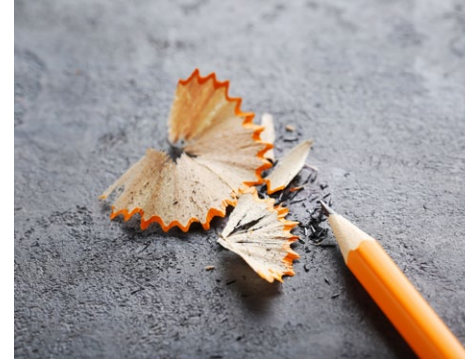


SARC

2017-18 School Accountability
Report Card

Published in 2018-19



Junction Avenue K-8 School

Grades TK-8
CDS Code 01-61200-6001234

Dayna Taylor
Principal
dtaylor@lvjUSD.k12.ca.us

298 Junction Avenue
Livermore, CA 94551
(925) 606-4720

www.livermoreschools.org/junction

Para español, visita
www.livermoreschools.org

Livermore Valley Joint Unified School District

685 East Jack London Boulevard Livermore, CA 94551 ▪ www.livermoreschools.org

Kelly Bowers, Superintendent ▪ kbowers@lvjUSD.k12.ca.us ▪ (925) 606-3200

Core Values for Teaching and Learning

PREAMBLE

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

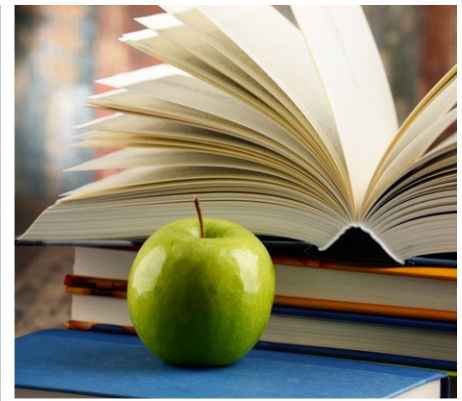
- To continually develop and support a high-quality staff that is committed to innovative teaching
- To insist on continuous improvement to ensure successful learning outcomes for all LVJUSD students

CORE VALUES

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

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

Board Approved 6-26-18



School Accountability Report Card

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

Principal's Message

Welcome to Junction Avenue K-8 School. The school is the center of the Junction Avenue community. We welcome the community and share the varied cultures through after-school activities, classes, music, food and special events. Teachers, students and families are working very hard to make our school the best school it can be, and we are dedicated and committed to meeting the academic and social needs of our students. At Junction Avenue K-8 School, we believe children deserve an education that is engaging and relevant to their lives, and we strive to provide it.

Our school also offers a Spanish-English Dual Immersion Bilingual program in grades TK-8. This unique program offers the opportunity to learn all of the grade-level standards in both Spanish and English. The goal for students in the Dual Immersion Program is to become bilingual and biliterate by the eighth grade. Junction Avenue hosts the annual LVJUSD Science Odyssey.

Located on a 27-acre campus in one of Livermore's older, more established neighborhoods, Junction Avenue K-8 School is composed of 935 students of diverse, multicultural backgrounds. As a Title I school, the staff is committed to providing a wide range of educational opportunities to assist students in finding success in learning. With math-assistance classes and study hall for students who need a quiet place to do their homework with adult help, we strive to meet the needs of all of our students. We also provide a strong, academically challenging program for students in English language arts, social studies, science, mathematics and physical education. The staff of Junction Avenue offers electives for students at sixth, seventh and eighth grades. We also offer a wide array of after-school enrichment clubs open to all grade levels in order to engage students in school programs including, ballet folklórico and team sports. We are committed to finding ways to connect with every family at our school, and these clubs offer one such connection.

School Mission Statement

Our school commits to high expectations for everyone. We insist on mastery of a rigorous, relevant and engaging standards-based curriculum using ongoing assessment to guide instruction. The success of every student is fostered through a comprehensive system of support and enrichment in a safe and nurturing environment.

School Safety

The Junction Avenue K-8 School Safety Plan is reviewed and updated yearly by our site Safety Committee and our district facilities department. The school safety plan was last reviewed, updated and discussed with the school faculty in February 2019.

