



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	Junction Avenue K-8 School
Address	298 Junction Avenue Livermore, CA 94551
County-District-School (CDS) Code	01-61200-6001234
Principal	Dayna Taylor
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	October 3, 2019
Schoolsite Council (SSC) Approval Date	October 22, 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: Each student will graduate with the skills needed to contribute and thrive in a changing world.

Junction Avenue's Vision:

The vision statement of Junction Avenue K-8 School is reflected in PAWS: Partnership, Accountability, Wellness, and Safety.

Partnership

School will facilitate a collaborative culture between staff, students, parents, and community members.

Junction welcomes and encourages outside community group partnerships.

Families will be offered a variety of services to address needs in the areas of counseling, after-school intervention, bilingual and family services, special education services, community wellness and other academic and mental health support.

Accountability

Students will work to their maximum potential by studying rigorous curriculum through differentiated instruction and critical thinking.

Students will attain knowledge, skills, and strategies necessary to succeed and thrive in a changing world.

Students will be supported by the staff and the leadership team through the implementation of a school wide positive behavior intervention system.

School will provide Standards-aligned curriculum and assessments by credentialed staff.

In addition, students in our Dual Immersion program build the skills necessary to meet the academic standards while simultaneously becoming bilingual and biliterate in Spanish and English.

Wellness

Students who are eligible are offered nutritious “free and reduced” breakfast and lunch. All students will receive an education regarding positive nutrition choices.

Students are provided with skills that focus on mindfulness, metacognition, social interaction, and other positive behavioral support.

Staff will support and provide interventions based on students' individual needs.

Students will be taught and encouraged to have a growth mindset, where they believe their talents can be developed through hard work, good strategies, and input from others.

Students will have opportunities for team and intramural sports during lunchtime and after school.

Safety

Elementary students will receive character building education.

Staff will provide a safe, supportive, and enriching learning environment made up of a diverse population of global citizens.

Junction will be an equitable, safe, nurturing, supportive, and accepting school for all.

School Profile

Junction Avenue is located in north Livermore, quite close to downtown. It is one of the older schools in Livermore, opening in 1951 as Junction Street School. In its history, it has been Junction Street Elementary School, Junction Avenue Middle School, and then in 2010-2011, Junction Avenue K-8 School consolidated Don Gasper de Portola Elementary school with Junction Avenue Middle School to form the new Junction Avenue K-8 School. The new combined site also was home to a Spanish-English Dual Immersion (DI) Pathway. The site also houses a Preschool and Transitional Kindergarten program.

Junction Avenue K-8 school continues to grow in educational programs offered before, during, and after school. The staff embraces, and is committed to, continuous learning through the collaborative partnerships in a Professional Learning Community that mirrors the educational ideals of Livermore Valley Joint Unified School District.

Currently, Junction Avenue K-8 School serves approximately 989 students. Sixty-two percent of our students are on free and reduced lunch. 31% of the student population is comprised of English Learners, 68% are Hispanic/Latino., 23% of students are White, 6% Asian, and 1% African American.

Junction has an active PTA that supports educational goals and objectives. Through coordination of the Junction Avenue K-8 Parent Center, the parent community supports important enrichment programs such as Ballet Folklorico, Bilingual Family Nights, Positive Behavior Intervention Supports (PBIS), "Choose Love," Social Emotional Curriculum, Music and Fifth Grade Science Camp.

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 School Site Council (SSC) and English Language Advisory Committee (ELAC) have been stakeholders in the development, review and approval of the School Plan for Student Achievement (SPSA). The SPSA is monitored by review of school, local, and State assessment data that provide insight into the effectiveness of the school plan. The School Site Council must approve the plan. We have members on our SSC that are also in our ELAC group. They advocate for English Language Learners. In addition, Junction presents its plan to ELAC for feedback and input.

Our administration and the Title One teacher work together to assess the data collection and monitor the achievement of Junction students. The SSC is provided updates during the school year. We hold regularly scheduled meetings where all stakeholders meet to review data and check the status of our plan, and where we need to improve. This is usually done through our Instructional Leadership Team and then shared with our School Site Council.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.1%	0.11%	0.11%	1	1	1
African American	1.5%	1.91%	1.71%	13	17	16
Asian	2.3%	2.25%	2.68%	19	20	25
Filipino	3.0%	3.15%	3.85%	25	28	36
Hispanic/Latino	72.6%	70.05%	68.31%	612	622	638
Pacific Islander	0.7%	0.56%	0.32%	6	5	3
White	17.4%	19.03%	19.81%	147	169	185
Multiple/No Response	%	0.45%	0.32%		4	3
Total Enrollment				843	888	934

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	88	95	84
Grade 1	72	71	82
Grade 2	63	71	69
Grade3	61	60	67
Grade 4	61	57	60
Grade 5	71	64	61
Grade 6	136	186	185
Grade 7	137	139	188
Grade 8	154	145	138
Total Enrollment	843	888	934

Conclusions based on this data:

1. The population of the school is growing, especially in the middle school. This is due to the closing of the Charter School and a our feeder schools choosing to come to Junction instead of other "open enrollment" schools.
2. The two predominant student groups at Junction K-8 are Hispanic/Latino (68%) and White (19%).
3. The Hispanic/Latino student group declined 2% in the 18-19 school year.

