to high school. Students are selected by their core teachers and peers and represent a cross-section of East Avenue's diverse population. The program takes place in May after LHS counselors have visited our students and after our students have registered for LHS classes. The day begins with introductions by the LHS administration, counselors, Child Welfare and Attendance specialist, and School Resource Officer. Students visit classes and make note of the similarities and differences between middle and high school classes. They participate in a debriefing about their observations and are encouraged to pose questions to a panel consisting of a cross-section of the LHS student population. Panel members share their high school experiences. The Ambassadors report back to their core classes on what they learned during their visit.

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

At East Avenue, we believe that family and community involvement is paramount to student achievement and college/career readiness. Through its many fundraising activities, our parent-run Booster Club provides significant financial support for classroom supplies, technology, our library, and a variety of programs including drama, music, sports, and homework club. Our School Site Council (SSC) is a collaborative effort between parents, teachers, students, and administrators to help develop and monitor the Single Plan for Student Achievement. SSC meetings are open to the public, and any member of the public may address the council on items within the council's jurisdiction.

We are grateful for community support that is offered to expand our assistance to struggling students. In addition to the work of our school counselor two days per week and our Child Welfare and Attendance (CWA) Specialist, we also receive the help of a Horizons Youth and Family Services counseling intern two days per week and an Axis Community Health counselor one day per week. These community resources enable us to better provide in-depth social, emotional, and academic counseling to our students and to increase communication with their parents/guardians. This year, we are pleased with the addition of an intern with the Axis Wellness Program. The intern will provide classroom lessons and group counseling focused on making healthy life choices and staying drug and alcohol free.

We utilize many means of communication to engage parents in supporting student learning. Teacher use of the School Loop web-based information system not only keeps students informed of their assignments, due

dates, and progress, but also keeps parents/guardians informed. Progress reports for students with at least one C- or below and trimester report cards are mailed home. Informal meetings between teachers and parents/guardians and formal Section 504 Plan, IEP, and SART/SARB meetings help involve parents in developing plans to support their student's academic success. Our home page, electronic marquee, and regular use of the School Messenger dialer system (in both English and Spanish) help inform parents and community members of what is happening "On the Avenue" and how to get more involved with our school community. For the 2017-2018 school year, an eight-week parent education course will be offered at the adult school in Spanish. They will offer courses such as "Parents Engaged for Academic Success", "Creating Structure for Achievement and Creating Confident Kids".

SPSA HIGHLIGHTS:

East at a Glance

East Avenue has a 2017-2018 enrollment of approximately 649 students. Our population reflects the of our students are English learners, 12% are students with disabilities, and 29% are socio-economically disadvantaged.

The East Avenue curriculum includes core (language arts and social science), science, math, and physical education classes. Honors core and accelerated versions of math are offered. Our electives include classes in STEM, Spanish, vocal and instrumental music, art (including digital photography and computer animation), strength and conditioning, study hall, and leadership. Special interest clubs and intramural athletics round out our offerings.

LCAP Goals

1. The percentage of students Meeting Standards on the CAASPP will increase by 5% in seventh and eighth grades and by 10% in sixth grade.

Strategy: Staff will work with students to increase literacy skills through the use of differentiated instruction and in class interventions. A blended learning literacy support class will be provided to 7th and 8th grade students who require more targeted support.

2. The percentage of students meeting or exceeding the CAASPP math standards in all student groups will increase by 5%.

Strategy: Staff will work with students to increase students understanding of math concepts and vocabulary through implementation of math practices that support the CSS, differentiated instruction and in-class interventions. A blended learning math support class will be provided for 7th and 8th grade students who require additional support.

3. The percentage of students meeting standards on the CAASPP writing and research/inquiry claim will for all student groups will increase by 5%, specifically for EL students, SED, SPED, and Hispanic and African-American students.

Strategy: Staff will work with students to improve writing skills through utilization of CSS-aligned writing strategies.

4. Reduce the percentage of students who experience of harassment or bullying on campus by 15%.
Strategy: Reinforce schoolwide rules. Reduce suspensions by 50%. Implementation of a multi-pronged anti-bullying campaign.

5. Improve school wide Average Daily Attendance to a minimum of 97%.

Strategy: Increase school-home communication regarding issuances of attendance and truancy; Counselor meetings with students who have attendance issues.

6. Increase percentage of 7th-grade students passing the Fitness Gram (passing at least 5 out of the 6 standards) by 5%.

Strategy: The PE department will work with students to set goals and monitor their progress on goals in the area of aerobic capacity and body composition.

7. Increase the number of students participating in articulation opportunities with the elementary schools and Livermore High School.

Strategy: Improve communication with elementary and high school representatives to ensure a smooth transition for students. Increase the number of student participants.

8. Increase numbers of parent/guardians attending parent/community meetings and programs.

Strategy: Survey parents/guardians to determine how to increase parent/community engagement and make changes accordingly. Survey parents/guardians to obtain input to revised East Avenue vision statement to ensure parent/guardian buy-in.

NEEDS ASSESSMENT/Data Analysis – Review of 2016-2017 Performance

Accountability data to include:

- **Dashboard Indicators**

The field test of the Dashboard launched in spring 2017 and it is based on the latest state data that was available when the State Board of Education adopted the new accountability tool in September 2016. For the Academic Indicator, the results are from the 2015-16 school year. For other indicators (Graduation Rate, Suspension Rate, and English Learner Progress), the results are from the 2014-15 school year. The state collects data from local educational agencies at different points throughout the year. To better accommodate the Dashboard, the state is now working to align the reporting of data to annual updates of the Dashboard. But during the field test local educational agencies will have more current data available for the Graduation Rate and Suspension Rate indicators than what is reported through the Dashboard.

Sixth Grade English Language Arts

Smarter Balanced Performance Summary - Multi-Year Comparison [All Students Tested]

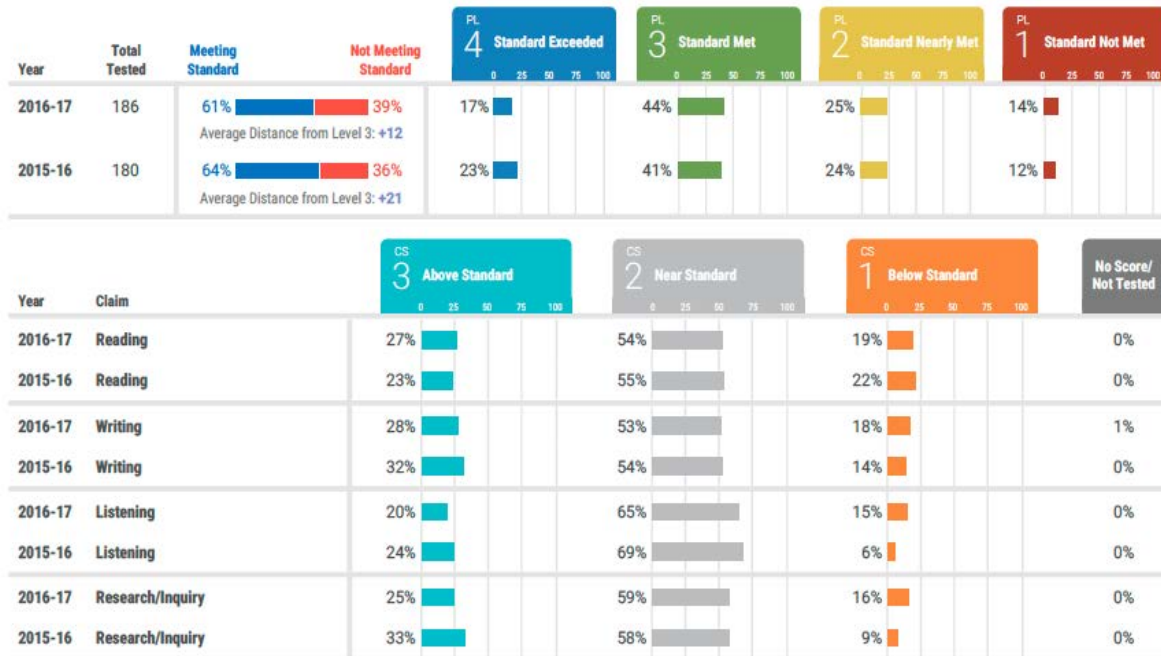
Test: All ELA Tests

Sites: East Avenue Middle School

Test Year Range: 2015/16 - 2016/17

Grade: 6

Overall & Claim Performance for Grade 6



Average Distance from Level 3 is calculated for grades 3-8 only. Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

Generated on 09/13/2017 by Illuminate Education
help.illuminateed.com

Calculations include students tested out of district. This report displays results for all students selected tested in 2015/16 - 2016/17. This is a NON-COHORT report, and allows for comparison of different groups of students across each year.

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In terms of proficiency and scoring in performance level 4 (Standard Exceeded), and performance level 3 (Standards Met) as well as Above standard in the four different claims (reading, writing, listening, and research inquiry), sixth grade students during the 2015-2016 school year scored higher than the students in the 2016-2017 school year by 3%. The average distance away from performance level 3 also decreased this past year by nine points. The number of students scoring Below Standard in the four claims increased in all areas, except reading.

Students are assessed in four claim areas in English/Language Arts: reading, writing, listening, and research/inquiry:

- In reading, 27% scored above standards (4% increase from 2015-2016), 54% scored at/near standards (1% decrease) and 19% scored below standards (3% decrease).
- In writing, 28% scored above standards (4% decrease from 2015-2016), 53% scored at/near standards (1% decrease) and 18% scored below standards (4% increase).
- In listening, 20% scored above standards (4% decrease from 2015-2016), 65% scored at/near standards (4% decrease) and 15% scored below standards (9% increase).
- In research/inquiry, 25% scored above standards (8% decrease from 2015-2016), 59% scored at/near standards (1% increase) and 16% scored below standards (7% increase).