The school safety plan, available at the site for review, addresses several components: how the school provides emotional safety and support for its students, how it provides physical safety and academic support for its students, the disaster plan, and a plan for crisis recovery. We conduct practice drills monthly, and the district and the site review student and staff response after each drill.

Junction is a closed campus, and all visitors are required to sign in at our school office. The staff, administration, teachers and a trained group of yard supervisors monitor students before and after school, during passing times and lunch periods to ensure a safe and orderly environment for our entire student body. All coaches are required to have CPR and first-aid training. The school's Coordination of Services Team (COST) meets weekly to monitor and review students' emotional and academic needs, and there is frequent communication with police and fire departments to keep up collaboration.

District Mission and Vision Statements

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

District Goals

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

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

Goal 3: Enhance parent and community engagement and communication.

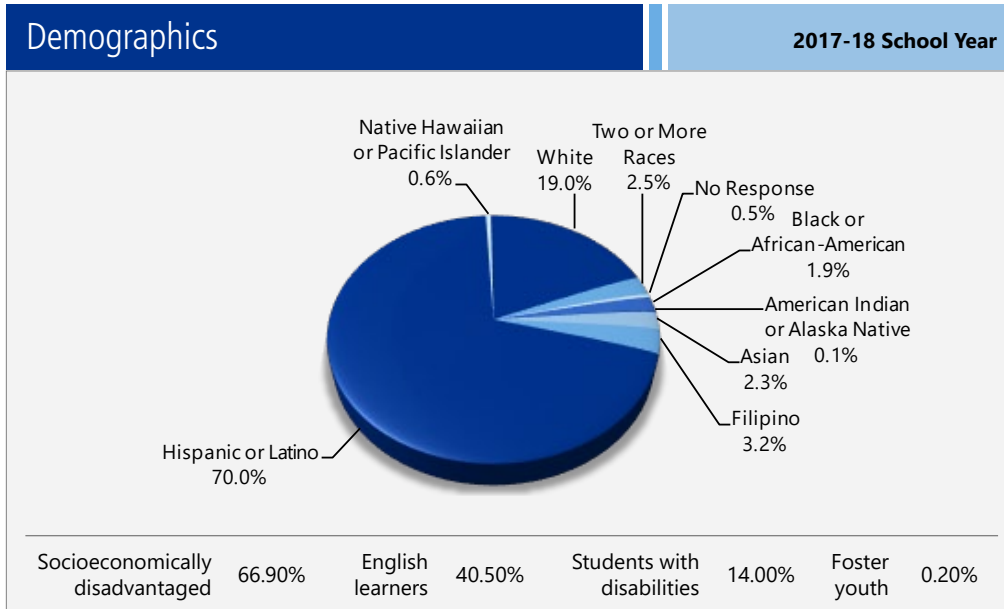


Governing Board

Craig Bueno
 Chuck Rogge
 Emily Prusso
 Chris Wenzel
 Anne White

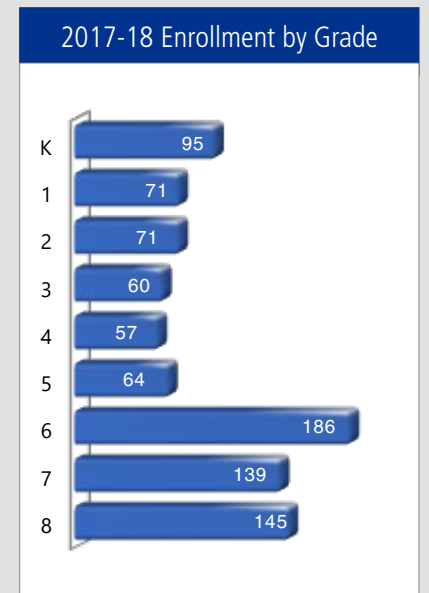
Enrollment by Student Group

The total enrollment at the school was 888 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.