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	380	360	305	45.1%	40.5%	32.7%
Fluent English Proficient (FEP)	184	223	275	21.8%	25.1%	29.4%
Reclassified Fluent English Proficient (RFEP)	31	68	75	8.5%	17.9%	20.8%

Conclusions based on this data:

1. The 2018-19 school year had an 8% decrease in English Learners. This can be attributed to a 5% increase in schoolwide enrollment, including increased enrollment of Fluent English Proficient students in our Dual Immersion (DI) Program.
2. The 2018-19 school year had 4% increase in FEP students. This can be attributed to an increased enrollment of FEP in our DI program as well as increased general enrollment.
3. The 2018-19 school year had a 3% increase in Reclassified Fluent English Proficient students. The upward trend has continued for the last three years with ELPAC as well updated reclassification requirements.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 3	63	57	65	61	57	65	61	57	65	96.8	100	100
Grade 4	64	54	61	64	54	61	64	54	61	100	100	100
Grade 5	69	61	59	69	60	58	69	60	58	100	98.4	98.3
Grade 6	135	188	179	134	186	179	133	186	179	99.3	98.9	100
Grade 7	141	138	190	137	131	188	137	131	188	97.2	94.9	98.9
Grade 8	160	147	136	157	147	136	156	147	136	98.1	100	100
All Grades	632	645	690	622	635	687	620	635	687	98.4	98.4	99.6

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

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 3	2410.	2380.	2375.	19.67	8.77	6.15	21.31	15.79	16.92	27.87	31.58	29.23	31.15	43.86	47.69
Grade 4	2451.	2462.	2416.	15.63	27.78	13.11	21.88	16.67	13.11	29.69	22.22	19.67	32.81	33.33	54.10
Grade 5	2492.	2489.	2511.	20.29	18.33	29.31	27.54	30.00	22.41	26.09	23.33	20.69	26.09	28.33	27.59
Grade 6	2505.	2531.	2523.	9.02	17.20	15.08	25.56	30.11	32.40	41.35	33.87	27.37	24.06	18.82	25.14
Grade 7	2539.	2538.	2560.	16.06	11.45	14.89	33.58	31.30	42.02	18.25	32.82	27.13	32.12	24.43	15.96
Grade 8	2539.	2553.	2539.	12.82	10.88	12.50	30.13	37.41	27.94	27.56	25.85	29.41	29.49	25.85	30.15
All Grades	N/A	N/A	N/A	14.52	14.80	14.70	27.90	29.61	30.13	28.55	29.61	26.64	29.03	25.98	28.53

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 3	16.39	10.53	10.77	47.54	43.86	43.08	36.07	45.61	46.15
Grade 4	18.75	22.22	11.48	42.19	46.30	36.07	39.06	31.48	52.46
Grade 5	26.09	21.67	36.21	47.83	50.00	29.31	26.09	28.33	34.48
Grade 6	10.61	24.73	24.58	53.03	44.62	44.13	36.36	30.65	31.28
Grade 7	22.63	18.32	21.28	40.15	40.46	53.19	37.23	41.22	25.53
Grade 8	16.03	23.13	19.85	41.03	42.18	41.18	42.95	34.69	38.97
All Grades	17.77	21.26	21.25	44.91	43.78	43.96	37.32	34.96	34.79

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 3	19.67	5.26	4.62	45.90	47.37	44.62	34.43	47.37	50.77
Grade 4	17.19	33.33	4.92	54.69	38.89	49.18	28.13	27.78	45.90
Grade 5	27.54	23.33	37.93	47.83	48.33	43.10	24.64	28.33	18.97
Grade 6	18.05	20.43	16.76	53.38	53.76	58.10	28.57	25.81	25.14
Grade 7	32.85	21.37	35.64	39.42	60.31	51.06	27.74	18.32	13.30
Grade 8	19.23	21.09	17.65	50.00	51.70	55.88	30.77	27.21	26.47
All Grades	22.74	20.79	21.69	48.23	52.28	52.40	29.03	26.93	25.91

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 3	18.03	15.79	10.77	63.93	64.91	63.08	18.03	19.30	26.15
Grade 4	14.06	22.22	8.20	56.25	55.56	65.57	29.69	22.22	26.23
Grade 5	24.64	21.67	25.86	53.62	55.00	46.55	21.74	23.33	27.59
Grade 6	6.02	10.22	17.32	67.67	75.81	62.57	26.32	13.98	20.11
Grade 7	8.03	11.45	12.77	67.88	55.73	70.74	24.09	32.82	16.49
Grade 8	10.26	10.20	9.56	65.38	67.35	65.44	24.36	22.45	25.00
All Grades	11.61	13.07	13.83	64.03	65.04	64.34	24.35	21.89	21.83

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 3	19.67	10.53	10.77	54.10	50.88	43.08	26.23	38.60	46.15
Grade 4	17.19	16.67	13.11	57.81	50.00	37.70	25.00	33.33	49.18
Grade 5	21.74	21.67	27.59	43.48	48.33	50.00	34.78	30.00	22.41
Grade 6	25.00	29.57	25.14	53.03	54.30	50.84	21.97	16.13	24.02
Grade 7	29.93	28.24	32.98	45.26	49.62	48.40	24.82	22.14	18.62
Grade 8	25.00	28.57	19.85	51.92	48.30	46.32	23.08	23.13	33.82
All Grades	24.39	25.51	24.02	50.57	50.71	47.31	25.04	23.78	28.68

Conclusions based on this data:

1. Current 6th and 8th graders had an overall average increase to the point that there were more students meeting ELA standards than not meeting ELA standards.
2. Although current 5th graders have remained consistent at 11% Above Standard in Reading, the percentage of students At or Near Standard decreased by 8%, resulting in more 5th grade students considered Below Standard. Within Writing, there was not much change. Within Listening, there was a 7% decrease in the Above Standard category, yet there was not much change in the At or Near Standard; however, the 7% decrease shifted down to Below Standard.

