School Year: **2019-20**

School Plan for Student Achievement (SPSA)

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

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

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

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

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

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

School Name	East Avenue Middle School
Address	3951 East Avenue Livermore, CA 94550
County-District-School (CDS) Code	01-61200-60012452
Principal	Mistee Guzman
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	October 3, 2019
Schoolsite Council (SSC) Approval Date	October 16, 2019

Local Board Approval Date

November 12, 2019

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

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School Vision and Mission

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 2019-2020 enrollment of approximately 645 students. Our population reflects the demographics of Livermore at 48% White, 30% Hispanic or Latino, 8% Asian, 1% African-American. Nine percent of our students are English learners, 14.5% are students with disabilities (SWD), and 30% 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 six-period day, we offer several classes before school during zero period. In 2019-2020, 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 a computer lab; a low student to Chromebook ratio; 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 a new two story building with modern fixtures and furnishings to ensure a safe and modern education environment. 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 2019-2020 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 continue implementing the Multi-Tiered System of Support (MTSS) to ensure all students are given high quality instruction and support in the areas of behavior, academics and social emotional development. This year we will be focused on solidifying our implementation of PBIS strategies around The Dolphin Way of Be Safe, Be Respectful, Be Responsible. Under the guidance of the Instructional Leadership Team, each department will craft an instructional focus focused on maximizing student growth and potential.

School Profile

- 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 is a goal-based and data-driven team that models the expectations, practices and culture for all teachers. They focus on collaborative actions and problem solving.

The team meets monthly for the purpose of analyzing the school's progress in implementing the California State Standards (CSS), Positive Behavioral Interventions and Supports (PBIS), and 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 2019-2020 school year by continuing to build a collaborative culture at East through reinforcing our norms and analyzing academic data. We are committed to focusing on building relationships with students and providing an emotionally, intellectually, and physically safe environment for all students and staff. The activities served create a positive culture 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 2019-2020 school year and will focus on updating essential State 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 use the LVJUSD Framework for Success to integrate school wide interventions and systems of support for students within the school day.

Currently, our schedule includes an early release for students every Wednesday for the faculty to spend time collaborating and developing capacity in support of student progress. 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 regard to implementing the CSS and student achievement.

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

Nine 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 English Language Proficiency Assessments of California (ELPAC) to determine their progress in English language development.

- 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 during Pathways to a Bright Future event with the administrative team help pave the way for a smooth transition to middle school. Students also visit East Avenue during our Dolphin Day orientation in August to further acquaint themselves with the campus and staff.

The Ambassador Program was developed in conjunction with Livermore High School (LHS) to alleviate anxiety 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 of students who 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 enrichment activities, 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 School Plan for Student Achievement (SPSA). 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 have a full-time school counselor, in addition to a Child Welfare and Attendance (CWA) Specialist. We also receive the help of an Axis Community Health counselor one day per week who provides classroom lessons and group counseling focused on making healthy life choices and staying drug and alcohol free. 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.

We utilize many means of communication to engage parents in supporting student progress. 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, Individual Education Plans (IEP), Student Attendance Review Teams (SART), Student Attendance Review Board (SARB) meetings help involve parents in developing plans to support their student's academic success. Our web page, electronic marquee, and regular use of the BlackBoard Messaging System (in both English and Spanish) keep parents and community members apprised of what is happening "On the Avenue," and how to get more involved with our school community. For the 2019-2020 school year, we will offer of two free workshops with Axis Community Health around the topics of Screen Use and school stress. We will also partner with Livermore High School to offer additional sessions on Drugs, Alcohol, and Vaping for our school communities.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The plan was developed, discussed, monitored, and modified throughout the 2018-2019 school year.

Our English Learner Advisory Committee (ELAC) met several times last year. Input for the SPSA 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 Plan during meetings throughout the year.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	0.46%	0.31%	1	3	2
African American	2.3%	1.23%	1.54%	14	8	10
Asian	6.6%	7.87%	7.4%	41	51	48
Filipino	2.3%	2.31%	3.08%	14	15	20
Hispanic/Latino	31.4%	30.56%	30.66%	194	198	199
Pacific Islander	%	%	0.15%			1
White	49.2%	48.61%	47.3%	304	315	307
Multiple/No Response	%	%	%			
			Total Enrollment	618	648	649

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 5			1
Grade 6	179	235	208
Grade 7	201	202	238
Grade 8	238	211	202
Total Enrollment	618	648	649

Conclusions based on this data:

1. At East Avenue, the 2018-19 seventh grade class is one of the largest we've had. Additional sections of core and math were added to accommodate all of the students. Overall, our population remains stable.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2016-17	**2017-18**	**2018-19**	**2016-17**	**2017-18**	**2018-19**
English Learners	69	54	61	11.2%	8.3%	9.4%
Fluent English Proficient (FEP)	76	108	101	12.3%	16.7%	15.6%
Reclassified Fluent English Proficient (RFEP)	15	35	10	21.4%	64.8%	18.5%

Conclusions based on this data:

1. Ten students were reclassified during the 2018-19 school year. While it was a decline from the previous year, we had a number of students make consistent progress on their ELPAC scores.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5			*			*			*			
Grade 6	190	233	200	188	233	198	188	233	198	98.9	100	99
Grade 7	206	200	236	203	197	233	203	197	233	98.5	98.5	98.7
Grade 8	243	209	203	237	208	199	237	208	200	97.5	99.5	98
All Grades	639	642	640	628	638	630	628	638	631	98.3	99.4	98.4

Table title: Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5			*			*			*			*			*
Grade 6	2540.	2543.	2537.	16.49	22.75	17.17	42.02	34.33	41.92	25.00	24.03	21.21	16.49	18.88	19.70
Grade 7	2595.	2574.	2578.	24.14	24.37	25.32	51.23	40.61	38.20	15.76	16.24	21.46	8.87	18.78	15.02
Grade 8	2588.	2616.	2573.	23.63	33.17	20.60	40.93	42.31	33.67	18.14	11.54	24.62	17.30	12.98	21.11
All Grades	N/A	N/A	N/A	21.66	26.65	21.27	44.59	38.87	37.94	19.43	17.55	22.38	14.33	16.93	18.41

Table title: Overall Achievement for All Students

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5			*			*			*
Grade 6	27.13	25.75	23.74	51.60	48.07	50.51	21.28	26.18	25.76
Grade 7	38.92	32.99	32.62	49.75	41.62	46.78	11.33	25.38	20.60
Grade 8	34.60	45.19	31.66	43.88	37.98	39.70	21.52	16.83	28.64
All Grades	33.76	34.33	29.52	48.09	42.79	45.71	18.15	22.88	24.76