Types of Services Funded

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

District-level advisory committees, such as the Local Control Accountability Plan (LCAP) District English Learner Advisory Council (DELAC), GATE Advisory Committee, Career Technical Education (CTE) Advisory Committee, Technology Committee, Math Leadership Committee, K-12 Writing Committees and Special Education Advisory Committee provide input and guidance to ensure compliance and ensure funds are used so that student needs are met. In addition, our district is implementing the LVJUSD Framework for Success. The framework includes multi-tiered systems of support for students' academic, behavioral and social emotional needs.

The following categorical programs provide the following services.

Categorical Program Funding Sources and Services:

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

Suspensions and Expulsions

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

Suspension and Expulsion Rates			
Junction K-8			
	15-16	16-17	17-18
Suspension rates	3.2%	1.4%	3.8%
Expulsion rates	0.0%	0.0%	0.0%
Livermore Valley JUSD			
	15-16	16-17	17-18
Suspension rates	2.6%	3.4%	2.9%
Expulsion rates	0.0%	0.0%	0.0%
California			
	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Class Size Distribution

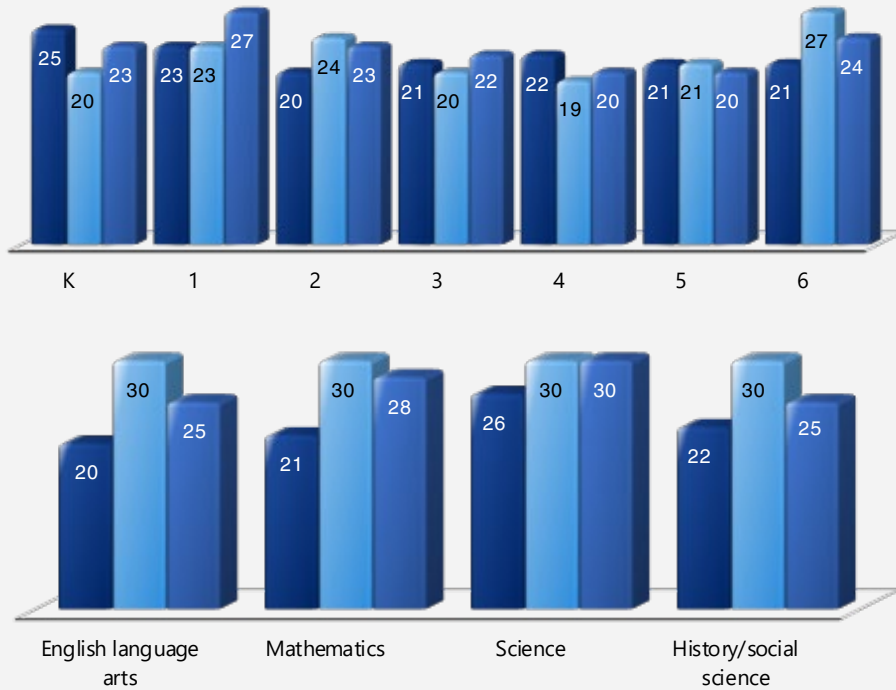
The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level,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



Average Class Size

Three-Year Data

■ 15-16 ■ 16-17 ■ 17-18



Number of Classrooms by Size

Three-Year Data

Grade	2015-16			2016-17			2017-18		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		3		1	3		1	2	
1		3			3		3	1	
2	2	1			3			3	
3	2	1			3			3	
4	1	2			3			3	
5	2	1			3			3	
6	2	2		27	8	3	10	36	1

Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	5	7	1	1	18		12	12	
Mathematics	8	4		2	19		5	15	
Science	3	5	1	2	17		5	13	
History/social science	4	7	1	1	18		5	10	

Professional Development

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

During the 2018-19 school year, relevant and timely professional development will be available and delivered to employees. In addition, the two designated professional development days and the flexible professional development day for certificated staff provide the option of individualized professional growth for teachers. Professional development will primarily focus on effective tier one instruction; student and staff safety; customer service; meeting the needs of students with Individual Education Plans (IEP); effective usage of technology as an instructional tool; effective instructional practices for English learners; and implementation of specialized programs such as Dual Immersion, Project Lead the Way, International Baccalaureate and Advanced Placement programs.