3. Focus on current 5th grade intervention support in 2019-2020, and this grade will take the CAASPP summative later than other elementary grades.

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 3	63	57	65	63	57	65	63	57	65	100	100	100
Grade 4	64	54	61	64	54	61	64	54	61	100	100	100
Grade 5	69	61	59	68	60	59	68	60	59	98.6	98.4	100
Grade 6	135	188	179	132	188	179	132	188	179	97.8	100	100
Grade 7	141	138	190	140	138	188	140	138	188	99.3	100	98.9
Grade 8	160	147	136	159	147	136	158	147	136	99.4	100	100
All Grades	632	645	690	626	644	688	625	644	688	99.1	99.8	99.7

* 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 3	2422.	2398.	2400.	15.87	10.53	10.77	25.40	22.81	18.46	25.40	24.56	29.23	33.33	42.11	41.54
Grade 4	2458.	2455.	2424.	10.94	12.96	3.28	26.56	31.48	16.39	35.94	25.93	37.70	26.56	29.63	42.62
Grade 5	2469.	2491.	2497.	10.29	13.33	27.12	14.71	28.33	11.86	35.29	20.00	20.34	39.71	38.33	40.68
Grade 6	2479.	2520.	2506.	10.61	18.09	17.32	15.91	20.74	18.44	29.55	31.91	26.26	43.94	29.26	37.99
Grade 7	2510.	2471.	2517.	13.57	9.42	19.15	17.14	12.32	11.17	26.43	18.84	28.72	42.86	59.42	40.96
Grade 8	2517.	2526.	2484.	13.92	13.61	8.82	12.66	18.37	8.82	25.32	25.85	22.06	48.10	42.18	60.29
All Grades	N/A	N/A	N/A	12.64	13.66	15.12	17.28	20.19	13.81	28.64	25.47	26.89	41.44	40.68	44.19

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 3	30.16	22.81	21.54	33.33	29.82	33.85	36.51	47.37	44.62
Grade 4	20.31	22.22	6.56	37.50	29.63	32.79	42.19	48.15	60.66
Grade 5	17.65	25.00	28.81	29.41	28.33	22.03	52.94	46.67	49.15
Grade 6	18.18	26.06	23.46	30.30	36.70	30.17	51.52	37.23	46.37
Grade 7	22.14	11.59	26.06	25.71	24.64	25.53	52.14	63.77	48.40
Grade 8	18.99	23.13	10.29	28.48	29.93	24.26	52.53	46.94	65.44
All Grades	20.64	21.58	20.35	29.76	30.59	27.62	49.60	47.83	52.03

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 3	23.81	17.54	15.38	41.27	38.60	38.46	34.92	43.86	46.15
Grade 4	14.06	24.07	9.84	54.69	42.59	37.70	31.25	33.33	52.46
Grade 5	10.29	20.00	23.73	38.24	41.67	40.68	51.47	38.33	35.59
Grade 6	10.61	17.55	15.08	35.61	47.87	45.25	53.79	34.57	39.66
Grade 7	13.57	10.14	15.96	45.00	39.86	35.11	41.43	50.00	48.94
Grade 8	13.29	15.65	9.56	41.14	53.06	33.82	45.57	31.29	56.62
All Grades	13.60	16.30	14.53	41.92	45.50	38.52	44.48	38.20	46.95

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 3	20.63	15.79	18.46	50.79	43.86	36.92	28.57	40.35	44.62
Grade 4	20.31	16.67	6.56	45.31	48.15	47.54	34.38	35.19	45.90
Grade 5	10.29	16.67	30.51	50.00	48.33	33.90	39.71	35.00	35.59
Grade 6	10.61	20.74	16.20	42.42	39.36	42.46	46.97	39.89	41.34
Grade 7	10.71	7.25	14.36	52.14	46.38	51.06	37.14	46.38	34.57
Grade 8	15.82	14.29	11.03	46.20	50.34	38.24	37.97	35.37	50.74
All Grades	13.92	15.22	15.26	47.52	45.34	43.17	38.56	39.44	41.57

Conclusions based on this data:

1. 7th grade was the only grade to show an increase in all three claim performances.
2. 3rd, 5th, 6th, and 7th graders performed higher than the overall school average. This means that 3rd, 5th, 6th, and 7th graders' overall performance was higher than the school's overall performance.
3. Math continues to be difficult for most of our students in all grades. Therefore, we have made it a goal to focus our attention on interventions in this subject.