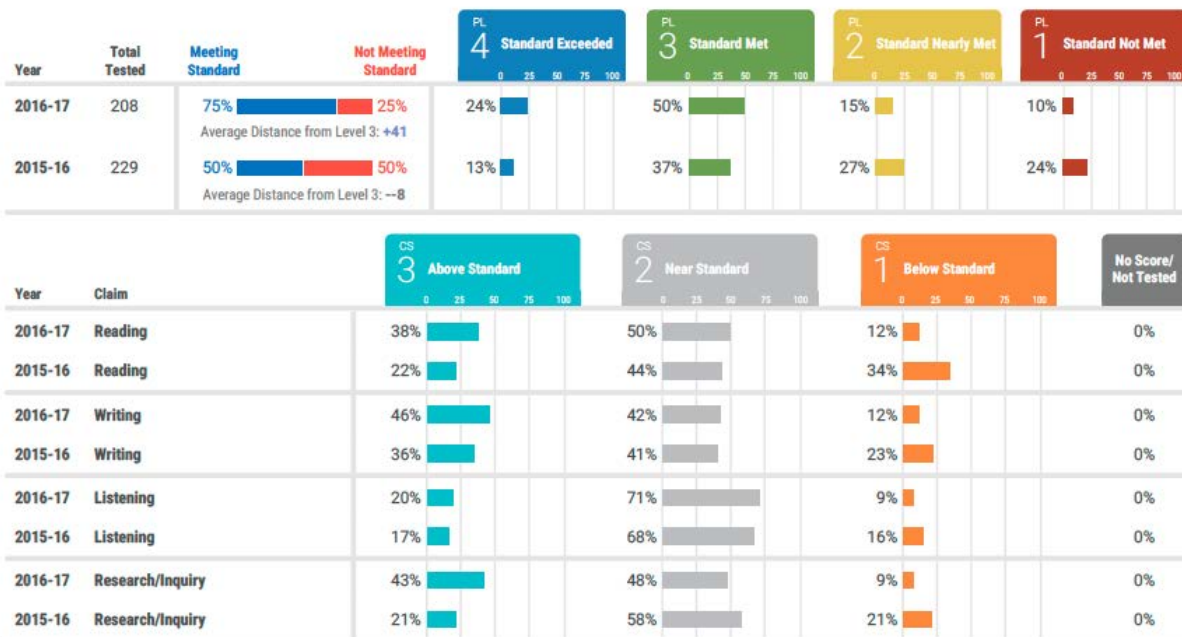
Seventh Grade English Language Arts

Smarter Balanced Performance Summary - Multi-Year Comparison [All Students Tested]

Test: All ELA Tests
 Test Year Range: 2015/16 - 2016/17
 Grade: 7

Sites: East Avenue Middle School

Overall & Claim Performance for Grade 7



Seventh grade students during the 2016-2017 school year improved greatly from the previous year. Seventy five percent of students met standards in English Language Arts compared to 50% the previous year. They also increased their distance from Performance Level 3 by forty-nine points. The number of students scoring below standards in the four claims of ELA also decreased by an average of 13 percentage points. The largest increase from seventh grade students was in the claim area of research and inquiry. In 2015-2016, school year, only 21% of students scored above standards compared to 43% of students in 2016-2017.

Students are assessed in four claim areas in English/Language Arts: reading, writing, listening, and research/inquiry:

- In reading, 38% scored above standards (16% increase from 2015-2016), 50% scored at/near standards (6% decrease) and 12% scored below standards (22% decrease).
- In writing, 46% scored above standards (10% increase from 2015-2016), 42% scored at/near standards (1% increase) and 12% scored below standards (11% decrease).
- In listening, 20% scored above standards (3% increase from 2015-2016), 71% scored at/near standards (3% increase) and 9% scored below standards (7% decrease).
- In research/inquiry, 43% scored above standards (22% increase from 2015-2016), 48% scored at/near standards (10% increase) and 9% scored below standards (12% increase).

Eighth Grade English Language Arts

Smarter Balanced Performance Summary - Multi-Year Comparison [All Students Tested]

Test: All ELA Tests
 Test Year Range: 2015/16 - 2016/17
 Grade: 8

Sites: East Avenue Middle School

Overall & Claim Performance for Grade 8



The eighth-grade students also improved on the ELA portion of CAASPP assessment. Sixty-five percent of students met standards as compared to only 55% the previous year. The students increased the percentage away from Performance Level 3 by fourteen points. There was an average improvement in Above Standard performance level in the four claim areas of 8.75%.

The number of students scoring below standards in the four claims of ELA also decreased in all areas except in research and inquiry. The percentage of students scoring below standards in that area went from 15% to 19% in the 2016-2017 school year. The average change in growth in the claim areas of reading, writing and listening, decreased by an average of 3% in the Below Standard performance level.

Students are assessed in four claim areas in English/Language Arts: reading, writing, listening, and research/inquiry:

- In reading, 35% scored above standards (7% increase from 2015-2016), 43% scored at/near standards and 22% scored below standards (7% decrease).
- In writing, 37% scored above standards (6% increase from 2015-2016), 43% scored at/near standards (5% decrease) and 20% scored below standards (1% decrease).
- In listening, 25% scored above standards (7% increase from 2015-2016), 64% scored at/near standards (3% decrease) and 2% scored below standards (2% decrease).
- In research/inquiry, 36% scored above standards (15% increase from 2015-2016), 45% scored at/near standards (20% decrease) and 19% scored below standards (4% increase).

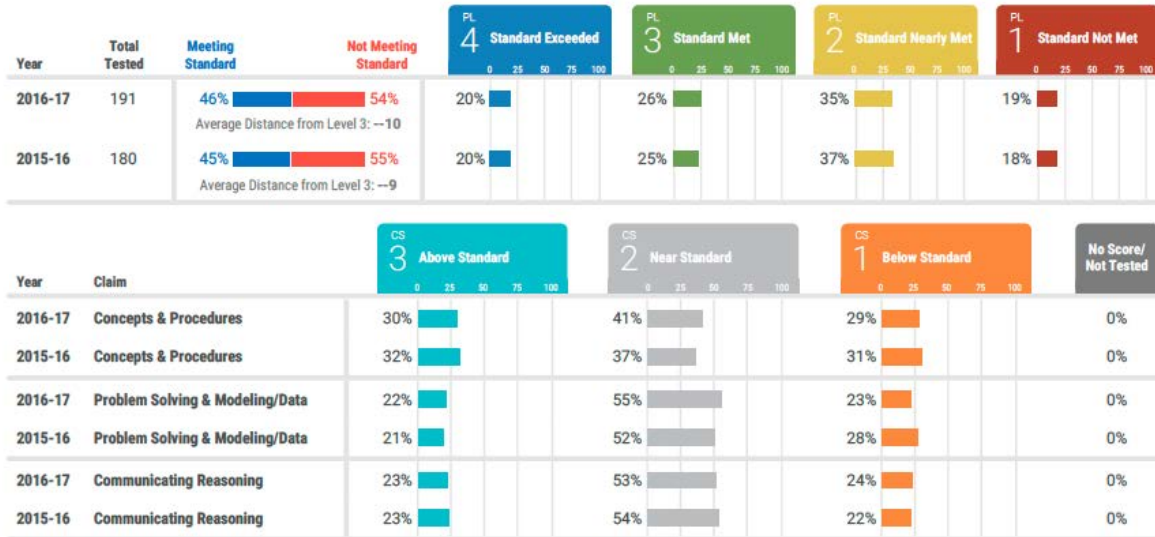
Sixth Grade Math

Smarter Balanced Performance Summary - Multi-Year Comparison (All Students Tested)

Test: All Math Tests
 Test Year Range: 2015/16 - 2016/17
 Grade: 6

Sites: East Avenue Middle School

Overall & Claim Performance for Grade 6



The percentage of students meeting standards in sixth grade math improved by one percentage point from the previous year to 2016-2017. Forty-six percent of students of the 191 tested met standards. Twenty percent exceeded standards and 26% were in the standards met performance level. Fifty-four percent of the students are not meeting standards. Thirty five percent of students were in performance level 2 and 19% were in performance level 1, Standards Not Met.

Students are assessed in three claim areas in mathematics: concepts and procedures, problem solving and modeling/data, and communicating reasoning.

- In concepts and procedures 30% scored above standards (2% decrease from 2015-2016), 41% scored at/near standards (4% increase) and 29% scored below standards (2% decrease).
- In problem solving and modeling/data 22% scored above standards (1% decrease from 2015-2016), 55% scored at/near standards (3% increase) and 23% scored below standards (5% decrease).
- In communicating reasoning 23% scored above standards, 53% scored at/near standards (1% decrease) and 24% scored below standards (2% increase).

Seventh Grade Math

Smarter Balanced Performance Summary - Multi-Year Comparison [All Students Tested]

Test: All Math Tests
 Test Year Range: 2015/16 - 2016/17
 Grade: 7

Sites: East Avenue Middle School

Overall & Claim Performance for Grade 7



The percentage of students meeting standards in seventh grade math improved by 15 percentage points from the previous year to 2016-2017. Fifty seven percent of students of the 207 tested met standards. Thirty percent exceeded standards and 28% were in the standards met performance level. Forty-three percent of the students are not meeting standards. Twenty five percent of students were in performance level 2 and 18% were in performance level 1, Standards Not Met.

- In concepts and procedures 41% scored above standards (12% increase from 2015-2016), 35% scored at/near standards (1% decrease) and 24% scored below standards (10% decrease).
- In problem solving and modeling/data 37% scored above standards (16% increase from 2015-2016), 44% scored at/near standards (6% decrease) and 18% scored below standards (11% decrease).
- In communicating reasoning 32% scored above standards (11% increase), 51% scored at/near standards, and 17% scored below standards (9% decrease).