Professional Development Days

2016-17	3 days
2017-18	3 days
2018-19	3 days

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

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Junction K-8		Livermore Valley JUSD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	◇	◇	◇	◇	◇	◇

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

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Junction K-8		Livermore Valley JUSD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	42%	44%	61%	62%	48%	50%
Mathematics	30%	34%	49%	51%	37%	38%

California Physical Fitness Test

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

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

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

California Physical Fitness Test		2017-18 School Year	
Percentage of Students Meeting Fitness Standards	Junction K-8		
	Grade 5	Grade 7	
Four of six standards	19.7%	13.2%	
Five of six standards	21.3%	27.2%	
Six of six standards	37.7%	25.0%	

◇ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

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

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

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



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

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

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

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

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

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	645	635	98.45%	44.41%
Male	328	324	98.78%	39.51%
Female	317	311	98.11%	49.52%
Black or African-American	12	12	100.00%	41.67%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	16	16	100.00%	81.25%
Filipino	23	23	100.00%	60.87%
Hispanic or Latino	445	437	98.20%	33.64%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	124	123	99.19%	69.11%
Two or more races	20	19	95.00%	78.95%
Socioeconomically disadvantaged	434	425	97.93%	32.00%
English learners	333	325	97.60%	23.69%
Students with disabilities	100	99	99.00%	10.10%
Students receiving Migrant Education services	42	42	100.00%	35.71%
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	645	644	99.84%	33.85%
Male	328	328	100.00%	33.23%
Female	317	316	99.68%	34.49%
Black or African-American	12	12	100.00%	16.67%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	16	16	100.00%	62.50%
Filipino	23	23	100.00%	56.52%
Hispanic or Latino	445	445	100.00%	23.82%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	124	123	99.19%	60.16%
Two or more races	20	20	100.00%	55.00%
Socioeconomically disadvantaged	434	433	99.77%	22.40%
English learners	333	333	100.00%	16.82%
Students with disabilities	100	100	100.00%	7.00%
Students receiving Migrant Education services	42	42	100.00%	28.57%
Foster youth	❖	❖	❖	❖

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

Quality of Textbooks

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

Quality of Textbooks	2018-19 School Year
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Textbooks and Instructional Materials

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

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

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

The final book selection is based on input from a district committee and the community. Staff development is provided for all new textbook adoptions. Districtwide adoptions include elementary English language arts and English language development in 2018-19 and secondary in 2019-20, history/social science in 2005-06, science in 2006-07, grades 9-12 math in 2007-08, grade 6-8 math in 2014, and grade K-5 math and algebra 1 in 2016. Textbooks are available, without charge, for all students. Each student receives a book for his or her own use. Students are responsible for keeping textbooks in good condition and for returning them promptly at the end of the school year.

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

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

K-5 Textbooks and Instructional Materials

Textbooks and Instructional Materials List	2018-19 School Year	
Subject	Textbook	Adopted
Reading/language arts	<i>Benchmark Advance</i>	2018
Mathematics	<i>Investigations 3</i> , Pearson	2016
Science	<i>California Edition</i> , Macmillan/McGraw-Hill	2007
History/social science	<i>History-Social Science for California</i> , Scott Foresman	2006

Continued on page 8

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2018-19 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Positive Learning Environment

We believe a positive environment plays a critical role in the academic success of Junction Avenue K-8 School and its community of learners. To provide additional academic challenges for all our students, we offer honors classes in English and social studies curriculum. Our math classes are leveled and include honors and algebra 1 classes. Students needing additional math intervention are placed in a math academy class designed to fast-track their remediation. Homework clubs are offered before or after school to provide students with individual tutoring and support as needed.

Math assistance classes are offered to students who are struggling in math, in addition to their grade-level math courses.

Proactive student involvement is encouraged through many venues such as two leadership classes, the School Site Council, Chess Club, Ballet Folklorico and a variety of other after-school sports programs.