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5			*			*			*
Grade 6	27.66	34.33	23.74	52.13	41.20	56.06	20.21	24.46	20.20
Grade 7	46.31	42.13	41.20	42.86	43.65	39.91	10.84	14.21	18.88
Grade 8	36.71	42.31	27.14	43.88	46.63	53.77	19.41	11.06	19.10
All Grades	37.10	39.34	31.27	46.02	43.73	49.37	16.88	16.93	19.37

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 5			*			*			*
Grade 6	19.15	18.88	21.21	64.36	69.53	61.11	16.49	11.59	17.68
Grade 7	20.69	20.81	17.60	70.94	61.93	70.39	8.37	17.26	12.02
Grade 8	24.89	30.77	19.10	63.29	60.10	65.83	11.81	9.13	15.08
All Grades	21.82	23.35	19.21	66.08	64.11	66.03	12.10	12.54	14.76

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 5			*			*			*
Grade 6	24.47	33.05	31.82	58.51	50.64	51.52	17.02	16.31	16.67
Grade 7	43.84	34.01	36.91	48.77	47.21	49.36	7.39	18.78	13.73
Grade 8	35.44	48.08	32.66	45.57	43.27	43.22	18.99	8.65	24.12
All Grades	34.87	38.24	33.97	50.48	47.18	48.10	14.65	14.58	17.94

Conclusions based on this data:

1. The overall percentage of students in sixth grade from 17-18 to 18-19 school year improved with 59% scoring at standards exceeded and standards met range. The percentage of students scoring standards nearly met decreased from 24% in the 17-18 school year to 21% during 18-19.

Students are assessed in four claim areas in English/Language Arts: reading, writing, listening, and research/inquiry:
- In reading, 24% scored Above Standard (2% decrease from 2017-2018), 50% scored At/Near Standard (2% increase) and 26% scored Below Standard (remained the same).
- In writing, 24% scored Above Standard (10% decrease from 2017-2018), 56% scored At/Near Standard (15% increase) and 20% scored Below Standard (4% decrease).
- In listening, 21% scored Above Standard (2% increase 2017-2018), 61% scored At/Near Standard (8% decrease) and 18% scored Below Standard (6% decrease).
- In research/inquiry, 32% scored Above Standard (1% decrease from 2017-2018), 51% scored At/Near Standard (1% increase) and 17% scored Below Standard (1% increase).

2. Analyzing data of the cohort of children who were in sixth grade in 2017-2018, then in seventh grade during the 2018-2019 school year, this number of students meeting standards improved by 7%.

However, the data provided compares seventh grade students from 2017-2018 to seventh graders from 2018-2019. Based on that, the overall percentage of students in seventh grade from 17-18 to 18-19 school year declined by approximately 2%. Sixty-four percent of students scored at standards exceeded and standards met range compared to 66% the previous year. The percentage of students scoring standards nearly met increased from 34% in the 17-18 school year to 36% during 18-19.

Students are assessed in four claim areas in English/Language Arts: reading, writing, listening, and research/inquiry:
- In reading, 33% scored Above Standard (no change from 2017-2018), 46% scored At/Near Standard (4% increase) and 21% scored Below Standard (4% decrease).
- In writing, 42% scored Above Standard (1% decrease from 2017-2018), 40% scored At/Near Standard (4% decrease) and 19% scored Below Standard (5% increase).

- In listening, 18% scored Above Standard (2% decrease from 2017-2018), 70% scored At/Near Standard (9% increase) and 12% scored Below Standard (4% decrease).
- In research/inquiry, 37% scored Above Standard (3% increase from 2017-2018), 49% scored At/Near Standard (2% increase) and 14% scored Below Standard (4% decrease).

3. Analyzing data of the cohort of children who were in seventh grade in 2017-2018, then in eighth grade during the 2018-2019 school year, the number of students meeting standards declined by 12%.

However, the data provided compares eighth grade students from 2017-2018 to eighth graders from 2018-2019. Based on that, the overall percentage of students in eighth grade from 17-18 to 18-19 school year declined by 21%. Fifty-four percent of students scored at standard exceeded and standard met range. The percentage of students scoring standard nearly met increased from 12% in the 17-18 school year to 24% during 18-19. The percentage of students scoring in the standard not met range also increased to 22%.

Students are assessed in four claim areas in English/Language Arts: reading, writing, listening, and research/inquiry:
- In reading, 32% scored Above Standard (12% increase from 2017-2018), 40% scored At/Near Standard (2% increase) and 28% scored Below Standard (9% increase).
- In writing, 27% scored Above Standard (15% decrease from 2017-2018), 54% scored At/Near Standard (8% increase) and 19% scored Below Standard(7% increase).
- In listening, 19% scored Above Standard (12% increase), 66% scored At/Near Standard (7% increase) and 15% scored Below Standard (5% increase).
- In research/inquiry, 32% scored Above Standard (15% decrease from 2017-2018), 43% scored At/Near Standard (remained the same) and 24% scored Below Standard (15% increase).

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5			*			*			*			
Grade 6	190	233	200	188	233	196	188	233	196	98.9	100	98
Grade 7	206	200	236	203	198	233	203	198	233	98.5	99	98.7
Grade 8	243	209	203	240	208	200	240	208	200	98.8	99.5	98.5
All Grades	639	642	640	631	639	629	631	639	629	98.7	99.5	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5			*			*			*			*			*
Grade 6	2541.	2533.	2514.	20.74	18.45	18.88	25.53	22.32	16.84	35.11	37.77	30.61	18.62	21.46	33.67
Grade 7	2579.	2554.	2533.	30.05	26.26	19.31	28.08	23.23	19.31	24.63	27.78	28.76	17.24	22.73	32.62
Grade 8	2567.	2585.	2575.	25.42	32.69	32.50	19.17	20.19	14.00	27.92	17.79	21.50	27.50	29.33	32.00
All Grades	N/A	N/A	N/A	25.52	25.51	23.37	23.93	21.91	16.85	29.00	28.17	27.03	21.55	24.41	32.75

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5			*			*			*
Grade 6	29.79	21.89	21.43	42.02	46.78	36.22	28.19	31.33	42.35
Grade 7	40.89	31.31	24.46	35.47	39.39	31.76	23.65	29.29	43.78
Grade 8	30.00	36.54	36.00	36.25	29.33	29.50	33.75	34.13	34.50
All Grades	33.44	29.58	27.19	37.72	38.81	32.43	28.84	31.61	40.38