Eighth Grade Math

Smarter Balanced Performance Summary - Multi-Year Comparison [All Students Tested]

Test: All Math Tests

Sites: East Avenue Middle School

Test Year Range: 2015/16 - 2016/17

Grade: 8

Overall & Claim Performance for Grade 8



The percentage of students meeting standards in eighth grade math improved by 13 percentage points from the previous year to 2016-2017. Forty four percent students of the 243 tested met standards. Twenty six percent exceeded standards and 19% were in the standards met performance level. Fifty-six percent of the students are not meeting standards a 13% decrease from the previous year. Twenty eight percent of students were in performance level 2 and 28% were in performance level 1, Standards Not Met.

- In concepts and procedures 30% scored above standards (7% increase from 2015-2016), 36% scored at/near standards and 34% scored below standards (7% decrease).
- In problem solving and modeling/data 28% scored above standards (10% increase from 2015-2016), 46% scored at/near standards (5% decrease) and 26% scored below standards (5% decrease).
- In communicating reasoning 28% scored above standards (10% increase), 47% scored at/near standards (14% decrease), and 25% scored below standards (4% increase).

2016-2017 English Language Arts Performance Levels by Subgroup

Smarter Balanced Subgroup Summary

2017 ELA: All Grade Levels Tested



2015-2016 English Language Arts Performance Levels by Subgroup

Smarter Balanced Subgroup Summary

2016 ELA: All Grade Levels Tested



Achievement gaps continue to persist in ELA/Literacy at East Avenue. In ELA, while 79% of Asian students, 75% of students who identify as two or more races and 75% of students who are white met or exceeded the standards, only 51% of students who are Hispanic, 42% of students who are SED, 29% of students who are African-American, and 18% of our Special Education (SPED) students did so.

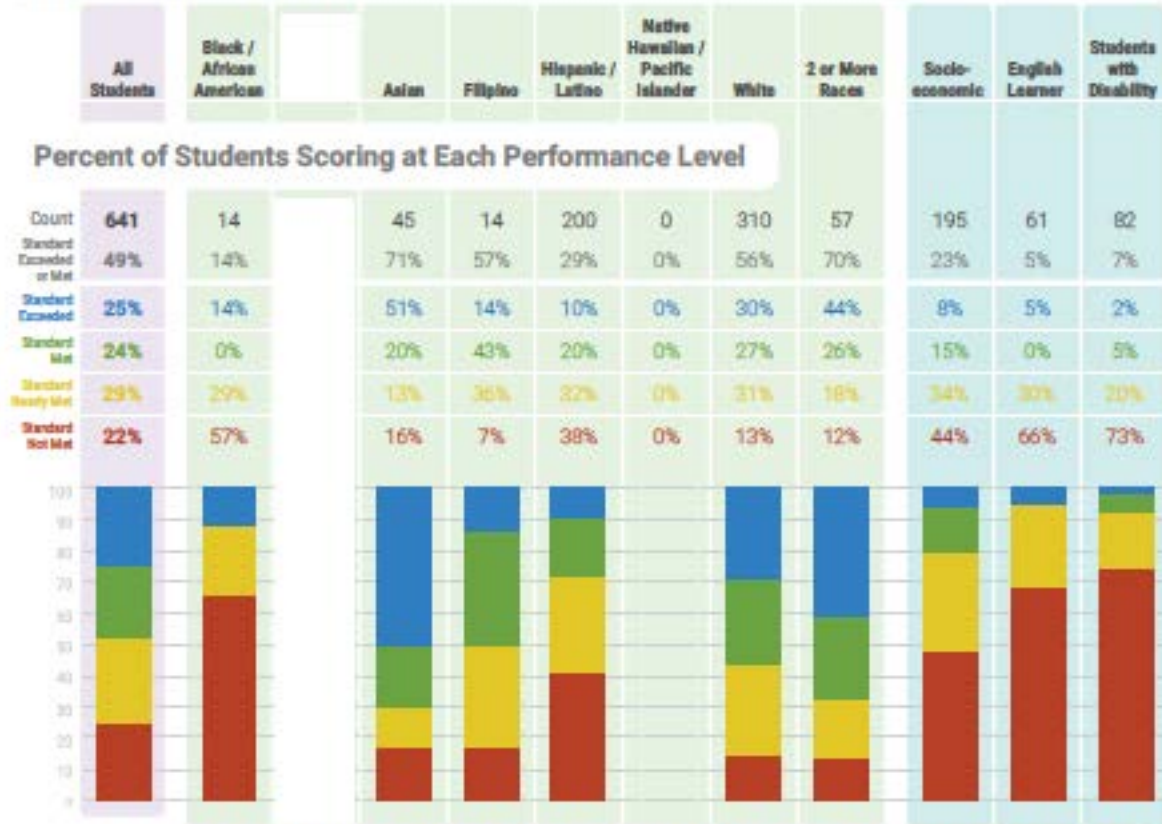
We did, however, see increases in proficiency among several student subgroups: 51% of Hispanic students met or exceeded the standards, a 11% increase over the previous year; and 42% of Socio-economically Disadvantaged (SED) students met or exceed the standards, a 5% increase. Our EL students also improved, with 1% more meeting or exceeding the standards than the previous year. However, for the 2016-2017, only 29% of African-American students met or exceeded the standards, a 6% decrease from the previous year.

Our largest achievement gaps continue to be in SPED and EL, with gaps of 48 and 51 percentage points respectively from the percentage of all students meeting or exceeding standard.

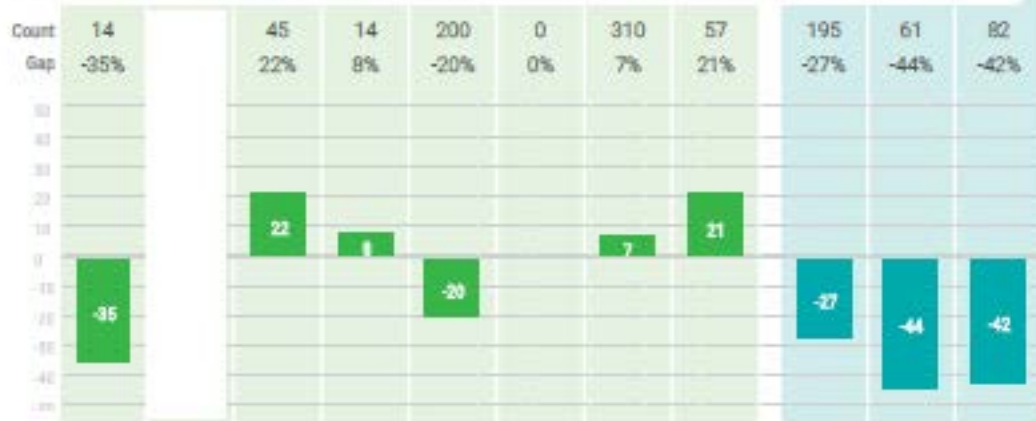
2016-2017 Math Performance Levels by Subgroup

Smarter Balanced Subgroup Summary

2017 Math: All Grade Levels Tested



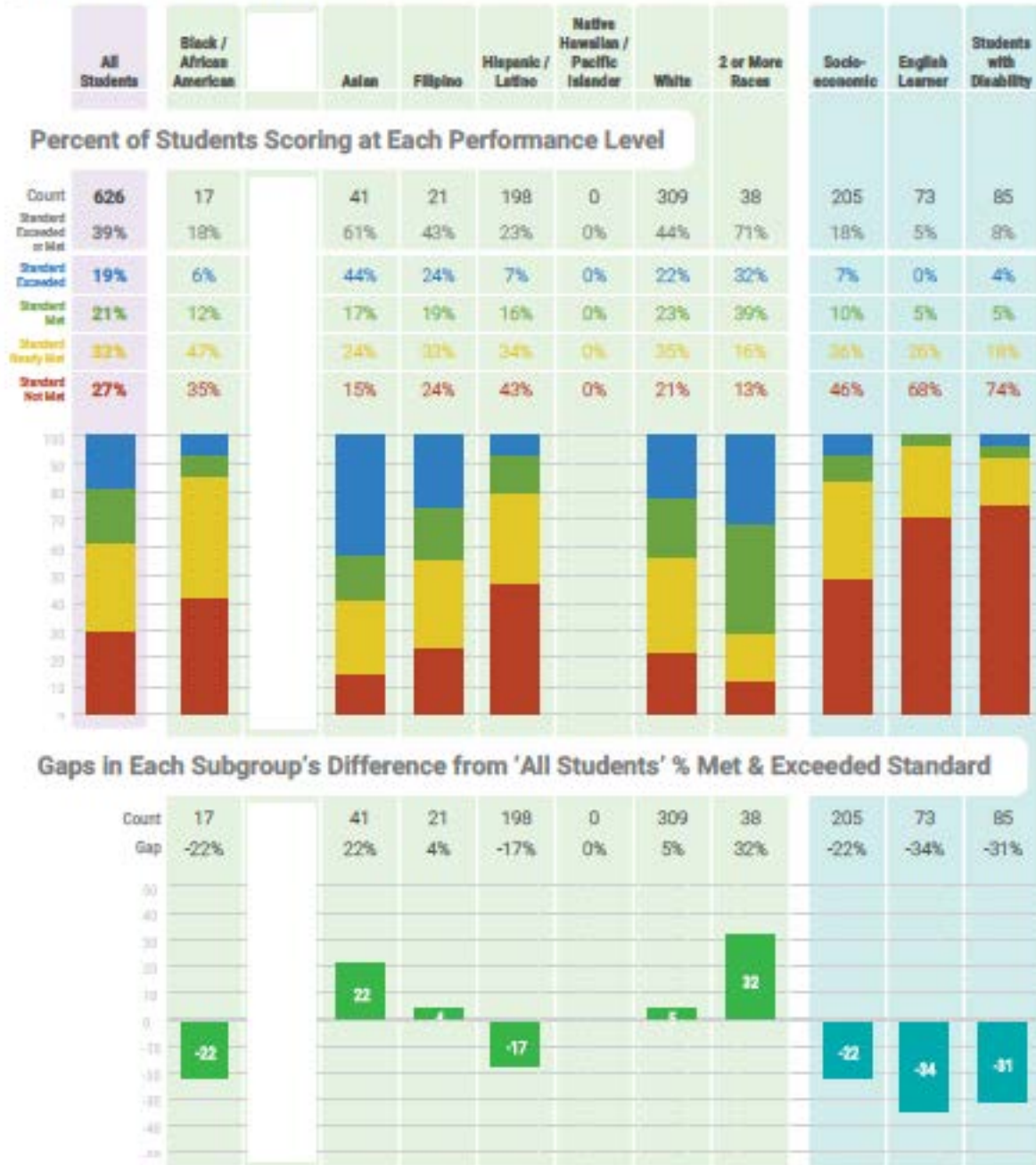
Gaps in Each Subgroup's Difference from 'All Students' % Met & Exceeded Standard



2015-2016 Math Performance Levels by Subgroup

Smarter Balanced Subgroup Summary

2016 Math: All Grade Levels Tested



As with ELA/Literacy, achievement gaps persist in math at East Avenue. While 71% of Asian students, 70% of students who identify as two or more races students and 56% of White students met or exceeded the standards, a significant increase for both White and Asian students. Twenty-nine percent of Hispanics, and 23% of SED students and 14% of African-American (a 4% decrease from the previous year) met or exceeded the standards.