Health and safety are a huge priority for the Junction community and staff. Students are provided with relevant information on drug and tobacco prevention through Project Alert and on lifelong fitness and wellness through science and physical education class units.

We conduct parent meetings with Spanish language translation available, send out correspondence in both languages, and provide bilingual support in the classroom and in the office. Communication with Spanish-speaking families is facilitated through translation services.

6-8 Textbooks and Instructional Materials - *Continued from page 7*

Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Timeless Voices, Timeless Themes</i> ; Prentice Hall	2003
Mathematics	<i>Big Ideas Math: Course 1</i> , Big Ideas Learning	2014
Mathematics	<i>Big Ideas Math: Course 2</i> , Big Ideas Learning	2014
Mathematics	<i>Big Ideas Math: Course 3</i> , Big Ideas Learning	2014
Mathematics	<i>Big Ideas Math: Math Advanced 1</i> , Big Ideas Learning	2014
Mathematics	<i>Big Ideas Math: Math Advanced 2</i> , Big Ideas Learning	2014
Mathematics	<i>Big Ideas Algebra 1</i> , Big Ideas Learning	2016
Mathematics	<i>Geometry</i> , Holt	2008
Science	<i>Focus on Earth Science</i> , Pearson/Prentice Hall	2007
Science	<i>Focus on Life Science</i> , Pearson/Prentice Hall	2007
Science	<i>Focus on Physical Science</i> , Pearson/Prentice Hall	2007
History/social science	<i>World History: Ancient Civilizations</i> , McDougal Littell	2006
History/social science	<i>World History: Medieval and Early Modern Times</i> , McDougal Littell	2006
History/social science	<i>Creating America: A History of the United States; Creating America: Beginnings Through World War I</i> ; McDougal Littell	2006
History/social science	<i>History Alive!</i> , TCI	2006

Parental Involvement

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

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

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

Continued on sidebar

Currency of Textbooks

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

Currency of Textbooks	
2018-19 School Year	
Data collection date	10/2/2018



Parental Involvement

Continued from left

At Junction Avenue K-8 School, we are committed to working in partnership with parents to ensure their students achieve to the best of their ability. To that end, we have a School-Home Compact and a parent involvement policy that outlines our responsibilities to students and their families. We were the first school in the district to implement School Loop, an online grading program, to keep parents and students fully informed about student progress.

All publications, meetings and correspondence are translated into Spanish, so that our families are informed about all aspects of curricular and extracurricular programs.

In addition to an active and supportive Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC) and School Site Council (SSC), we offer many opportunities for parents including:

- Volunteering in the classroom or the school office
- Chaperoning dances and field trips
- Participating in and supporting extracurricular activities, such as the Academic Olympics and Math Counts
- Dual Immersion Parent Meetings
- Direct and indirect support in fundraising activities and sports programs, which are both encouraged and valued by the school community

For more information on how to become involved, please contact Parent Center Coordinator Mary Cruz Fernandez at (925) 606-4720, extension 6392; or mfernandez@lvjUSD.k12.ca.us.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2018-19 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent school site inspection	8/13/2018	
Date of the most recent completion of the inspection form	8/13/2018	

School Facilities

Junction Avenue K-8 School was built in 1951, and the gymnasium, art room, music classroom, administration building, science lab and locker rooms were added in 1976. Junction underwent a five-year renovation, completed in 2001, for its classrooms and common areas. The plan modernized all classrooms, upgraded the gymnasium and multipurpose room, and provided three computer labs for student use. The 27-acre campus has a state-of-the-art library with more than 26,000 volumes, computer and internet access in all classrooms, and well-maintained athletic fields for school and league use, including a quarter-mile track installed in July 2008. The site boasts a cafeteria kitchen serving our campus and adjacent campuses, utilizing a modernized preparation kitchen and fast-service lines. The site's classroom facilities, common areas, and impressive stage for musical and drama productions are all wheelchair accessible. A snack bar was added on to the multipurpose room to facilitate serving students more efficiently at lunch and nutrition break.

The campus is maintained daily by a staff of four custodians (two day and two night), who are supported by summer cleaning crews for large-scale cleaning and preventative maintenance tasks.