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
Grade K	1424.6		1441.1		1386.0		38	
Grade 1	1456.0		1461.9		1449.7		30	
Grade 2	1473.9		1483.9		1463.4		30	
Grade 3	1479.8		1492.9		1466.0		27	
Grade 4	1515.6		1518.4		1512.1		29	
Grade 5	1523.3		1522.4		1523.8		18	
Grade 6	1513.2		1513.9		1512.1		34	
Grade 7	1526.1		1523.2		1528.7		51	
Grade 8	1534.7		1526.9		1541.9		45	

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. 10.26% of students are at a level one. 35.10% of students are at a level two. 43.38% of students are at a level three. 11.26% of students are at level four.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2018-2019

% of students achieving the Healthy Fitness Zone

Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 59	31%	20%	51%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	59	61%	39%
Body Composition	59	36%	64%
Abdominal Strength and Endurance	59	98%	2%
Trunk Extensor Strength and Flexibility	59	98%	2%
Upper Body Strength and Endurance	59	71%	29%
Flexibility	58	81%	19%
Grade 7	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 189	26%	35%	61%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	187	61%	39%
Body Composition	189	59%	41%
Abdominal Strength and Endurance	187	100%	0%
Trunk Extensor Strength and Flexibility	188	98%	2%
Upper Body Strength and Endurance	186	55%	45%
Flexibility	189	80%	20%

Physical Fitness Test Results (PFT) 2017-2018

% of students achieving the Healthy Fitness Zone

Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 61	21%	38%	59%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	60	80	20
Body Composition	60	62	38

Abdominal Strength and Endurance	61	97	3
Trunk Extensor Strength and Flexibility	61	97	3
Upper Body Strength and Endurance	61	59	41
Flexibility	61	74	26
Grade 7	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 136	27%	25%	52%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	135	55	45
Body Composition	134	52	48
Abdominal Strength and Endurance	136	99	1
Trunk Extensor Strength and Flexibility	136	94	6
Upper Body Strength and Endurance	136	53	47
Flexibility	136	74	26

Conclusions based on this data:

1. 61% of 7th graders passed the physical fitness test. This is an increase of 9 percentage points from the 2017-2018 school year.
2. 51% of 5th graders passed the physical fitness test. This is a decrease of 8 percentage points from the 2017-2018 school year.
3. Over 93% of the 5th and 7th graders were within or above the Healthy Fitness Zone in the areas of abdominal strength and endurance and trunk extensor strength and flexibility.

California Healthy Kids Survey

Grade 5						Grade 7 and 9				
	School Connectedness			Feel Safe at School	Students Treated with Respect	School Connectedness			School Perceived as very safe or safe	Caring Adult Relationships
	High	Moderate	Low	"Most of the time" and "All of the time"	"Most of the time" and "All of the time"	High	Moderate	Low		Students responding High and Moderate
Junction K-8 School	44%	51%	4%	76%	80%	44%	45%	11%	60%	88%

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
888	66.9%	40.5%	0.2%

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.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	360	40.5%
Foster Youth	2	0.2%
Homeless	17	1.9%
Socioeconomically Disadvantaged	594	66.9%
Students with Disabilities	124	14.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	1.9%
American Indian	1	0.1%
Asian	20	2.3%
Filipino	28	3.2%
Hispanic	622	70.0%
Two or More Races	22	2.5%
Pacific Islander	5	0.6%
White	169	19.0%






Conclusions based on this data:

1. The English Learner population increased from 31% in 2017-2018 to 40.5% in 2018-2019.
2. The population of Hispanic students have increased from 68% in 2017-2018 to 70% in 2018-2019.
3. The amount of socioeconomically disadvantaged students increased from 65% in 2017-2018 to 66.9% in 2018-2019.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Junction has adopted Multi-Tiered Systems of Support (MTSS) as framework to assist with lower performance in English and Math our academic performance increasing our orange in Mathematics and English to yellow in both areas.
2. Thanks to our CWA, Attendance Secretary, and the incentive programs for attendance, our overall school-wide attendance remained high.
3. We suspended more students than we did the year before, causing us to go into the "red." We are trying more alternatives and supports this year.

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:











This section provides number of student groups in each color.



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		
<p>All Students</p>  Yellow 13.1 points below standard Increased 7.1 points 609 students	<p>English Learners</p>  Yellow 51.5 points below standard Increased 5.1 points 319 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<p>Socioeconomically Disadvantaged</p>  Yellow 39.2 points below standard Increased 3.1 points 404 students	<p>Students with Disabilities</p>  Orange 86.1 points below standard Increased 22.4 points 105 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color 0 Students	 No Performance Color 90.8 points above standard Increased 14.2 points 15 students	 No Performance Color 43.5 points above standard Increased 27.6 points 21 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 34 points below standard Increased 4.8 points 424 students	 No Performance Color 27.6 points above standard Increased 8.3 points 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Green 35.7 points above standard Increased 3.6 points 117 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
92.1 points below standard Increased 3.2 points 184 students	3.9 points above standard Increased 5 points 135 students	20.5 points above standard Increased 4.1 points 216 students

Conclusions based on this data:

1. Junction Avenue K-8 increased in all student performance group areas. Evidence supports academic supports, resource support, and interventions are working.
2. Students with disabilities increased 27.6 points. Evidence supports that the academic supports, resource support, and interventions are working.
3. All English Learners, Reclassified English Learners increased points in the area of English Language Arts. Evidence supports that the academic supports, resource support, and interventions area working.