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5			*			*			*
Grade 6	22.34	19.74	19.39	55.32	44.21	45.41	22.34	36.05	35.20
Grade 7	37.44	25.76	24.89	44.83	48.48	39.91	17.73	25.76	35.19
Grade 8	27.92	38.46	33.50	45.83	41.35	35.00	26.25	20.19	31.50
All Grades	29.32	27.70	25.91	48.34	44.60	40.06	22.35	27.70	34.02

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 5			*			*			*
Grade 6	23.40	21.89	21.43	52.66	54.51	40.82	23.94	23.61	37.76
Grade 7	32.02	27.27	18.45	50.74	55.56	56.65	17.24	17.17	24.89
Grade 8	28.75	32.21	30.00	46.25	47.12	43.50	25.00	20.67	26.50
All Grades	28.21	26.92	23.05	49.60	52.43	47.54	22.19	20.66	29.41

Conclusions based on this data:

1. The overall percentage of students in sixth grade decreased to 36% scoring at standard exceeded and standard met range in 18-19 school year from the previous year. The percentage of students scoring standards nearly met decreased from 38% in the 17-18 school year to 31% during 18-19. The percentage of students scoring in the standard not met range increased from 22% in 17-18 to 34% in 18-19.

Students are assessed in three claim areas in Mathematics: concepts and procedures, problem solving and modeling/data analysis, communicating reasoning:
- In concepts and procedures, 21% scored Above Standard (1% decrease), 36% scored At/Near Standard (11% decrease) and 42% scored Below Standard (11% increase).
- In problem solving and modeling/data analysis, 19% scored Above Standard (1% decrease), 45% scored At/Near Standard (1% increase) and 35% scored Below Standard (1% increase).
- In communicating reasoning 21% scored Above Standard (1% decrease), 41% scored At/Near Standard (13% decrease) and 38% scored Below Standard (14% increase).

2. Analyzing data of the cohort of children who were in sixth grade in 2017-2018, then in seventh grade during the 2018-2019 school year, the number of students meeting standards declined by 2%.

However, the data provided compares seventh grade students from 2017-2018 to seventh graders from 2018-2019. Based on that, the overall percentage of students in seventh grade decreased to 39% scoring at standard exceeded and standards met range in 17-18 school year from the previous year . The percentage of students scoring standard nearly met and not met increased from 50% in the 17-18 school year to 61% during 18-19.

Students are assessed in three claim areas in Mathematics: concepts and procedures, problem solving and modeling/data analysis, communicating reasoning:
- In concepts and procedures, 24% scored Above Standard (8% decrease), 32% scored At/Near Standard (7% decrease), and 44% scored Below Standard (15% increase).
- In problem solving and modeling/data analysis, 25% scored Above Standard (1% decrease), 39% scored At/Near Standard (9% decrease), and 35% scored Below Standard (9% increase).
- In communicating reasoning 19% scored Above Standard (11% decrease), 56% scored At/Near Standard (1% increase), and 25% scored Below Standard (8% increase).

3. Analyzing data of the cohort of children who were in seventh grade in 2017-2018, then in eighth grade during the 2018-2019 school year, the number of students meeting standards declined by 4%.

However, the data provided compares eighth grade students from 2017-2018 to eighth graders from 2018-2019. Based on that,The overall percentage of students in eighth grade decreased to 46% scoring at standard exceeded and standard met range in 17-18 school year from the previous year . The percentage of students scoring standard nearly met and not met increased from 48% in the 17-18 school year to 54% during 18-19.

Students are assessed in three claim areas in Mathematics: concepts and procedures, problem solving and modeling/data analysis, communicating reasoning:
- In concepts and procedures, 36% scored Above Standard (no change from 2017-2018), 30% scored At/Near Standard (1% increase) and 34% scored Below Standard (1% decrease).

- In problem solving and modeling/data analysis, 34% scored Above Standard (4% decrease), 35% scored At/Near Standard (4% decrease) and 32% scored Below Standard (11% increase).
- In communicating reasoning 30% scored Above Standard (2% decrease), 44% scored At/Near Standard (3% increase) and 26% scored Below Standard (5% increase).

ELPAC Results

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

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

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

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

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

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

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

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

Conclusions based on this data:

1. At East Avenue, sixty nine students took the ELPAC during the 2018-2019 school year. Twenty-eight percent of students had an overall score of Level 4, 38% scored Level 3, 26% scored Level 2, and 9% scored Level 1.

2. Students scored better on the oral portion of the assessment than on the written. Forty-five percent of students scored Level 4 on the oral portion and 10% scored Level 4 on the written; 35% percent of students scored Level 3 on the oral portion and 28% scored Level 3 on the written. More students were at the Level 2 range (41%) for writing than in oral (12%); 9% for oral at Level 1 and 22% for written at Level 1.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2018-2019

% of students achieving the Healthy Fitness Zone

Grade 7	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 201	23%	47%	70%
	Total # of Students	**% Within or above the Healthy Fitness Zone**	**% Needs Improvement**
Aerobic Capacity	201	87%	13%
Body Composition	201	67%	33%
Abdominal Strength and Endurance	201	85%	15%
Trunk Extensor Strength and Flexibility	199	94%	6%
Upper Body Strength and Endurance	200	69%	31%
Flexibility	200	83%	17%

Physical Fitness Test Results (PFT) 2017-2018

% of students achieving the Healthy Fitness Zone

Grade 7	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 199	25	45	70
	Total # of Students	**% Within or above the Healthy Fitness Zone**	**% Needs Improvement**
Aerobic Capacity	197	83	17
Body Composition	197	65	35
Abdominal Strength and Endurance	199	88	12
Trunk Extensor Strength and Flexibility	199	95	5
Upper Body Strength and Endurance	199	65	35
Flexibility	199	91	9

Conclusions based on this data:

1. The percentage of seventh grade students scoring 5 out of 6 and 6 out of 6 on the PFT maintained.

California Healthy Kids Survey

	Grade 7 and 9									
	School Connectedness			School Preceived as very safe or safe	Caring Adult Relationships	School Connectedness				
	High	Moderate	Low		Students responding High and Moderate	High	Moderate	Low		
East Avenue Middle School	40%	44%	16%	46%	82%					

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
648	**30.1%**	**8.3%**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	54	8.3%
Homeless	2	0.3%
Socioeconomically Disadvantaged	195	30.1%
Students with Disabilities	81	12.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.2%
American Indian	3	0.5%
Asian	51	7.9%
Filipino	15	2.3%
Hispanic	198	30.6%
Two or More Races	58	9.0%
White	315	48.6%

Conclusions based on this data:

1. The population at East Avenue has remained relatively stable over the last several years.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Orange
Mathematics Yellow		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. The suspension rate remained in the orange indicator range.