We did, however, see increases in proficiency among several student subgroups: 29% of our Hispanic students met or exceeded the standards, a 6% increase over the previous year; 23% of our SED students met or exceed the standards, a 5% increase.

Our largest achievement gaps continue to be in SPED and EL, with differences of 42 and 44 points respectively from the percentage of “all students” meeting or exceeding standard.

2016-2017 District Literacy Benchmark

	3	2	1
6 th Grade (141)	70%	13%	16%
7 th Grade (195)	77%	21%	1%
8 th Grade (228)	60%	30%	9%

2016-2017 District Literacy Benchmark by Subgroup

	3	2	1
Asian (74)	80%	19%	.3%
White (327)	73%	18%	8%
Hispanic (144)	55%	35%	10%
African-American (15)	53%	20%	26%
SED (161)	50%	34%	17%
English Learner (52)	34%	54%	11%
SPED (69)	28%	39%	31%

The majority of students scored at performance level 3/met standards on the district literacy benchmark given during the 2016-2017 school year. Seventy percent of sixth graders, 77% of seventh graders, and 60% of eighth graders earned a 3 on the performance level. There were 13%, 21%, and 30% of students in 6th, 7th and 8th grades that scored at/near standards. Only two students scored in the Standards Not Met range for seventh grade. In contrast, there were 16% and 9% from sixth grade and eight grade scored standards not met.

Several achievement gaps also exist in performance on the literacy benchmark. Hispanic, African-American, SED, EL, and SPED students scored lower than the percentage of students proficient in each grade level.

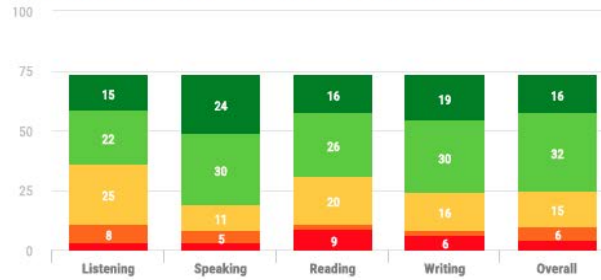
2016-2017 CELDT Performance Levels

64% Proficient 36% Not Proficient

# Tested	73
# Proficient	47
% Proficient	64
Listening Averages	3.00
SS	534
Speaking Averages	5.00
SS	618
Reading Averages	4.00
SS	578
Writing Averages	3.00
SS	546
Overall Averages	4.00
SS	569

Performance Level	Listening		Speaking		Reading		Writing		Overall	
	%	#	%	#	%	#	%	#	%	#
Advanced	20.5	15	32.9	24	21.9	16	26.0	19	21.9	16
Early Advanced	30.1	22	41.1	30	35.6	26	41.1	30	43.8	32
Intermediate	34.2	25	15.1	11	27.4	20	21.9	16	20.5	15
Early Intermediate	11.0	8	6.8	5	2.7	2	2.7	2	8.2	6
Beginning	4.1	3	4.1	3	12.3	9	8.2	6	5.5	4

Number of Students at Each Level in Each Domain



2015-2016 CELDT Performance Levels

66% Proficient 34% Not Proficient

# Tested	76
# Proficient	50
% Proficient	66
Listening Averages	4.00
SS	576
Speaking Averages	5.00
SS	618
Reading Averages	3.00
SS	565
Writing Averages	2.00
SS	483
Overall Averages	4.00
SS	560

Performance Level	Listening		Speaking		Reading		Writing		Overall	
	%	#	%	#	%	#	%	#	%	#
Advanced	23.7	18	47.4	36	22.4	17	19.7	15	21.1	16
Early Advanced	38.2	29	30.3	23	30.3	23	44.7	34	48.7	37
Intermediate	23.7	18	18.4	14	28.9	22	22.4	17	18.4	14
Early Intermediate	7.9	6	2.6	2	7.9	6	9.2	7	6.6	5
Beginning	6.6	5	1.3	1	10.5	8	3.9	3	5.3	4

Number of Students at Each Level in Each Domain



We had 74 students take the California English Language Development Test (CELDT) in 2016-2017 school year. Sixty-four percent of those students scored in the proficient range for an overall performance in the Advanced and the Early Advanced levels. However, 36% of the students tested were found to not be proficient based on the assessment. Of the seventy-four students tested, 15 scored Intermediate, 6 Early Intermediate, and 4 in the Beginning levels. In general, the 2016-2017 scores were better as compared to 2015-2016 scores for students who

**Performance Level
Percent Change**

	2015-16 CELDT	2016-17 CELDT	CHANGE
Advanced	17% (11)	22% (14)	5%
Early Advanced	46% (29)	48% (30)	2%
Intermediate	22% (14)	19% (12)	-3%
Early Intermediate	8% (5)	8% (5)	0%
Beginner	6% (4)	3% (2)	-3%

took the test both years. More students scored in the Advanced and Early Advanced range, increasing by 55% and 2% respectively. The Intermediate range decreased, which one can conclude those students moved into the proficient range. The Early Intermediate performance level did not see a change and the Beginner level decreased by 3%.

2016-2017 Reclassification Data

Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)
06	179	78.2%	2.2%	14.0%	5.6%
07	201	74.1%	2.0%	10.4%	13.4%
08	238	77.3%	2.1%	9.7%	10.9%

2015-2016 Reclassification Data

Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)
06	183	73.2%	1.1%	11.5%	14.2%
07	223	75.8%	2.7%	11.2%	10.3%
08	215	73.5%	2.3%	11.2%	13.0%

Students who are identified as English Learners are required to take the CELDT assessment at the start of every year. It tests students in reading, writing, listening and speaking. If students score in the early advanced or advanced range on the CELDT, proficient on the CAASPP and/or proficient on the district write, and an overall GPA of 3.0 in trimester 1 and 2, then they are able to be reclassified as a fluent in English.

During the 2016-2017 school year, 14.2% of sixth graders, 10.3% of seventh graders, and 13% of eighth graders were reclassified. Sixth grade students saw the biggest number of students reclassified with an 8.6% increase. Seventh graders and eighth graders declined slightly by 3.1% and 2.1% respectively.

Two Year Trend for Chronic Absenteeism

	2015-2016	2016-2017	2016-17 Total Students
Chronic (10%-19.99%)	6.5%	6.3%	40
Severe Chronic (>20%)	.3%	.8%	5

Increasing the attendance rate for all East Avenue students continues to be a focus. Reminders at the beginning of the year are sent home to reinforce the importance of being to school on time, every day. We remind parents and caregivers of the correlation between good attendance and success in school. We also use a number of resources at our disposal to assist those families of students who struggle with attending school regularly, including our school secretary in charge of attendance, our Child Welfare and Attendance specialist and also the SART and SARB processes.

2015-16 & 2017 Suspension Data Total Days and Suspensions

School Year	Total Days	Total Suspensions
2015-2016	62	26
2016-2017	89.5	49

2015-16 & 2017 Suspension Data Total Days and Suspensions of Special Education Students

School Year	Total Days	Total Suspensions
2016-17	57.5	24
2015-16	24	11

Last school year saw a sharp increase in the number of suspensions and the number of days students were suspended as compared to the previous year. In 2016-2017, there 49 suspendable incidents at East Avenue. The administration recognized the trend and worked to implement more progressive means of discipline and offer students other means of correction before suspending them from school. This included, walking laps, writing letters of apology, researching the historical nature of words and phrases used, and reflective practices.

2016-2017 Physical Fitness Test

% of Students Achieving the Healthy Fitness Zone			
Total Students Tested 201	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Grade 7	20%	46%	66%
Total Number of Students	40	93	133

	Number of Students Tested	% within or Above Healthy Fitness Zone		% Needs Improvement	
Aerobic Capacity	201	150	75%	49	24%
Body Composition	201	137	68%	63	31%
Abdominal Strength and Endurance	198	191	95%	7	3%
Trunk Extensor Strength and Flexibility	202	192	95.5%	10	5%
Upper Body Strength and Endurance	198	135	67%	57	28%
Flexibility:	202	171	85%	31	15%

2015-2016 Physical Fitness Test

Grade 7	% of students achieving the Healthy Fitness Zone		
	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total Students tested 221	24%	44%	68%

	Total # of students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	219	74%	26%
Body Composition	219	66%	34%
Abdominal Strength and Endurance	220	95%	5%
Trunk Extensor Strength and Flexibility	220	99%	1%
Upper Body Strength and Endurance	221	77%	23%
Flexibility	221	82%	18%

Our 2016-2017 Physical Fitness Test results show that 66% of our students are within the Healthy Fitness Zone, a slight decrease of 1.7% from the 2015-2016 school year. East Avenue Middle School students do very well in areas of abdominal strength and endurance (95%) and trunk-lifts (95.5%). During the 2015-2016 school year, students did better in the trunk lift (98.6%) by 3.1%. Students improved on their curl up score by .5% from the previous year.