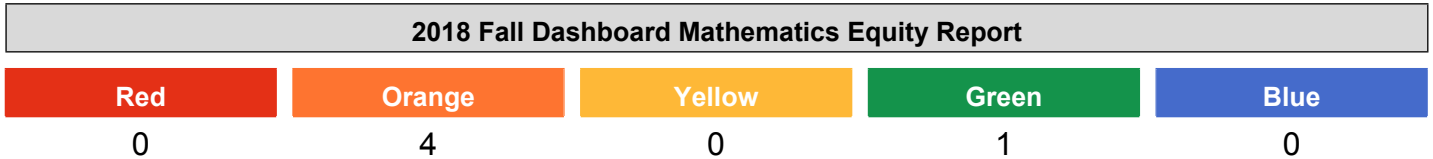
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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		
<p>All Students</p>  Yellow 50.2 points below standard Increased 4 points 609 students	<p>English Learners</p>  Orange 91.1 points below standard Maintained 2.7 points 319 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<p>Socioeconomically Disadvantaged</p>  Orange 79.5 points below standard Maintained 0.6 points 404 students	<p>Students with Disabilities</p>  Orange 133.4 points below standard Increased 6.6 points 105 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color 0 Students	 No Performance Color 62.7 points above standard Declined -10.3 points 15 students	 No Performance Color 13.9 points above standard Increased 20.1 points 21 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 75.3 points below standard Maintained 1.2 points 424 students	 No Performance Color 17.3 points below standard Increased 3.3 points 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Green 11.2 points above standard Increased 3.7 points 117 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
129.8 points below standard Declined -4.9 points 184 students	38.3 points below standard Increased 10.4 points 135 students	11.5 points below standard Maintained -0.4 points 216 students

Conclusions based on this data:

1. Students in the Hispanic student group (Junction's student group majority) have maintained their achievement level.
2. While Students with disabilities are 133.4 points Below Standard, they did increase this year by 6.6 points.
3. Overall, all Junction students increased by 4 points and moved from "orange" to "yellow" on the Fall 2018 Dashboard.

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
309	11%	43%	35%	11%

Conclusions based on this data:

1. There are equal amounts of Level 4 and Level 1 Students.
2. 54% of EL students are either Level 3 or Level 4; whereas 46% of EL students are either Level 1 or Level 2
3. We have 16% fewer EL students than in the 2017-2018 school year.

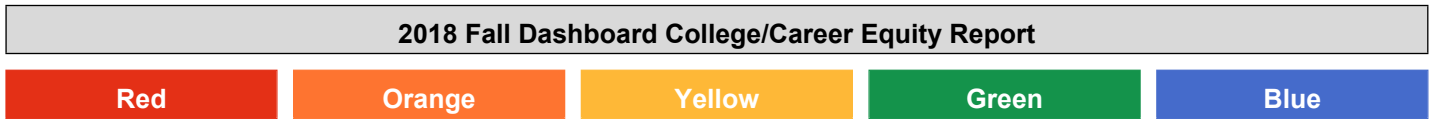
School and Student Performance Data

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.



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.

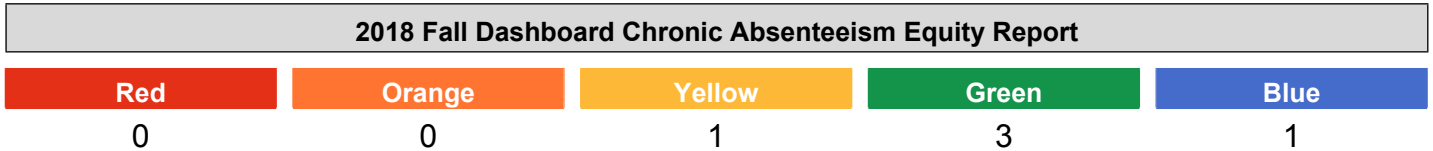
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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		
<p>All Students</p>  <p>Green</p> <p>6.1% chronically absent</p> <p>Declined 1.8%</p> <p>921 students</p>	<p>English Learners</p>  <p>Green</p> <p>6.7% chronically absent</p> <p>Declined 0.9%</p> <p>375 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>36.8% chronically absent</p> <p>Declined 5.6%</p> <p>19 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>8% chronically absent</p> <p>Declined 1.7%</p> <p>640 students</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>8.6% chronically absent</p> <p>Declined 3.3%</p> <p>139 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 16.7% chronically absent Declined 35.7% 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 4.8% chronically absent Increased 4.8% 21 students	 No Performance Color 3.4% chronically absent Declined 8.6% 29 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.1% chronically absent Maintained 0.1% 647 students	 No Performance Color 7.4% chronically absent Declined 9.3% 27 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Blue 1.7% chronically absent Declined 3.3% 174 students

Conclusions based on this data:

1. From Fall 2017 to Fall 2018 all major student groups absences declined or maintained, this places Junction in the overall "green" indicator for all students.
2. In 2018, the Hispanic student group maintained it's indicator, yellow.
3. The "white" student group continued to decline and remained under the "blue" indicator.