2. Students performed well in English Language Arts green. Math was in the yellow indicator range.
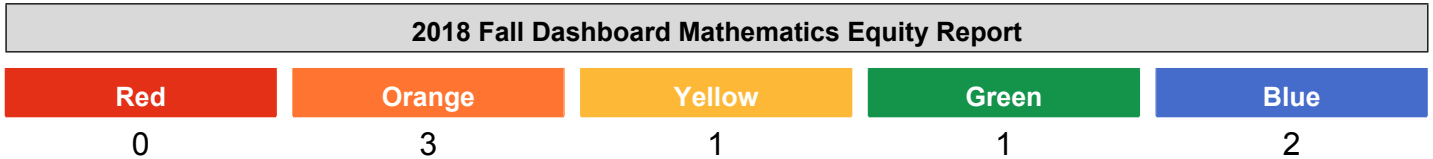
School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	0	3

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
29 points above standard	34.4 points below standard	0 Students
Increased 4.9 points	Maintained -1.4 points	
622 students	108 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	20.2 points below standard	70.2 points below standard
2 students	Increased 9.6 points	Increased 12.1 points
	188 students	88 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	70 points above standard	40.9 points above standard
		Increased 16.5 points	Increased 6.7 points
8 students	3 students	48 students	15 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Blue	No Performance Color	Blue
22.7 points below standard	75.2 points above standard	0 Students	47.3 points above standard
Declined -8.8 points	Increased 16.6 points		Increased 5.5 points
189 students	57 students		302 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
105.3 points below standard	16.3 points above standard	39.6 points above standard
Declined -30.9 points	Declined -6.6 points	Increased 7.1 points
45 students	63 students	465 students

Conclusions based on this data:

1. Several achievement gaps exist in performance amongst student groups on the CAASPP ELA portion of the assessment. English Learners, socio-economically disadvantaged students, students with disabilities, and Hispanic students continue to score below their Asian and white counterparts.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	3	1	1	2

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
9.2 points below standard	82.8 points below standard	0 Students
Maintained -1.9 points	Maintained -0.4 points	
623 students	108 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	69.9 points below standard	110 points below standard
2 students	Increased 8.2 points	Increased 14.1 points
	189 students	88 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	67.9 points above standard	1.9 points above standard
		Increased	Increased 7 points
8 students	3 students	21.9 points	
		48 students	15 students

Hispanic	Two or More Races	Pacific Islander	White
Orange	Blue	No Performance Color	Green
71.1 points below standard	48.3 points above standard	0 Students	10.3 points above standard
Declined -9.9 points	Increased 7.2 points		Declined -4.6 points
190 students	57 students		302 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
146.8 points below standard	37 points below standard	3.2 points above standard
Declined -25.5 points	Declined -7.1 points	Maintained -2.5 points
45 students	63 students	466 students

Conclusions based on this data:

1. Several achievement gaps exist in performance amongst student groups on the CAASPP mathematics portion of the assessment. English Learners, socio-economically disadvantaged students, students with disabilities, and Hispanic students continue to score below their Asian and white counterparts.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
51	39.2%	45.1%	11.8%	3.9%

Conclusions based on this data:

1. English Learners continue to make progress and improve their scores on the ELPAC.

School and Student Performance Data

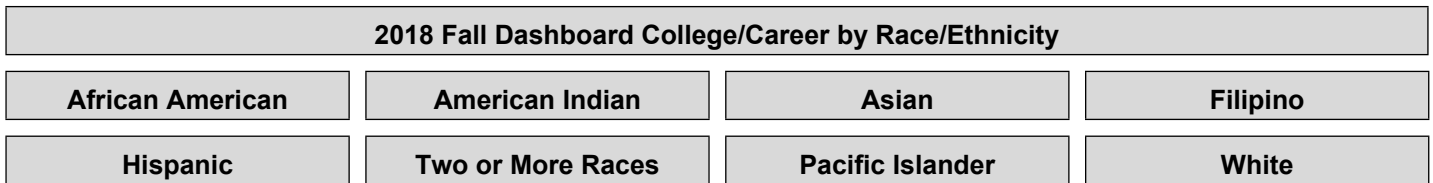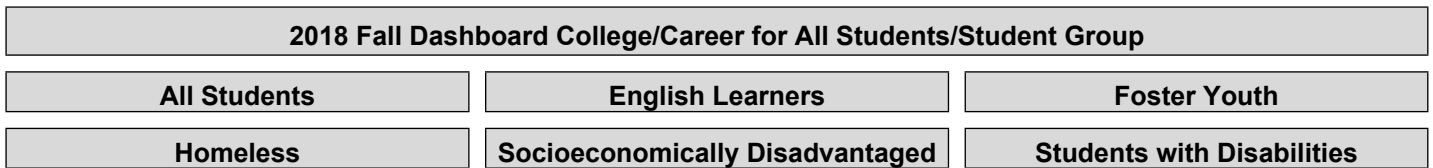## Academic Performance
College/Career

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

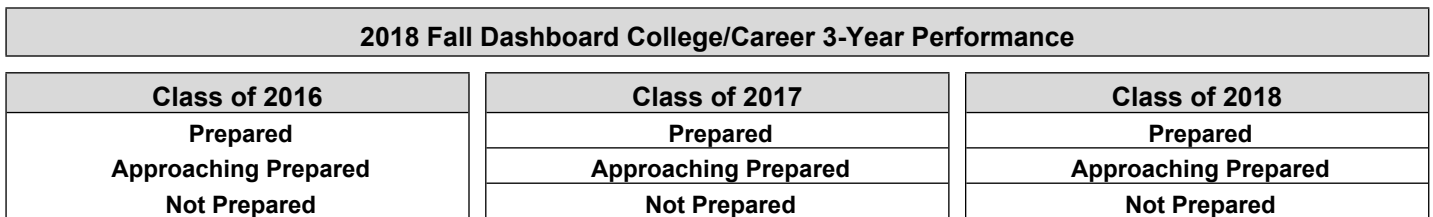| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