There are several areas where students should work to improve; aerobic capacity (24%), body composition (31%), and upper body strength (28%).

2016-2017 School Climate Survey

In efforts to get a sense of how safe students if East Avenue felt at school. We conducted a school wide climate survey at all three grade levels. Students were given fifteen statements, similar to those asked in the California Healthy Kids Survey and then asked to respond whether they strongly agreed, agreed, were neutral, disagreed or strongly disagreed. There were 180 sixth grade students who responded, 76 seventh graders and 165 eighth graders.

1. I feel welcome at East Avenue Middle School.

Grade Level	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6	23.9	48.3	22.8	2.2	2.8
7	14.5	46.1	34.2	0	5.3
8	14.5	48.5	32.1	1.8	3

2. I feel safe at East Avenue Middle School.

Grade Level	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6	18.3	40	26.1	10	5.6
7	14.5	36.8	35.5	10.5	2.6
8	10.3	40	32.1	12.1	5.5

3. At east Avenue, there is an adult I can talk to when something is bothering me.

Grade Level	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6	18.9	31.1	27.2	13.3	9.4
7	21.1	40.8	25	11.8	1.3
8	16.4	36.4	24.2	13.9	9.1

4. At East Avenue, there is a teacher or another adult who really cares about me.

Grade Level	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6	18.3	33.3	33.3	10.6	4.4
7	19.7	35.5	28.9	9.2	6.6
8	15.8	31.5	35.2	8.5	9.1

5. During this school year, how many times on school property have you had mean rumors or lies spread about you? (verbal harassment)

Grade Level	0 times	1 time	2-3 times	4 or more times
6	53.3	25	11.1	10.6
7	50	19.7	14.5	15.8
8	55.8	17	14.5	12.7

6. During this school year, how many times on school property have you been pushed, shoved, slapped, or kicked by someone who was not just kidding around (physical harassment)?

Grade Level	0 times	1 time	2-3 times	4 or more times
6	61.7	17.2	12.2	8.9
7	61.8	18.4	13.2	6.6
8	74.5	9.1	8.5	7.9

The data shows that a majority of students feel safe and comfortable at East Avenue; 58.3% for sixth, 51.3 for seventh, and 50.3 for eighth. They feel there is an adult they can go to and they have friends. Most have not experienced bullying and have even seen others do something nice for their peers. However, 38.3% of sixth graders, 38.3% of seventh graders and 25.5% of eighth graders have experienced some sort of physical harassment. The percentage of students experiencing verbal harassment is higher with more than half of students in each grade level reporting.

Parent Engagement

At East Avenue Middle School, we have a variety of opportunities for parents and guardians to participate in our school community. They can become members of our Booster Club, SSC, and ELAC committees. We routinely communicate with families via School Messenger system and with regular updates to our website and marquee. Families play an integral part in the successful operations of our eighth-grade activities, organizing and decorating for the promotion dance and ceremony. Families also have the opportunity to volunteer at a number of other events during the school year by participating during Fall orientation, rewarding students for perfect attendance and honor roll each trimester, participating in the Great California Shakeout and routinely supporting students at various sporting and music events.

Greatest Progress:

Our greatest academic progress for the 2016-2017 school year were the increases in English Language Arts scores by the seventh and eighth grade students. In overall performance, 7th grade students improved by 25% and the 8th grade students improved by 10% from the previous year. While there were gains in the Standards Exceeded and also in Standard Met performance levels in both grades, there were also significant decreases in the number of students in the lower performance levels, moving from 27% to 15% in Standard Nearly Met and from 24% to 10% in Standard Not Met for 7th grade and moving from 25% to 18% in Standard Nearly Met and from 20% to 18% in Standards Not Met for 8th grade.

Implementation of the Expository Reading and Writing Curriculum (ERWC) by the seventh and eighth grade core teachers appears to have been effective. Writing scores as measured by the CAASPP and the District Benchmark show improvement. The number of students scoring proficient in the writing claim increased by 3% and by 6% on the research and inquiry claim of the CAASPP. The district benchmark had 70% of sixth graders, 77% of 7th graders and 60 % of 8th graders scoring at performance level 3.

This year the ERWC program has been expanded to include a unit for sixth grade. All new teachers and the sixth-grade core team will attend three trainings on ERWC strategies that will be implemented in the classroom.

We will also continue to use Achieve 3000 for students in the Special Education classes and as a curriculum for our literacy support class for students who need additional support in reading and writing non-fiction texts.

Greatest Need:

Sixth grade English Language Arts is an area where we need to improve. The 2016-2017 sixth grade students had minor declines in nearly all areas. Overall, 61% met standards during 2016-2017 school year as opposed to 64% of students in the year prior. Seventeen percent of students scored in performance level 4, a decline of 6%. However, there was a 3% increase in students scoring in performance level 3, from 41% to 44%. The lower levels of the performance spectrum saw minor increases in the number of students scoring in performance levels 2 and 1. Standards nearly met/Performance Level 2 went from 24% to 25% and Standards Not Met/Performance Level 1 went from 12% to 14%.

The sixth-grade core teachers will participate in the ERWC program to enhance their strategies in teaching non-fiction reading and writing. As with all departments, this team will reevaluate their chosen essential standards and adjust their pacing guides as needed. As the district places greater emphasis on continuity of practice, departmental teams will continue to collaborate to ensure the formative assessments are common and can be used as a data point for analysis.

Our other area of need is in performance scores for mathematics on the CAASPP. Performance levels remained modest for the 2016-2017 school year and the year before with 45% (1% increase) of students meeting standards for sixth grade, 57% for seventh grade (15% increase), and 44% for eighth grade (13% increase). While each of the grade levels did improve on the 2015-2016 school year's performance, there are still more students not meeting standards than there are meeting standards.

One plan we will continue with the adaptive online intervention class, ALEKS. The students in that course who improved, did so with an average gain of 49 points. We will continue to offer the blended learning class to the students who have scored in performance level 1/Standards Not Met. The web based program differentiates the curricula through adaptive questioning.

Math teachers will continue to focus on using multiple methods and providing opportunities to have students explain their mathematical reasoning when solving problems. There will continue to be professional development around increasing the depth of knowledge of the activities being given to students.

As we continue to work to re-establish the tenants of PLCs by focusing on the 4 questions, teachers will be given frameworks and sentence stems to guide their conversation around what type of instruction is best for students for a particular essential standard. We will engage in the construction or re-development of common formative assessments that directly address the agreed upon essential standards. Teachers are involved in a consistent cycle of inquiry with colleagues through the analyzation of data using the common formative assessments including information garnered from the Interim Block Assessments. They will be able to use data to reteach, modify or extend the standard for students. Teachers will meet once a month in grade level teams to discuss students who are not progressing to their full potential and collaborate with colleagues on strategies for improvement.

This year we will also continue the work of making meaningful connections with students. Teachers are encouraged to take the time to build community within each of their classrooms and to establish a cooperative environment. More importantly, teachers are encouraged to build relationships with students so that they are able to recognize the complexities of experience children bring to the

classroom. When teachers know who their students are, they can better design individualized lessons for them.

Performance Gaps:

Performance gaps continue to persist in both ELA performance levels based on the CAASPP data. The largest gaps are with students who are identified or identify as African-American, Hispanic, socioeconomically disadvantaged (SED), English Learners (EL) and as students with disabilities (SPED). Those groups of students scored far below the percentage of all students that met and exceeded the standards. African-American students were 38% below, Hispanic students scored 16% below, SED students scored 25% below and SPED and EL students scored 48% and 51% below respectively.

Instructionally, we will continue to focus on implementing the Common Core Standards with fidelity to all subjects. In ELA, we will continue to build strong foundational skills in the areas of reading comprehension and producing clear and focused writing. Teachers receive ongoing training in expanding their instructional strategies around building skills in research, analysis and presenting information in a clear and concise manner for students. We also need to continue our focus on questioning strategies that require students to operate at greater depth of knowledge, evidenced based conversations about literary and informational text, increasing the amounts of evidenced based writing, and increasing reading comprehension. New teachers and sixth grade core teachers will be trained in Expository Reading and Writing which focuses on how to strategically develop the ability of writing, listening and speaking and language. Additionally, we will continue to use CAASPP interim block assessments to help students gain greater familiarity with both content and technological format of the assessments.

We will also revisit the importance of presenting culturally relevant lessons to students and examining our unconscious bias and micro aggressions within the classroom. We will use the results of data collected in our Instructional Rounds further focus our attention to students in specific underperforming subgroups.

While the achievement gap in math was not as wide as it was in English Language Arts, scores on a whole did not improve in mathematics as we would have liked. Nonetheless, the difference in performance levels with some subgroups remain. White, Asian and students who identify as two or more races had 56%, 71% and 70% of students who scored proficient in math. Conversely, African-American, Hispanic, SED, EL and SPED students scored 35%, 27%, 44%, and 42% below all students who met or exceeded standards.

Teachers will continue to utilize strategies in teaching students multiple methods to solve problems and check their own understanding while reflecting on their learning. Teachers will also increase their use of questioning strategies that require reasoned, evidenced based responses during collaboration and independent work. We will provide teachers professional development around reading and writing in specific content areas so they are able to teach and frontload content specific vocabulary to all students, but specifically our English Learners.

In all subject areas, the ILT, in conjunction with district support, will work with teachers in developing Multi-tiered Systems of Support in efforts to provide in class remediation for students based on mastering the school wide essential mathematics standards.