School and Student Performance Data

Academic Engagement Graduation Rate

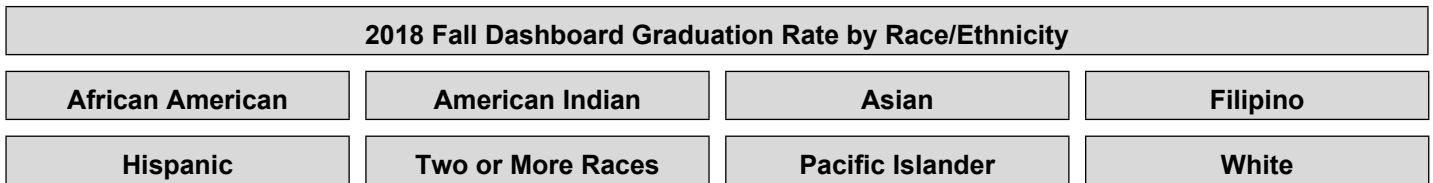
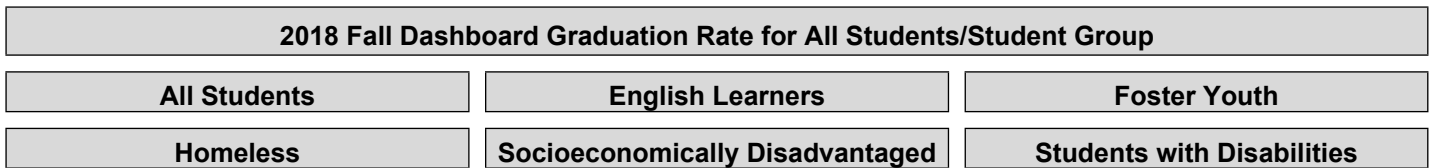
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

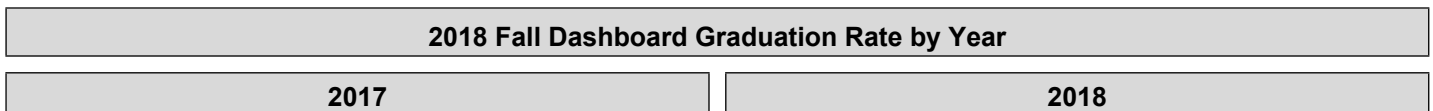
This section provides number of student groups in each color.



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.



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.



Conclusions based on this data:

- 1.

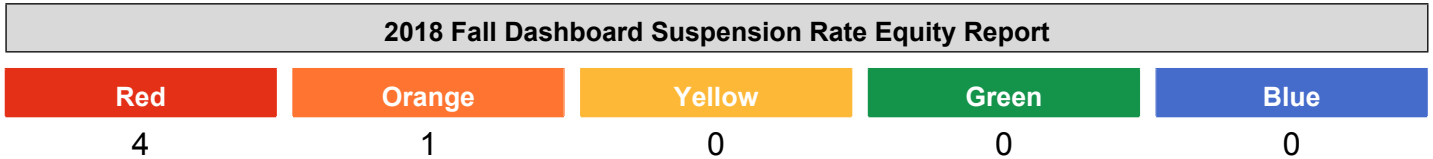
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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		
<p>All Students</p>  Red 3.5% suspended at least once Increased 2.6% 952 students	<p>English Learners</p>  Red 4.7% suspended at least once Increased 3.7% 387 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 3 students
<p>Homeless</p>  No Performance Color 3.7% suspended at least once Increased 3.7% 27 students	<p>Socioeconomically Disadvantaged</p>  Red 4.5% suspended at least once Increased 3.4% 663 students	<p>Students with Disabilities</p>  Red 9.8% suspended at least once Increased 8.4% 143 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 4.2% suspended at least once Maintained 0.2% 24 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 4.5% suspended at least once Increased 4.5% 22 students	 No Performance Color 0% suspended at least once Maintained 0% 29 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 4.1% suspended at least once Increased 3.2% 660 students	 No Performance Color 6.9% suspended at least once Increased 6.9% 29 students	 No Performance Color Less than 11 Students - Data 5 students	 Orange 1.1% suspended at least once Increased 0.5% 182 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.6% suspended at least once	0.9% suspended at least once	3.5% suspended at least once

Conclusions based on this data:

- Our suspensions have increased from the 2017 Fall data. Junction fell into the "red" indicator. This is because the Fall 2016 data showed Junction only suspended seven students that year.
- Junction increased its suspension rate for students "suspended at least once" from 1.6 in 2016, 2017 0.9%, and 3.5% in 2018.

Goals, Strategies, & Proposed Expenditures

Goal 1

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 Balanced Assessment ELA
 Smarter Balanced Assessment Math
 Smarter Balanced Assessment ELA Writing Claim
 District Writing Assessment
 ELPAC
 EL Reclassification
 LVJUSD Spanish Placement Test
 Writing Assessments
 Other local assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Smarter Balanced Performance Summary ELA	In the 2018-2019 school year 45% of our students were proficient on the English Language Arts CAASPP. This is a 1% increase from the year before.	The percentage of all students scoring "Standards Met or Exceeded" on the CAASPP will increase 5%
Smarter Balanced Performance Summary Mathematics	In the 2018-2019 school year 29% of our students were proficient on the Mathematics CAASPP. This is a 7% decrease from the year before.	The percentage of all students scoring "Standards Met or Exceeded" on the CAASPP will increase by 5%
Smarter Balanced Performance Summary Writing Claim	22% students were Above Standard. 52% were At or Near Standard and 26% were Below Standard on the 2018-2019 Smarter Balanced Assessment in summary Writing Claim.	The writing claim in the CAASPP will improve in each subgroup, including English Language Learner by 5%.
LVJUSD Spanish Placement Test	2018-19 results: 100% of students passed both written and oral assessment 76% of students passed the written section with a perfect score 25% passed the oral assessment with a perfect score	One hundred percent of our promoting 8th Dual Immersion students will be prepared for the IB Pathway by placing at level Spanish 2 or above.