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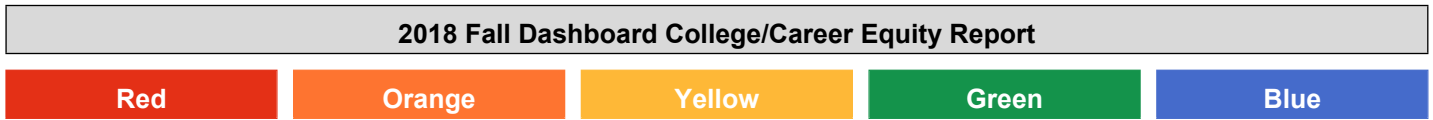
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard College/Career 3-Year Performance

| Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	4	1	1
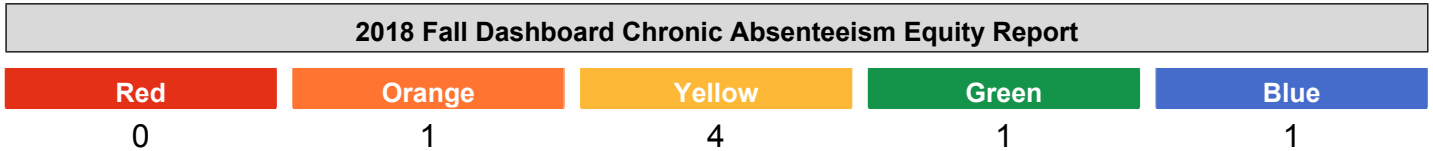
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
7.2% chronically absent	12.5% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 0.9%	Increased 3%	
664 students	56 students	0 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	13.8% chronically absent	12.8% chronically absent
	Declined 1.2%	Declined 8.7%
3 students	203 students	86 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0% chronically absent	6.3% chronically absent
8 students	3 students	Maintained 0%	Increased 6.3%
		52 students	16 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Green	No Performance Color	Yellow
10.2% chronically absent	3.4% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	7.2% chronically absent
Declined 1.8%	Declined 3.7%	0 students	Maintained 0.3%
206 students	58 students		321 students

Conclusions based on this data:

1. The number of students identified as chronically absent has declined in several sub groups including students with disabilities and students identified as two or more races.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard Graduation Rate by Year

2017	2018

Conclusions based on this data:

1.

School and Student Performance Data
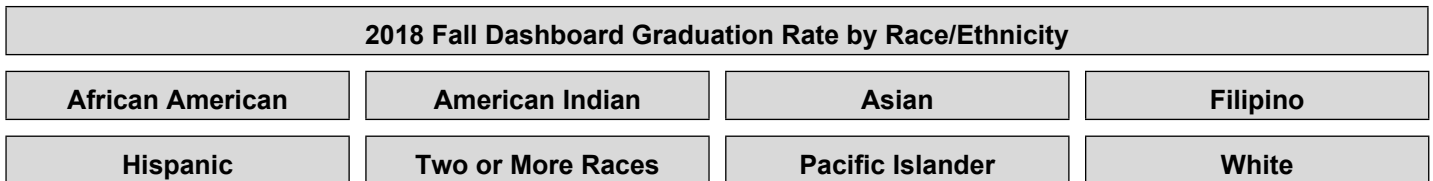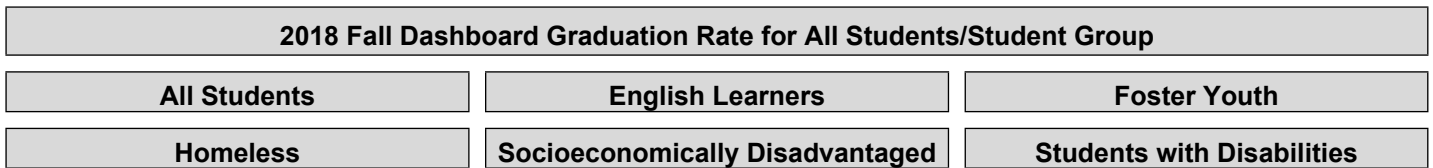
Conditions & Climate
Suspension Rate

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

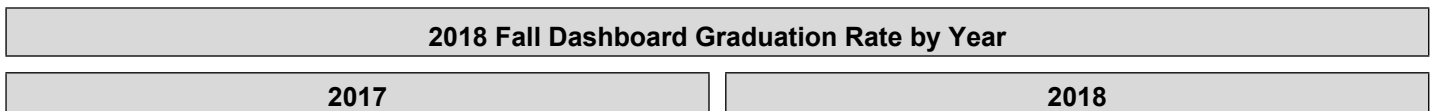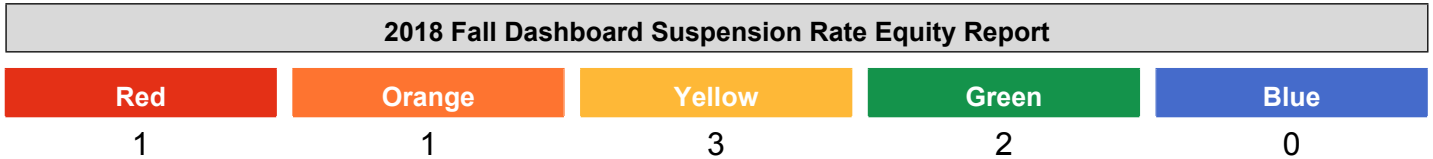| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	3	2	0

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Yellow	No Performance Color
7.5% suspended at least once	8.6% suspended at least once	0 Students
Increased 1.1%	Declined -0.7%	
667 students	58 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not ~~Displayed for Priv~~ 3 students	11.3% suspended at least once	11.6% suspended at least once
	Declined -0.3%	Declined -7.5%
	204 students	86 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	5.8% suspended at least once	0% suspended at least once
8 students	3 students	Increased 3.5%	Maintained 0%
		52 students	16 students

Hispanic	Two or More Races	Pacific Islander	White
Red	Green	No Performance Color	Green
11% suspended at least once	5.2% suspended at least once	0 Students	4.7% suspended at least once
Increased 4.8%	Declined -5.4%		Declined -0.6%
209 students	58 students		321 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
4.2% suspended at least once	6.4% suspended at least once	7.5% suspended at least once

Conclusions based on this data:

1. Suspension rates for students as a whole have declined.

2. Several sub groups, Hispanics and Asians, increased.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Subject: Academics

Goal Statement

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2018-19 CASSP Data	ELA • 59% students exceeded or met standards school wide. Math • 40% of students exceeded or met standards school wide. For the writing claim, 31% of students were above standards.	We will increase our ELA scores for meeting or exceeding standards by 3% to 62%. We will increase our Math scores for meeting or exceeding standards by 3% to 43%. We will increase the percentage of students Above Standards on the writing claim by 3% to 34%.