We will continue to offer a blended learning seventh and eighth grade differentiated math support class that utilizes a web based learning system with adaptive questioning to determine each student's strengths and areas of growth. This is class in addition to their grade level math course.

Involvement/Governance

The plan was developed, discussed, monitored, and modified at SSC meetings throughout the 2016-2017 school year.

Our English Learner Advisory Committee (ELAC) met several times last year. Input for the SSC was provided to the principal by the ELAC for discussion at SSC meetings.

The East Avenue administrators, Instructional Leadership Team (ILT), and School Site Council (SSC) monitored the School Site Plan during meetings throughout the year.

2017-18 District Local Control Accountability Plan (LCAP) Goals

Focus Student Groups:

English Learners African American Hispanic Low Socio-economic Foster Youth

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

Focus Areas for Site Goals: Literacy/Reading Comprehension
Mathematics
Writing

Measures:
Smarter Balance Assessment
Completion of A-G requirements
CTE Pathways completion rates
Graduation rates
District Writing Assessment
CELDT
EL Reclassification
Other local assessments

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

Focus Areas for Site Goals: Character Education
All students feeling safe at school
High level of caring relationships with adults at school
Attendance
Physical Fitness
Articulation – between grade levels, departments, and feeder schools, including preschool and post-secondary

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

Goal 3: Enhance parent and community engagement and communication

Focus Areas for Site Goals: Data demonstrating staff seeks input from parents in decision making
Data demonstrating staff promotes parental participation in programs

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

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

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: Literacy/Reading Comprehension (Include all student groups and specifically English Learners.)

SCHOOL GOAL: #1 The percentage of students Meeting Standards on the CAASPP will increase by 5% in seventh and eighth grades and by 10% in sixth grade.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>2017 CAASPP English Language Arts assessment results</p>	<p>- Our 2017 CAASPP ELA results indicate that</p> <ul style="list-style-type: none"> • 65% of 8th graders • 75% of 7th graders • 61% of 6th graders <p>Met standards on the CAASPP assessment. Seventh and 8th graders all improved by 25% and 10 % respectively. Sixth graders declined by 3%.</p> <p>- Achievement gaps are evidenced by our Hispanic, SED, African-American, EL, and SPED student groups scoring significantly lower than the overall score of 67%, as shown below:</p> <ul style="list-style-type: none"> • 79% of Asian students (+8) • 75% of White students (+13) • 75% of Two or More Races students (+4) • 51% of Hispanic students (+11) • 42% of SED students (+5) • 29% of African-American students (+6) • 18% of SPED students (+5) • 15% of EL students (+1) 	<p>- Common formative and summative assessments within classes</p> <p>- Trimester review by teachers of students' progress toward Accelerated Reader goals</p> <p>- Monthly review of Achieve 3000 reports to assess student progress in strengthening basic literacy skills</p> <p>- District-wide CAASPP "block" interim assessment benchmarks results</p> <p>- ERWC professional development reading comprehension and writing strategies,</p> <p>- Review of Culturally Responsive Teaching practices and SDAIE strategies</p> <p>- 2018 CAASPP ELA/Literacy results</p>

STRATEGY: Staff will work with students to increase literacy skills through the use of differentiated instruction and in class interventions. A blended learning literacy support class will be provided to 7th and 8th grade students who require more targeted support.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Review CAASPP data with staff and develop strategies for improving reading comprehension over the 2017-2018 school year.	Principal, VP, and teaching staff	Wednesday early release days	\$0
Provide one section of a blended-learning class that uses a differentiated online literacy program (Achieve 3000) to provide targeted support within the school day to students struggling with foundational academic skills.	Principal and designated teacher	Purchase Achieve 3000 licenses for the 2017-2018 school year using the LCFF	\$7,500 for up to 125 licenses - LCFF
Implement Achieve 3000 in EL sheltered core classes, and all SPED classes, including Resource.	Principal and designated teachers	Provide training October 2017 Implementation is ongoing	Same as above
Sixth grade core and new 7 th - and 8 th -grade Core teacher training on Expository (ERWC) for Middle School	Principal, core teachers	October 2017- June 2018	\$0
Instructional Rounds focused on <ul style="list-style-type: none"> - Instructional Focus for the 2017-2018 school year - Inclusive strategies for African-American, EL, and SPED students 	ILT, Principal, staff	Trimester 2 and Trimester 3	\$274 (2 roving subs to cover classes) – Site funds \$274 (2 roving subs to cover classes) – Site funds

Continuation of a homework club for 1 hour per day, 3 days per week to help student progress towards standards	Principal, library specialist		\$3500 - Booster funds
Ongoing professional development on Professional Learning Communities, differentiation and EL strategies	Principal, VP, ILT, staff	October 2017- June 2018	\$0
Attend California Association for Bilingual Educators conference		October 2017- June 2018	\$2400 -LCFF

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

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: Mathematics (Include all student groups and specifically English Learners.)
SCHOOL GOAL: #2 The percentage of students meeting or exceeding the CAASPP math standards in all student groups will increase by 5%.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>2016 CAASPP Math results</p> <p>2017 CAASPP math results for students in the ALEKS intervention math class</p>	<p>- Our 2017 CAASPP Math results show that 49% of our students scored near, at, or above standards (an increase of 10% from the previous year), with achievement gaps evidenced by Hispanic, African-American, SED, SPED, and EL student groups scoring significantly lower than the overall score of 49%, as shown below:</p> <ul style="list-style-type: none"> • 71% of Asian students (+10) • 70% of Two or More Races students (-1) • 56% of White students (+12) • 29% of Hispanic students (+6) • 23% of SED students (+5) • 14% of African-American students (-4) • 7% of SPED students (-1) • 5% of EL students (same) <p>The area in most need of improvement is in the claim area of problem solving and modeling/ data only 22% of students met standards.</p> <p>Of the 20 students who were enrolled in the ALEKS intervention course during the 16-17</p>	<p>- Common formative and summative assessments</p> <p>- Ongoing review of ALEKS reports to assess students' progress</p> <p>- District-wide CAASPP interim block assessment benchmarks results</p> <p>- Math Solutions professional development for math strategies</p> <p>- Review of Culturally Responsive Teaching practices and SDAIE strategies</p> <p>- 2018 CAASPP Math results</p>

school year, 9 of those students were identified as English Learners. Only seven of them had comparable multi-year data. Six students improved their scaled scores with double digit increases, however there was no change in their performance levels. Performance levels remained in the standards not met and standard nearly met levels.

EL Student	Perf. Level	Point Difference
Student A	1	+37
Student B	2	+38
Student C	1	+66
Student D	1	+24
Student E	1	-4
Student F	1	+43
Student G	1	+22

STRATEGY: Staff will work with students to increase students understanding of math concepts and vocabulary through implementation of math practices that support the CCSS, differentiated instruction and in-class interventions. A blended learning math support class will be provided for 7th and 8th grade students who require additional support.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Review CAASPP data with staff and develop strategies for improving math proficiency	Principal, VP, and teaching staff	Wednesday early release days	\$0
Continue blended-learning 7 th - and 8 th -grade intervention class with ALEKS and SPED math classes	Principal and designated teachers	Purchase ALEKS licenses for the 2017-2018	\$2500 -District Funds
Continuation of a homework club for 1 hour per day, 3 days per week to help ensure student engagement with the curriculum	Principal, library specialist	October 2017- June 2018	\$3500 - Sponsored by Booster Club
Instructional Rounds focused on <ul style="list-style-type: none"> - Instructional Focus for the 2017-2018 school year - Inclusive strategies for African-American, EL, and SPED students 	Principal, VP, staff	Trimester 2 and Trimester 3	\$274 (2 roving subs to cover classes) – Site funds \$274 (2 roving subs to cover classes) – Site funds
Ongoing professional development on Professional Learning	ILT, Principal, staff	October 2017- June 2018	\$0

Communities, differentiation and SDAIE strategies	Staff	October 2017	\$0
District wide Professional Development with Math Solutions	Principal, Math teachers	January 2018	\$3000 - consultant fee and substitute coverage - Instructional Discretionary
Math Strategies Professional Development			

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

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: Writing (Include all student groups and specifically English Learners.)

SCHOOL GOAL: #3 The percentage of students meeting standards on the CAASPP writing and research/inquiry claim will for all student groups will increase by 5%, specifically for EL students, SED, SPED, and Hispanic and African-American students.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>2016 CAASPP ELA/Literacy results</p> <p>2016 Literacy Benchmark</p>	<p>- Our 2017 CAASPP ELA results show that 38% of East students scored Above standards, 46% scored at or near standards and 19% scored below standards on the writing claim. For the reasearch and inquiry claim, 35% scored above standards, 50% scored at or near standards and 15% scored below standards.</p> <p>Several achievement gaps exist in performance on the writing claims, as evidenced by African-American, EL, and SPED groups scoring lower than the overall above standard 38% score, as shown below:</p> <ul style="list-style-type: none"> • 53% of Asian students • 44% of White students • 21% of Hispanic students • 18% of SED students • 10% of African-American students • 6% of SPED students • 0% of EL students 	<p>- Common formative and summative assessments</p> <p>- District-wide CAASPP interim block assessment benchmark results</p> <p>- Review of Culturally Responsive Teaching practices and SDAIE strategies</p> <p>- 2018 CAASPP writing results</p> <p>- Instructional Rounds focused on differentiation and SDAIE strategies</p> <p>- 2018 CAASPP ELA/Literacy results</p> <p>- 2017-2018 District Writing Assessment benchmark</p>