Planned Strategies/Activities

Strategy/Activity 1

ELA Strategy 2019-20
 Implementation of English Language Arts Curriculum Benchmark and Study Sync
 Strategic intervention K-5 material "95%"
 Universal Screener AIMS Web- transitioning to Easy CBM
 Structuring supports on MTSS model
 Bilingual Instructional Aide support in classrooms
 Title One Aides in Title One Intervention
 Writers Workshop Unit of Studies
 7-8th grade continue implementing ERWC curriculum
 District and sponsored PD in 2018-2019 focusing on the following district initiatives: All students will participate in evidenced-based writing, using informational sources and relevant sources
 District and site provide professional development and collaboration for TK-8th grade teachers from August 2019-June 2020
 District writing coach leads for PD K-8th grades to increase writing strategies through professional development and collaboration from August 2018-June 2019

Students to be Served by this Strategy/Activity

General education students, Socio-Economically Disadvantaged students, Special Education students, English Language students, Homeless, and Foster Youth

Timeline

8/19/2019 – 6/4/2020

Person(s) Responsible

Principal/ General Education Teachers/Title One Teacher/Literacy Coach/Bilingual Aides/Special Education Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Description	Benchmark Study Sync Literacy Coach (.50 Teacher) Cafe Professional Development After School Intervention for ELA ERWC Trainings Writers Workshop Professional Development and Materials
Amount	210,000
Source	Title I
Description	Title One Teacher Bilingual Title One Reading Aides 95 % Intervention Curriculum and Supplies Coach .16 FTE Core and Intervention Materials and Supplies Scholastic Magazine (Class Reading Supplements) Classroom Leveled Libraries Technology to support classroom needs Title One and Intervention Nights Literacy Workshops and Conferences Academic, Social Emotional , Behavior (MTSS), Parent Workshops

Strategy/Activity 2

Mathematics Strategy 2019-20
 Big Ideas Math (6-8th) and Investigations K-5: August 2019-2020
 After-school Acellus Mathematics intervention classes
 Using student assessment data to drive instruction
 Use of released test questions for Problem of the Week and warm-ups
 District provided mathematics Professional Development for K-8
 New District provided Coaches/Teachers on Special Assignment for mathematics instruction
 Grade level Data Teams & PLCs
 Professional development for K-8 teachers in implementing math curriculum and supporting math materials in 2019-2020
 Continued participation in LVJUSD District-approved Math Counts program in 2019-2020
 Students practice CAASPP assessments by taking interim tests (in October and January)

Students to be Served by this Strategy/Activity

General education students, Socio-Economically Disadvantaged students, Special Education students, English Language students, Homeless, and Foster Youth

Timeline

8/19/2019 – 6/4/2020

Person(s) Responsible

Principal/ General Education Teachers/Title One Teacher/Literacy Coach/Bilingual Aides/Special Education Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Description	After School Mathematics Intervention (Accelus) Big Ideas Math Curriculum (6-8) Investigations Mathematics Curriculum (K-5) Counting Collections TK-1 Training District Provided Math Support: Teachers on Special Assignment Professional Development Implementing the Mathematics Curriculum Math Counts

Strategy/Activity 3

Writing Strategy 2019-2020:
 Writer's Workshop
 Benchmark Curriculum
 ERWC Professional Development
 All Title One ELA Strategies Mentioned Above

Students to be Served by this Strategy/Activity

General education students, Socio-Economically Disadvantaged students, Special Education students, English Language students, Homeless and Foster Youth

Timeline

8/19/2019 – 6/4/2020

Person(s) Responsible

Principal/ General Education Teachers/Title One Teacher/Literacy Coach/Bilingual Aides/Special Education Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Description	Writers Workshop Curriculum, PD and Materials Benchmarks Curriculum ERWC Professional Development

Strategy/Activity 4

Articulation Strategy 2019-2020
Professional Development for Dual Immersion Teachers
Vertical Alignment from TK-8th grade in Dual Immersion classes
Common Pacing Guides

Students to be Served by this Strategy/Activity

General Education students, Socio-Economically Disadvantaged students, Special Education students, English Language students, Homeless and Foster Youth

Timeline

8/19/2019 – 6/4/2020

Person(s) Responsible

Principal/ General Education Teachers/Title One Teacher/Literacy Coach/Bilingual Aides/Special Education Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF - Supplemental
Description	Dual Immersion Professional Development Trainings Vertical Alignment Work- Common Pacing (Substitute Pay)

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
 Panorama
 SWIS Data
 Other local measures

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
PBIS Training and Implementation	Year Two PBIS Cohort: Students at Junction know and can repeat the three school-wide expectations.	100% of staff will teach and support the schoolwide expectations.
Suspension Data	In 2018-2019, 69 students were suspended 2 elementary and 67 middle school. This was a total of 149 days.	Decrease overall suspensions 6-8th grade by 10%
Attendance Records	K-5 attendance records indicate a 95.86% average daily attendance 6-8 attendance records indicate a 96.17% average daily attendance School wide attendance indicate a 96.2% average daily attendance School wide chronically absent 4.36%	Maintain at least a 96% or above daily average attendance rate for all K-8 students. Improve the scores of chronically absent.
Physical Fitness Exam	The percentage of 5th graders scoring 5/6 & 6/6 on the California Physical Fitness Test is 59% The percentage of 7th graders scoring 5/6 & 6/6 on the California Physical Fitness Test is 52 (This Data is from 17-18. As of this date, the 18-19 PFT data is not updated)	Increase the percentage of students scoring 5/6 & 6/6 on the California Physical Fitness Exam by 5%.