Planned Strategies/Activities

Strategy/Activity 1

Literacy/Reading Comprehension

Implementation of new language arts curriculum, Study Sync, will guide students in additional practice on reading critically, annotating and having evidence based conversations and writing. We will focus on improving our Tier 1 instruction through professional development on Universal Design for Learning, differentiated instruction, and strategies that support English Learners. Teachers will use professional learning communities to create instructional foci centered around student learning and mastery of goals. We will continue to employ computer programs such as Achieve 3000, Accelerated Reader, and Newsela. Our bilingual aide works with our newcomer students on conversational and academic conversations as well as literacy skills. Staff will incorporate math into cross-curricular subjects.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7895
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Achieve 3000

Amount	2640
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Rosetta Stone

Amount	7410.31
Source	Discretionary
Budget Reference	4000-4999: Books And Supplies
Description	Accelerated Reader

Amount	2400
Source	Discretionary
Budget Reference	4000-4999: Books And Supplies
Description	Newsela

Amount	1000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Instructional Rounds for ILT

Amount	27691.02
Source	LCFF

Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Paraeducator

Strategy/Activity 2

Mathematics
We will focus on improving our Tier 1 instruction through professional development on Universal Design for Learning, differentiated instruction, and strategies that support English Learners. Teachers will use professional learning communities to create instructional foci centered around student learning and mastery of goals. They will work to incorporate common formative assessments in order to monitor the ongoing student progress. Staff will incorporate math into cross-curricular subjects. Math teachers will expand their professional practice through workshops sponsored by Silicon Valley Mathematics Initiative and district led professional development based on the Mathematics Plan.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Discretionary
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute Coverage for SVMI Workshops

Strategy/Activity 3

Writing
Implementation of new language arts curriculum, Study Sync, will guide students in additional practice on reading critically, annotating and having evidence-based conversations and writing. All teachers are incorporating more writing all curricular areas. Programs such as Newsela and Achieve 3000 require students to be able to write evidenced based answers to questions for informational texts. We will focus on improving our Tier 1 instruction through professional development on Universal Design for Learning, differentiated instruction and strategies that support English Learners. Teachers will use professional learning communities to create instructional foci centered around student learning and mastery of goals.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 4

Continue articulation practices with Arroyo Seco and Jackson Elementary schools and Livermore High School.

Students to be Served by this Strategy/Activity

All fifth grade students from feeder schools and those interested from other elementary schools and current eighth grade students.

Timeline

2019-2020

Person(s) Responsible

Administration/Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount

0

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Conditions for Learning

Goal Statement

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Suspensions Physical Fitness Test Results	Fifty-three students were identified as Chronically absent and Severely Chronically absent. During the 2018-2019 school year, 26 students were suspended for a total of 87 days. The percentage of students scoring 5/6 and 6/6 in the Healthy Fitness Zone increased by 5% for seventh grade students.	Continue to reduce the number students identified as chronically absent to fifty. We will reduce the number of students suspended from 26 to 20. We will improve the number of students scoring within the Healthy Fitness zone by 3% to 73%.

Planned Strategies/Activities

Strategy/Activity 1

We will implement Positive Behavior Intervention and Support strategies school wide, through a series of engaging lessons delivered in the first days of school. Staff will continue to engage in discussions around building relationships and implementing PBIS. The administration will continue to employ alternatives to suspensions like reflection sheets, restorative practices, and mediation to keep children in school. The PBIS committee will begin working on additional strategies that will focus on positive rewards for students making good choices.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administration/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Site Based Gifts and Donations
Budget Reference	7000-7439: Other Outgo
Description	Rewards for positive behavior

Strategy/Activity 2

We will continue to implement Choose Love, a social emotional curriculum, school wide. Students will participate in assemblies to expand cultural experiences, reinforce positive behaviors, and improve motivation. We will continue to provide students sessions on anti bullying, healthy relationships, anti drug and vaping, and suicide prevention.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administration/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	ASB
Budget Reference	7000-7439: Other Outgo
Description	Assemblies

Strategy/Activity 3

We will communicate closely with the Child Welfare and Attendance staff to work with the families of our chronically absent students. We will continue to reward students with perfect attendance each trimester.

Students to be Served by this Strategy/Activity

CWAs will work with families who have students who are identified as chronically absent.

Timeline

2019-2020

Person(s) Responsible

Administration, CWA

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Rewards for Perfect Attendance

Strategy/Activity 4

We will reduce the number of students suspended through alternate means of correction, restorative practices, and mediation.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	0

Strategy/Activity 5

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	0

Strategy/Activity 6

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	0

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Parent and Community Engagement and Communication

Goal Statement

Enhance parent and community engagement and communication

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Increase the number of activities for families to be involved in.	Increased the number of activities for families to be involved.	Continue to increase activities for families to be involved and maintain regular avenues of communication.

Planned Strategies/Activities

Strategy/Activity 1

Establish schedule for regular communication for "On The Avenue," and "Street Talk." Continue to utilize Blackboard Messaging to keep families apprised of activities and events at East Avenue Middle School.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administration/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	
	0

Strategy/Activity 2

Partner with other district schools and community organizations to expand the breadth of parenting workshops available for families throughout the year.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	0

Strategy/Activity 7

Collaborate with Leadership class and Booster organization to add events to our community activity calendar.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administration/Boosters/ASB Officers

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	ASB
Budget Reference	7000-7439: Other Outgo
Description	Fall Carnival

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2017-18 CASSP Data	We will increase our ELA scores from 66% of students meeting or exceeding standards by 3% to 69%. We will increase our Math scores from 47% of students meeting or exceeding standards by 5% to 52%. We will increase the percentage of students above standards on the writing claim by 3% to 42%.	Our overall score for ELA declined overall by 7%. Sixth grade ELA saw a 2% increase. Math scores also declined overall by 7%. The percentage of students meeting and exceeding standards decreased by 8%.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Literacy/Reading Comprehension We will focus on improving our Tier 1 instruction through professional development on Universal Design for Learning, differentiated instruction and strategies that support English Learners. Teachers will use professional learning communities to create instructional foci centered around student learning and mastery of goals. We will continue to employ computer programs such as Achieve 3000, Accelerated Reader and Newsela.	Staff participated in Universal Design for Learning professional development. They continued to discuss effective instructional strategies within their professional learning communities.	Achieve 3000 4000-4999: Books And Supplies LCFF 7500	Two Roving Subs (Instructional Rounds) 1000-1999: Certificated Personnel Salaries Title II and discretionary 274
		Rosetta Stone 4000-4999: Books And Supplies LCFF 2640	Two Roving Subs 1000-1999: Certificated Personnel Salaries Title II and discretionary 274
		Accelerated Reader 4000-4999: Books And Supplies Discretionary 7410.31	Homework Club Supervision 2000-2999: Classified Personnel Salaries Admin. Gift account 6509.39
		Newsela 4000-4999: Books And Supplies Discretionary 2400	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Mathematics We will focus on improving our Tier 1 instruction through professional development on Universal Design for Learning, differentiated instruction and strategies that support English Learners. Teachers will use professional learning communities to create instructional foci centered around student learning and mastery of goals. We will continue to employ computer programs such as ALEKS.	Staff participated in Universal Design for Learning professional development. They continued to discuss effective instructional strategies within their professional learning communities.	ALEKS For up to 125 licenses 4000-4999: Books And Supplies LCFF 2025	ALEKS 125 licenses 4000-4999: Books And Supplies LCFF 2172.50 A2Z Educational Consultants 5800: Professional/Consulting Services And Operating Expenditures Discretionary 3000
Writing We will focus on improving our Tier 1 instruction through professional development on Universal Design for Learning, differentiated instruction and strategies that support English Learners. Teachers will use professional learning communities to create instructional foci centered around student learning and mastery of goals. New teachers to our site will attend Expository Reading and Writing Course (ERWC).	Staff participated in Universal Design for Learning professional development. They continued to discuss effective instructional strategies within their professional learning communities. New teachers attended workshop on ERWC.	0	Achieve 3000 4000-4999: Books And Supplies LCFF 7500 CABE Conference 5800: Professional/Consulting Services And Operating Expenditures LCFF 2155.17
Continue articulation practices with Arroyo Seco and Jackson elementary schools and Livermore High School.	Fifth and eighth grade students participated in articulation activities at East Avenue and at Livermore High School.		