	<p>Several achievement gaps also exist in research/inquiry, as evidenced by African-American, EL, and SPED groups scoring lower than the overall 35% score, as shown below:</p> <ul style="list-style-type: none"> • 59% of Asian students • 37% of White students • 24% of Hispanic students • 18% of SED students • 10% of African-American students • 7% of SPED students • 4% of EL students <p>Students performed better on the District’s literacy benchmark than they did on the CAASPP end of year assessment on a whole. However, the, achievement gap persisted with Asian and white students outscoring African-American, Hispanic, EL, SED, and SPED students by an average of 36%.</p>	
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STRATEGY: Staff will work with students to improve writing skills through utilization of CCSS-aligned writing strategies.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Review CAASPP data with staff and develop strategies for improving reading comprehension over the 2017-2018 school year	Principal, VP, and teaching staff	Wednesday early release days	\$0
Provide one section of a blended-learning class that uses a differentiated online literacy program (Achieve	Principal and designated teacher	Purchase Achieve 3000 licenses for the 2017-2018 school year using the LCFF	\$7,500 for up to 125 licenses - LCFF funds

<p>3000) to provide targeted support within the school day to students struggling with foundational academic skills.</p>			
<p>Implement Achieve 3000 in EL sheltered core classes, and all SPED classes, including Resource.</p>	<p>Principal and designated teachers</p>	<p>Provide training October 2017 Implementation is ongoing</p>	<p>Included in license fee</p>
<p>Sixth grade core and new 7th- and 8th-grade core teacher training on Expository (ERWC) for Middle School</p>	<p>Principal, core teachers</p>	<p>October 2017- June 2018</p>	<p>\$274 (2 roving subs to cover classes) – Site funds</p>
<p>Instructional Rounds focused on</p> <ul style="list-style-type: none"> - Instructional Focus for the 2017-2018 school year - Inclusive strategies for African-American, EL, and SPED students 	<p>ILT, Principal, staff</p>	<p>Trimester 2 and Trimester 3</p>	<p>\$274 (2 roving subs to cover classes) – Site funds</p>
<p>Continuation of a homework club for 1 hour per day, 3 days per week to help student progress towards standards</p>	<p>Principal, library specialist</p>	<p>October 2017- June 2018</p>	<p>\$3500 Booster funds</p>
<p>Ongoing professional development on Professional Learning Communities,</p>	<p>Principal, VP, ILT, staff</p>	<p>October 2017- June 2018</p>	<p>\$0</p>
	<p>VP, selected staff</p>		

differentiation and SDAIE strategies Attend California Association for Bilingual Educators conference			\$2400
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Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels
 Focus Area: Character Education/Suspensions/Diversity Appreciation/Respectful and Inclusive Environment for all Students
SCHOOL GOAL: #4 Reduce the percentage of students who experience of harassment or bullying on campus by 15%.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>2017 School Climate Survey</p> <p>Suspension Data</p>	<p>- The data shows that a majority of students feel safe and comfortable at East Avenue; 58.3% for sixth, 51.3% for seventh, and 50.3% for eighth. They feel there is an adult they can go to and they have friends. Most have not experienced bullying and have even seen others do something nice for their peers. However, 38.3% of sixth graders, 38.3% of seventh graders and 25.5% of eighth graders have experienced some sort of physical harassment. The percentage of students experiencing verbal harassment is higher with more than half of students in each grade level having that happen.</p> <p>- The suspension data from 2016-2017 showed there were 49 suspendable incidents during the school year. Students were suspended for a total of ninety school days. September had the most suspensions at 12.</p>	<p>Results California Healthy Kids Survey</p> <p>Monthly Suspension data</p>

STRATEGY: Reinforce schoolwide rules. Reduce suspensions by 50%. Implementation of a multi-pronged anti-bullying campaign.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Add school wide rules of Be Safe, Be Respectful, Be Responsible to East Avenue motto, to “Be a Buddy, not a Bully”	Principal, VP, and teaching staff	October 2017- June 2018	\$0
Schoolwide lesson on tolerance	Principal, VP, ILT, staff	November 2017	\$0
Morning PA announcements will include anti-bullying, kindness and school wide rules	Principal, VP, students making morning announcements	During the school year 2017-2018	\$0
Classes will show school rules video of principal and vice principal reviewing school wide rules.	Principal and VP	October 2017	\$0
Anti-bullying, kindness messages on electronic marquee	Principal and Executive Assistant to the Principal	During school year 2017-2018	\$0
Use of anti-bullying contracts between students when issues arise.	Principal, VP, and Counselor	As needed throughout 2017-2018 school year	\$0
Professional development on Positive Behavior Intervention and Support for staff	Principal, VP, staff	August 2017	\$0

Review of school rules Be Safe, Be Respectful, Be Responsible.	Principal, VP, teachers	Trimester 2 and 3	\$0
Continue to bring diverse performing groups for a yearlong assembly series	Principal, VP, ASB adviser, student body	November 2017- May 2018	\$5,000 - ASB funds

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels
 Focus Area: Attendance/Chronic Absenteeism
SCHOOL GOAL: #5 Improve school wide ADA to a minimum of 97%.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
2017-2016 Grade Level Attendance Summary	-6 th -grade ADA was 96.6% (.6% increase) -7 th -grade ADA was 96.12% (.12% increase) -8 th -grade ADA was 95.68% (.68% increase)	Monthly review of ADA reports Decrease in SART contracts

STRATEGY: Increase school-home communication regarding issuances of attendance and truancy; Counselor meetings with students who have attendance issues.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Collaborate with site CWA to monitor student attendance	Principal, VP, school secretary CWA	October 2017- June 2018	\$0
Increase number of messages sent home via School Messenger and posted on the school website and electronic marquee regarding the importance of good attendance	Principal, Executive Assistant to the Principal	August 2017 – June 2018	\$0

Provide a monthly attendance award for perfect attendance	Principal and Attendance Secretary	September 2017- June 2018	\$420 – Booster Club funds
Implement progressive discipline strategies that keep students in school, rather than suspending them	Principal and VP	August 2017 – June 2018	\$0
Continue 21 st Century teaching strategies that engage students and allow them to experience success throughout the day.	Principal, VP, and teachers	August 2017 – June 2018	\$0
Meetings between CWA and students who are missing school on a regular basis	Attendance Secretary and CWA	August 2017 – June 2018	\$0
Continue to refer habitually truant students for SARB hearings as necessary	Principal, VP, CWA	August 2017 – June 2018	\$0

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

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

Focus Area: Physical Fitness

SCHOOL GOAL: #6 Increase percentage of 7th-grade students passing the Fitness Gram (passing at least 5 out of the 6 standards) by 5%.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
-2016-2017 Physical Fitness Test	-66% of 7th-grade students passed at least 5 of the 6 standards (a 1.7% decrease from the previous year) -The areas in need of the greatest improvement are Body Composition and Aerobic Capacity.	- Common formative and summative assessments - ongoing feedback to students - 2017-2018 Fitness Gram Results

STRATEGY: The PE department will work with students to set goals and monitor their progress on goals in the area of aerobic capacity and body composition.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Use Illuminate to analyze 5 th -grade students' PFT to plan lessons accordingly.	Principal	September – October 2017	\$0
Assess students in all three grade levels on the Physical Fitness Test domains. Work with students to analyze results and set goals for the next year.	PE department	October 2017 & March 2018	\$0

Educate students on the importance of healthy food choices	PE department and Principal	October 2017-June 2018	\$0
Incorporate more push-ups into daily warm-up routines	PE department	Daily	\$0
Increase the number of timed mile runs to make students aware of their baseline and can monitor their progress.	PE department	Three times a trimester	\$0

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels
 Focus Area: Articulation
SCHOOL GOAL: #7 Increase the number of students participating in articulation opportunities with the elementary schools and Livermore High School.

<p>What data did you use to form this goal?</p> <p>Ongoing articulation efforts for incoming 6th-grade students and outgoing 8th-grade students</p>	<p>What were the findings from the analysis of this data?</p> <p>- Articulation occurs between the two primary feeder school and Livermore High School, for which we are a primary feeder school. However, with open enrollment, we have students who come to East Avenue from other elementary schools in the district.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Debrief with participants of 5th-grade visitation day and Ambassador Program</p>
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STRATEGY: Improve communication with elementary and high school representatives to ensure a smooth transition for students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Convene current East Avenue 6th-grade students to determine if the articulation program met their needs and get suggestions on how to improve it.</p>	<p>Principal and VP</p>	<p>At beginning of Trimester 3</p>	<p>\$0</p>
<p>Principal and VP will provide the annual 5th-grade visitation day for our feeder schools, with adjustments as needed based on the result of the above described debrief and a</p>	<p>Principal and VP</p>	<p>At beginning of Trimester 3</p>	<p>\$0</p>

meeting with the elementary school principals	Principal and VP	At beginning of Trimester 3	\$0
Principal and VP, in conjunction with high school admin rep, will arrange the annual Ambassador Day in which East Avenue students visit the high school and bring back information to their peers. Adjustments to the ongoing program will be made as needed based on a meeting with the high school principal and/or VP(s).			
Contact all LVJUSD elementary schools to provide information to their families on the East Avenue 5 th -grade visitation day.	Principal and VP	At beginning of Trimester 3	\$0

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 3: Enhance parent and community engagement and communication
SCHOOL GOAL: #8 Increase numbers of parent/guardians attending parent/community meetings and programs

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> - We met our 2014-2015 SPSA goal of increasing parent/community meetings by three meetings (in addition to the Booster Club, SSC, and ELAC meetings) to a minimum of five meetings per year. 	<ul style="list-style-type: none"> - Pathways to a Bright Future evening was held with poor attendance - Two African American parent meetings 	<ul style="list-style-type: none"> - Increase opportunities for parents to engage in school activities

STRATEGY: Survey parents/guardians to determine how to increase parent/community engagement and make changes accordingly.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Post upcoming events and how to get involved on the school's electronic marquee	Principal, Executive Assistant to the Principal	August 2017-June 2018	\$0
Ensure that an ELAC member is also a representative on the DELAC and attends the school's SSC meetings to ensure effective communication between the three groups in the interest of	ELAC Coordinator and Principal	Representative to be recruited at first 2016-2017 ELAC Meeting	\$0