In the summer of 2008, the LVJUSD Board of Education approved Deferred Maintenance Projects for Junction Avenue Middle School that resulted in a number of facility improvements paid for by Measure L funds. They include a new track, renovated locker room floors, the addition of a snack bar, relocation of the nurse's office to facilitate a more secure campus and improved drainage around campus. Additionally, the campus was equipped with wireless technology.

Over the summer of 2010, the school completed a major upgrade to accommodate the addition of grade K-5 Portola Elementary School students and staff onto the campus. The exterior of the school was repainted, and three additional portable classrooms were installed. Two new playgrounds were also installed along with upgrades to all of the computer labs on campus. This merger has vastly expanded the educational offerings available at the school. We now offer a Dual Immersion Spanish-English Language program in grades K-8 in which students simultaneously learn grade-level standards in both Spanish and English. As a result, additional portables have been added on the campus for needed classroom space.

In 2017 Junction began a solar project in the staff parking lot and blacktop areas.

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

Measure J funds will be used to:

- Modernize classrooms, science labs and educational technology for 21st century instruction

Continued on sidebar

School Facilities

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

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

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



Public Internet Access

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

Teacher Qualifications

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

Teacher Credential Information	Three-Year Data			
	Livermore Valley JUSD	Junction K-8		
Teachers	18-19	16-17	17-18	18-19
With a full credential	648	49	49	45
Without a full credential	28	3	3	4
Teaching outside subject area of competence (with full credential)	11	0	1	2

Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Junction K-8		
Teachers	16-17	17-18	18-19
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Substitute Teachers

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

Teacher Evaluations

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

School Support Staff

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

Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff Data	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	1.60
Average number of students per academic counselor	550
Support Staff	
Social/behavioral counselor	0.00
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.85
Psychologist	0.80
Social worker	0.00
Nurse	0.40
Speech/language/hearing specialist	0.70
Resource specialist (nonteaching)	0.00

Financial Data

The financial data displayed in this SARC is from the 2016-17 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

Salary Data	2016-17 Fiscal Year	
	Livermore Valley JUSD	Similar Sized District
Beginning teacher salary	\$41,057	\$49,512
Midrange teacher salary	\$75,629	\$77,880
Highest teacher salary	\$92,297	\$96,387
Average elementary school principal salary	\$126,800	\$123,139
Average middle school principal salary	\$131,135	\$129,919
Average high school principal salary	\$131,175	\$140,111
Superintendent salary	\$314,959	\$238,324
Teacher salaries: percentage of budget	37%	36%
Administrative salaries: percentage of budget	6%	5%

Financial Data Comparison

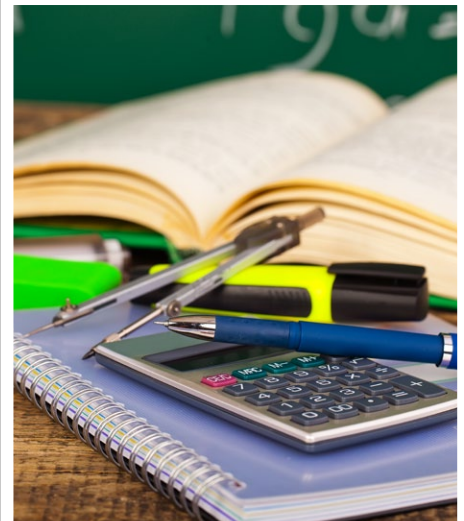
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2016-17 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Junction K-8	\$6,249	\$70,047
Livermore Valley JUSD	\$6,925	\$75,636
California	\$7,125	\$79,665
School and district: percentage difference	-9.8%	-7.4%
School and California: percentage difference	-12.3%	-12.1%

School Financial Data

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

School Financial Data	
2016-17 Fiscal Year	
Total expenditures per pupil	\$7,892
Expenditures per pupil from restricted sources	\$1,643
Expenditures per pupil from unrestricted sources	\$6,249
Annual average teacher salary	\$70,047



Expenditures Per Pupil

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

School Accountability Report Card

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

All data accurate as of December 2018.