Analysis

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

During the 18-19 school year, we implemented nearly all of the strategies as were outlined in the plan. Teachers attended professional development for the new Study Sync adoption, Universal design for learning, and learned additional ways on how to support all students. We hosted and participated in articulation programs for fifth and eighth grade students.

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

Overall, the strategies were successful. We received feedback from participants in the programs that they found them beneficial. Teachers were able to implement different instructional strategies in their classroom to benefit students. The success of the strategies did not have a direct correlation to improved CAASPP scores.

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

The majority of expenditures came in lower or exactly the same as the proposed amount.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continual review and follow up will be done to ensure all strategies are being implemented with fidelity and are a part of the cycle of inquiry to improve student standard mastery.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Summary Suspension Data Physical Fitness Test Results	Reduce the number of students identified as chronically absent. We will reduce the number of days students are suspended by fifteen. We will improve the number of students scoring within the Healthy Fitness zone	The number of students identified as chronically absent remained the same. We reduced the number of days students were suspended by 84 days.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
We will implement Positive Behavior Intervention and Support strategies school wide through a series of engaging lessons delivered the first three days of school. The administration will continue to employ alternatives to suspensions like reflection sheets, restorative practices and mediation to keep children in school.	Implemented PBIS and "The Dolphin Way: Be Safe, Be Respectful, Be Responsible." Teachers explicitly taught what proper behavior looked like in a variety of different settings. Students reviewed "The Dolphin Way" at the beginning of trimester 2. ILT examined SWIS behavior data to determine next steps.	Assemblies 7000-7439: Other Outgo ASB 5000	Assemblies 7000-7439: Other Outgo ASB 4500
We will also implement Choose Love, a social emotional curriculum school wide. Students participate in assemblies to expand cultural experiences, reinforce positive behaviors, and improve motivation.	Choose Love was taught during the school year by all subject matter content teachers.	Monthly Perfect Attendance Awards 0001-0999: Unrestricted: Locally Defined Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2500	Monthly Perfect Attendance Awards 0001-0999: Unrestricted: Locally Defined Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 420

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
We will communicate closely with the Child Welfare and Attendance staff to work with the families of our chronically absent students. We will continue to reward students with perfect attendance monthly.	Our Attendance staff, CWA, counselor, school psychologist, school nurse and administration worked with families to create individualized plans that would remove some obstacles to attending school regularly.	Rewards for Perfect Attendance 0001-0999: Unrestricted: Locally Defined Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 400	
We will reduce the number of days students are suspended through alternate means of correction, restorative practices, and mediation.	Counseling services and alternative means of correction such as campus beautification and restorative practices helped to increase the number of days students were in school.		

Analysis

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

Overall, the strategies were implemented routinely over the course of the 2018-19 school year.

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

The strategies were effective in several areas. Plans to reduce suspension and provide alternate means of correction were beneficial. In lieu of suspension, students were often given sessions with counselors where they were able to work on strategies to help them to make better decisions in the future. As a result students, students lost less instructional time.

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

The strategies and plans implemented to improve school climate, and foster an emotionally and physically safe environment for student learning did not have a cost associated with them. Students participated in assemblies ranging from rap, to motivational speakers, skateboard science, and a BMX assembly to encourage them to be become leaders and reach for their dreams. The cost of rewarding students for perfect attendance continues to be an anticipated reward for students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue with a majority of the strategies and activities to achieve this goal. We will continue to meet with families to address behavioral and attendance matters as needed, as well as implement Choose Love curriculum.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Enhance parent and community engagement and communication

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Increase the number of activities for families to be involved in.	Continue to add activities for families to be involved and expand avenues of communication.	Organized parent workshops, incoming parent orientations and Pathways to a Bright Future.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Utilize Blackboard Messaging to improve communication with families regarding activities and events at East Avenue Middle School.	We were able to communicate with families through our newsletter "On The Avenue," "Street Talk," and general emails, as well as phone and text messages.	0	None Specified None Specified
Work with community organizations to provide helpful parenting classes for families throughout the year.	Axis Community Health held two parent workshops on Drugs and Vaping and social media sense for East Avenue families.		
Collaborate with Boosters organization to add events to our activity calendar.	Boosters organized several dine out events to raise money for our school.		

Analysis

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

Overall the vast majority of the strategies planned were implemented.

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

The school sponsored activities were received very well by those in attendance. Throughout the year, parent attendance was low and below what we had hoped despite reminders.

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

We are grateful for our community partnerships with Axis Community Health and our Boosters organization for sponsoring several of our events.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have partnered with schools throughout our District in order to expand the breadth of parent workshops we are offering. We will continue to use Blackboard messenger to keep parents apprised of the events in and around campus.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	63,536.33

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
ASB	10,000.00
Discretionary	10,810.31
LCFF	39,226.02
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,500.00
Site Based Gifts and Donations	1,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0001-0999: Unrestricted: Locally Defined	2,500.00
1000-1999: Certificated Personnel Salaries	9,895.00
2000-2999: Classified Personnel Salaries	27,691.02
4000-4999: Books And Supplies	12,450.31
7000-7439: Other Outgo	11,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
7000-7439: Other Outgo	ASB	10,000.00
1000-1999: Certificated Personnel Salaries	Discretionary	1,000.00
4000-4999: Books And Supplies	Discretionary	9,810.31
1000-1999: Certificated Personnel Salaries	LCFF	8,895.00
2000-2999: Classified Personnel Salaries	LCFF	27,691.02
4000-4999: Books And Supplies	LCFF	2,640.00
0001-0999: Unrestricted: Locally Defined	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,500.00
7000-7439: Other Outgo	Site Based Gifts and Donations	1,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