<p>moving student learning forward</p> <p>Continue the newly adopted Pathways to a Bright Future program at East Avenue that provides a choice of breakout sessions for parents/guardians and students so they can explore the variety of pathways students can take to a bright future</p>	<p>Principal, School Counselor</p>	<p>- Attendance at district-wide Pathways to a Bright Future planning meetings</p> <p>- Ensure a Pathways to a Bright Future evening is held at East Avenue during Trimester 3</p>	<p>\$0</p>
<p>Continue to hold a Common Core Math Parent Information Night to parents understand the new approach</p>	<p>Principal, VP and teacher volunteers</p>	<p>Prior to CAASPP Testing</p>	<p>\$0</p>
<p>Survey parents/guardians to determine how to increase parent/guardian attendance at parent/community meetings and programs</p>	<p>Principal and VP</p>	<p>Spring 2018</p>	<p>\$0</p>

East Avenue Middle School

**2017/2018 PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE
LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth**

Projected LCFF Supplemental Funds: \$ 39,390.00

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	Target Population	Timeline	Person(s) Responsible	Estimated Cost
Improvements or enhancement in instruction: <ul style="list-style-type: none"> - Bilingual Aide - ~6 hours per day/ 4 days a week - <i>Achieve 3000</i> software license for targeted academic support 	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth 	17-18	Principal	\$23,085 \$7,500
Supplemental materials, computers, software, books, supplies may be purchased: <ul style="list-style-type: none"> - Misc. EL supplemental materials (i.e. Language Development Software, Grammar Books,) - <i>STEMScopes</i> Software 	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth 	17-18	ELD Teacher Executive Assistant	\$3,871 \$1,934
Staff Development and Professional Collaboration, training costs, substitute costs: <ul style="list-style-type: none"> - <i>CABE</i> Conference for 2 (incl. hotel) 	<ul style="list-style-type: none"> <input type="checkbox"/> Socio-econ. Disadvantaged ✓ English Learner <input type="checkbox"/> Foster Youth 	17-18	ELD Teacher Vice Principal	\$2,400

Parental Involvement: <ul style="list-style-type: none"> - Snacks and materials for ELAC Meetings per meeting - Interpreters for meetings 	<input type="checkbox"/> Socio-econ. Disadvantaged <input checked="" type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth	17-18	ELD Coordinator	\$600
Total LCFF Supplemental				\$39,390

Form B: Centralized Services for Planned Improvements in Student Performance

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

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

- *Funds are allocated for kinder readiness, supplemental intervention and summer programs for targeted students, homeless students, professional development, and supplemental instructional materials, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- *Centralized Services*
- *\$450,750*

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

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

- *Funds are used for staff development for new teacher support, to improve teacher and principal quality, and to evaluate the programs designed to increase student achievement, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- *Centralized Services*
- *\$333,317*

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

- *Provides funding for supplementary programs and services for LEP and immigrant students. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities. Supplemental materials to support immigrant and EL students.*
- *An additional counselor to meet the unique needs of immigrant students.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- *Centralized Services*
- *\$273,390*

Migrant Education

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

- *Funds are used to identify, recruit, and connect Migrant families to community and district services/support to meet needs such as food, clothing, health care, counseling and academic support. Funds also support professional development, parent education, and preschool education, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
 - *Centralized Services*
 - *\$280,984*
-

Form C: Programs Included in this Plan – East

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
<input type="checkbox"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$0
<input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$2,000
Total amount of federal categorical funds allocated to this school	\$2,000

State Programs	Allocation
<input type="checkbox"/> Local Control Funding Formula (LCFF) Base Purpose: Support the needs of all students and student groups	\$74,310
<input type="checkbox"/> Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$39,390
Total amount of state categorical funds allocated to this school	\$113,700

Local Funding	
<input type="checkbox"/> Technology Funds – Local Parcel Tax	\$11,610

Form D: 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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Mistee Guzman	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connie Summers	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Carolynn Hoopes	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laurie Lesandro	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diane Lowery	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sandra Petros-Meyers	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louise Jones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Emily Prusso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Deborah Rogers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Melanie Young	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Alice Prusso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Lillie Voissem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Numbers of members in each category	1	4	1	4	2

At elementary schools, the SSC 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.

Form E: Recommendations and Assurances

The School Site Council (SSC) reviews and/or recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:¹

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and/or state law.
2. The SSC reviewed its responsibilities under state law and/or district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- English Learner Advisory Committee
- Special Education Advisory Committee
- Gifted and Talented Education Advisory Committee
- Departmental Advisory Committee (secondary)
- Other committees established by the school or district (list)

4. 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.
5. 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.
6. This SPSA was reviewed by the SSC at a public meeting on: October 18, 2017.

Attested:

Mistee Guzman
Typed name of School Principal

Mistee Guzman
Signature of School Principal

10-18-17
Date

Melanie Young
Typed name of SSC Chairperson

Melanie Young
Signature of SSC Chairperson

10/18/17
Date

¹ SSC must review *and* recommend the SPSA for Board approval and address all assurances.

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

PROGRAM DESCRIPTION:

East Avenue Middle School supports the LVJUSD model for instruction of our 72 gifted students. We have a parent representative on the District GATE Committee, which develops after-school enrichment activities for GATE students. Classroom delivery of differentiated instruction combined with school-wide enrichment opportunities, advanced study, additional class work, and independent study are some of the additional options available to our GATE population. We continue to promote independent research and inquiry/project-based learning. Our teachers are encouraged to provide open-ended assignments that are rigorous and challenging. It is our intent to provide a program that is both responsive to student needs and reflective of their unique talents.

Livermore Valley Joint Unified School District
Library School Site Plan – ALL SITES

PROGRAM DESCRIPTION:

The goal of the East Avenue Middle School library is to encourage students to read and grow their literacy skills with the use of our Accelerated Reader (AR) Program. In addition to the program, our library supports student research as well as reading for enjoyment by providing thousands of books in a variety of genres, by multi-cultural authors, in many topics, within and outside the school curriculum. The library also provides a bank of computers for student use. The primary components of our plan are as follows:

- Students will have access to a wide-range of books and resource materials that supplement and expand classroom assignments in support of the CSS.
- Students will have access to the AR Program, which is currently utilized by Core teachers. Assessment quizzes will be expanded to provide assessment for a wider range of books.
- The library will continue to offer materials that are up-to-date, in good condition, middle school appropriate and are in support the classroom curriculum.
- Students will have the opportunity to participate in literary programs in the library. (AR contests and the California Young Medal Reader challenge are two of the programs offered.)
- Students will have access to computers in the library to support research and to help close the digital divide.

For the 2017-2018 school year, site funds will be used to support the library as follows:

- Annual Accelerated Reader (AR) subscription fee
 - Junior Library Guild subscription fee
-

Livermore Valley Joint Unified School District
Technology Funding Plan – ALL SITES
Technology Funds: \$11610

PROGRAM DESCRIPTION:

East Avenue Middle School is well on its way to providing students a broad digital learning umbrella. We currently have one mobile cart of Chromebooks per every two classrooms, as well as a PC lab and a Mac lab. Our staff development program for 2016-2017 includes sessions on digital safety, which are facilitated by the District digital literacy coach and East Avenue's technical leads. The primary components of our plan follow:

- Students will have increased access to Chromebooks within classrooms—with the goal of one Chromebook per student—to help build literacy through creating, commenting on, editing, updating, and submitting individual and collaborative writing assignments online.
- Students will have increased access to PC and Mac computers to ensure exposure to a variety of operating systems and software programs that help prepare them for college and the workplace.
- Staff development will include a focus on digital literacy in support of student engagement and literacy.

For the 2017-2018 school year, East Avenue Middle School has \$11,610 in technology funding from the Local Parcel Tax. The funds will be used as follows:

- Purchase of additional Chromebooks
 - Provide teachers with new laptops, document cameras, and projectors
-

Livermore Valley Joint Unified School District
2017-2018 Migrant Education Program Site Plan – ALL SITES

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

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

District-wide Migrant Education direct services include:

- Pre-Kindergarten Program – At Marilyn Avenue Elementary School, the Migrant Education School Readiness Program (MESRP) incorporates year-round assessment/needs analysis, intervention, research-based instruction for pre-kindergarten students, parent education, and literacy workshops, and a summer Kinder Readiness Academy (KRA) program. At mid-year, *Listos a los Tres! (Ready at Three!)* Program provides research-based, bilingual instruction and experiences for three-year olds and their parents. Region 1 provides professional development for Pre-Kindergarten teachers and paraprofessionals.
 - K-8 After-School Academic Support Programs – At Marilyn Avenue and Junction K-8, Migrant students are provided with supplemental intervention and academic support and materials in English Language Arts and Math during the regular school year and summer school.
 - High School After-School Academic Support Program – Granada High School provides Migrant high school students with supplemental intervention and academic support and materials in English/Language Arts, Math, and other curricular areas as needed during the regular school year.
 - High School Credit Recovery Program – PLATO provides free online credit recovery and materials for Migrant high school students and Out of School Youth not on track for graduation with their peers. Online credit recovery classes are available during the regular school year and summer school.
 - Migrant Middle and High School Debate Teams – At Granada High School and Satellite School, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and presentation skills, both English and Spanish, and support student participation in the regional and state debate competitions.
-

- Parent Advisory Committee (PAC) – PAC meets six times per year at Marilyn Avenue Elementary School and provides all Migrant parents a supportive network and information on community and district services, including graduation requirements, parents’ rights, school involvement, health issues, Adult Education classes, high school diploma and GED classes. PAC officers are elected annually and receive leadership skills training from MEP Region 1 at Santa Clara County Office of Education (SCCOE).
- The District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and district services, intervention program information, facilitate parent meetings, and conduct program evaluations for the region and state. With support and training from MEP Region 1 at SCCOE, the annual Migrant Education Program District Service Agreement (DSA) describes, in detail, the goals, services, and budgets LVJUSD will utilize to meet the needs of our Migrant students and families.