2 Secondary Students

Name of Members	Role
Mistee Guzman	Principal
Connie Summers	Other School Staff
Todd Beck	Classroom Teacher
Cathy Kirst	Classroom Teacher
Diane Lowery	Classroom Teacher
Eric Lee	Classroom Teacher
Larkin Montgomery	Parent or Community Member
Gina DiPrima	Parent or Community Member
Matt Edwards	Parent or Community Member
Joshua Smith	Parent or Community Member
Terra Kubiak	Secondary Student
Will Ledon	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
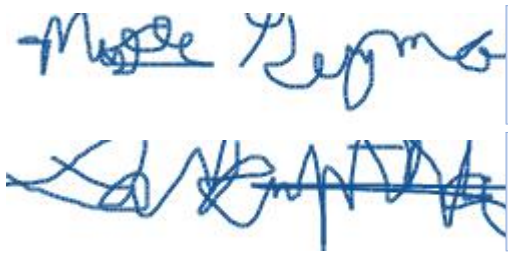
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other:

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

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

This SPSA was adopted by the SSC at a public meeting on October 16, 2019.

Attested:

Signature	
	Principal, Mistee Guzman on 10/16/19
	SSC Chairperson, Larkin Montgomery on 10/16/19

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

Centralized Services for Planned Improvements in Student Performance

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

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

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

Title II, Part A, Preparing, Training, and Recruiting High Quality Teachers and Principals:
Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality, increasing the number of highly qualified teachers and principals in the schools, and to hold Local Educational Agencies and schools accountable for improvement in student academic achievement.

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

Title III, Language Instruction for Limited English Proficient (LEP) and Immigrant Students:
Provides funding for supplementary programs and services for LEP and immigrant students. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities. *Supplemental materials to support immigrant and EL students.*

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

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

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

Title IV-A, Student Support and Academic Enrichment:
Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.

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

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

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

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

District-wide Migrant Education direct services include:

- Pre-Kindergarten Program – At Marylin Avenue Elementary School, the Migrant Education School Readiness Program (MESRP) incorporates year-round assessment/needs analysis, intervention, research-based instruction for pre-kindergarten students, parent education, and literacy workshops, and a summer Kinder Readiness Academy (KRA) program. At mid-year, *Listos a los Tres!* (*Ready at Three!*) Program provides research-based, bilingual instruction and experiences for three-year olds and their parents. Region 1 provides professional development for Pre-Kindergarten teachers and paraprofessionals.

- K-8 After-School Academic Support Programs – At Marylin Avenue and Junction K-8, Migrant students are provided with supplemental intervention and academic support and materials in English Language Arts and Math during the regular school year and summer school.

- High School After-School Academic Support Program – Granada High School provides Migrant high school students with supplemental intervention and academic support and materials in English/Language Arts, Math, and other curricular areas as needed during the regular school year.

- High School Credit Recovery Programs –*Edgenuity* and *Cyber High*-- provide free online credit recovery and materials for Migrant high school students not on track for graduation with their peers. Online credit recovery classes are available during the regular school year and summer school.

- Migrant Middle and High School Debate Teams – At Granada High School and Junction K-8, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and presentation skills, in both English and Spanish, and support student participation in the regional and State debate competitions.

- Parent Advisory Committee (PAC) – PAC meets six times per year at Marylin Avenue Elementary School and provides all Migrant parents a supportive network and information on community and district services, including graduation requirements, parents' rights, school involvement, health issues, Adult Education classes, high school diploma and General Education Development (GED classes. PAC officers are elected annually and receive guidance from Migrant Education Program (MEP) Region 1 at the Santa Clara County Office of Education (SCCOE).

- Our District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and District services, provide intervention program information, facilitate parent meetings, and conduct program evaluations for the Region and State. With support and training from MEP Region 1 at SCCOE, the annual Migrant Education Program District Service Agreement (DSA) describes, in detail, the goals, services, and budgets LVJUSD will utilize to meet the needs of our Migrant students and families.

Appendix D: Programs Included in this Plan

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

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

State Programs		Allocation
X	**Local Control Funding Formula (LCFF) Base** Purpose: Support the needs of all students and student groups	$62,705
X	**Local Control Funding Formula (LCFF) Supplemental** Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	$40,950
	Total amount of federal categorical funds allocated to this school	$103,655

Local Funding		
X	**Technology Funds – Local Parcel Tax**	$11,610

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

Projected LCFF Supplemental Funds $40,950

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

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Timeline	Person(s) Responsible	Estimated Cost	Target Population
Improvements or enhancement in instruction: Bilingual Aide Assigned to work with ELs in core instruction Math Support for ELs	2019-20	Principal	27,691.02	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
		Total:	27,691.02	
Supplemental materials, computers, software, books, supplies may be purchased: Rosetta Stone	2019-20	Principal	2,640	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Achieve 3000 software license for targeted academic support for ELs	2019-20	Principal, ELD Teacher	7,895	
10 new Headphones	2019-20	Principal	160	
		Total:	10,695	
Staff Development and Professional Collaboration, training costs, substitute costs: Achieve 3000 Training (On-site training)	2019-20	Principal	600	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Release Time for PD (On-site training)	2019-20	Principal	1,000	
		Total:	1,600	
Parent Involvement: Snacks and materials for English Leaner Advisory Committee Meetings	2019-20	ELD Liaison	200	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Translation Services	2019-20	ELD Teacher/VP	381.99	
Childcare	2019-20	E:D Teacher	381.99	
		Total:	963.98	
		Grand Total:	40,950	

Appendix H

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 for our gifted students. We have a parent representative on the District GATE committee, which develops after school enrichment activities for Gifted and Talented Education (GATE) students. Classroom delivery of differentiated instruction and Universal Design for Learning, combined with school wide enrichment opportunities, advanced study, challenging course work, and independent study are some of the additional options available to our GATE population. We continue to promote independent research and inquiry 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
Technology Funding Plan – ALL SITES
Technology Funds:

PROGRAM DESCRIPTION:

East Avenue Middle School is working on improving the technology we are able to provide students We currently have one mobile cart of Chromebooks per every two classrooms, as well as a one computer lab. Our staff development program for 2018-2019 includes sessions on curriculum based software used to enhance the learning experience for all students by 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 digital citizenship and responsibility through document sharing and research.

- Staff development will include a focus on digital literacy in support of student engagement.

- We will purchase additional Chromebooks and refresh current Chromebooks.

- Provide teachers with new laptops, document cameras, and projectors.