Planned Strategies/Activities

Strategy/Activity 1

Character Education Strategy 2019-2020:
Participate in Year Two Implementation of Positive Based Interventions and Supports Pilot
Create School-wide Expectations called "Be a Bulldog, Be Safe, Be Respectful, Be Responsible."

Students to be Served by this Strategy/Activity

General education students, Socio-Economically Disadvantaged students, Special Education students, English Language students, Homeless and Foster Youth

Timeline

8/19/2019 – 6/4/2020

Person(s) Responsible

Principal/ General Education Teachers/Title One Teacher/Literacy Coach/Bilingual Aides/Special Education Teachers

Proposed Expenditures for this Strategy/Activity

Amount	8,000
Source	LCFF - Supplemental
Budget Reference	None Specified
Description	Positive Behavior Intervention Strategies (PBIS) materials and supplies Choose Love Materials and Supplies
Source	District Funded
Description	PBIS Professional Development for Staff

Strategy/Activity 2

Suspension Strategy 2019-2020
Review of discipline data and referrals
Review results from school site-based surveys
Review Healthy Kid Surveys
Review data compiled from site administration review of discipline
SST
Review information from COST (Coordinated Services Team) Meetings
Implementation of PBIS for all K-8 students.
The continued implementation of a 7th and 8th Leadership class that focuses middle school leadership designed to increase K-8 Character Education/PBIS and campus environment and beautification
Counseling Services provided by our District five days a week
Kid Connection Counseling for K-5 two days a week

Students to be Served by this Strategy/Activity

General education students, Socio-Economically Disadvantaged students, Special Education students, English Language students, Homeless and Foster Youth

Timeline

8/19/2019 – 6/4/2020

Person(s) Responsible

Principal/ General Education Teachers/Title One Teacher/Literacy Coach/Bilingual Aides/Special Education Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4,000
Source	LCFF
Description	Intervention Friday School

Strategy/Activity 3

Attendance /Chronic Absenteeism:

Junction Avenue K-8 school will continue to adhere to the following practice to support positive student attendance:

- Provide monthly/quarterly reports to parents regarding importance of attending school
- Attendance incentives and trophies
- In cooperation with our CWA liaison, establish school-wide monthly attendance incentives for positive school attendance
- Investigate and resolve incorrect telephone numbers in PowerSchool and School Messenger
- Maintain an early warning system of Student Attendance Review Teams after first progress report periods
- Conduct class presentations to reinforce the impact of positive and punctual school attendance on academic achievement
- Intensive intervention for chronically tardy students

Students to be Served by this Strategy/Activity

General education students, Socio-Economically Disadvantaged students, Special Education students, English Language students, Homeless and Foster Youth

Timeline

8/19/2019 – 6/4/2020

Person(s) Responsible

Principal/ General Education Teachers/Title One Teacher/Literacy Coach/Bilingual Aides/Special Education Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	District Funded
Description	Attendance Incentives through Child Welfare Attendance and Student Services

Strategy/Activity 4

Physical Fitness Strategy 2019-2020

The school will monitor and evaluate the progression toward this goal by evaluating student progress toward mastery of levels each trimester as measured by California Physical Education standards and the California Physical Fitness Test in grades 5 and 7

- In grades K-6, teachers deliver 200 minutes of required instruction in physical education every 10 days of school that focus on team building activities and aerobic and strength building exercises. Students also complete various units of study such as basketball, futsal, soccer, and kickball
- In grades 7 and 8, students receive 400 minutes of physical education every 10 days of school.
- In 6th-8th grades, students receive physical education instruction in the various units of study. 6th-8th grade students can also participate in after school sports

- Professional Development to 4th and 5th grade teachers increasing their knowledge of physical demands of the test.
- PE Practice for 4th and 5th graders on standards

Students to be Served by this Strategy/Activity

General education students, Socio-Economically Disadvantaged students, Special Education students, English Language students, Homeless and Foster Youth

Timeline

8/19/2019 – 6/4/2020

Person(s) Responsible

Principal/ General Education Teachers/Title One Teacher/Literacy Coach/Bilingual Aides/Special Education Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Description	Professional Development Increase PE Equipment

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 SchoolLoop
 Blackboard Usage
 Parent participation on site committees
 Social Media use
 Principal Newsletter
 Other local measures
 Translation services
 Attendance at Parent Meetings and School Functions

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School Loop usage	School Loop Usage: Page Views Per Day Last Year: 6469 This Year: 3442 (Decreased) Posts Per Day Last Year: 59 This Year: 115 (Increased) Data collected September 18, 2019	Page views and posts per day will maintain or increase.
Blackboard usage	Administration sends all school communication from Blackboard. Individual teachers have started to use the system as a way to communicate with parents.	Increased use of Blackboard by individual teachers by 5%.
Attendance sheets at parent functions	It is estimated that 30 parents attend Dual Immersion Meetings, ELAC, and Title One Nights.	Increase attendance at these activities by 5%.

Planned Strategies/Activities

Strategy/Activity 1

Enhance Parent and Community Engagement:

The school will evaluate this goal by receiving consistent feedback from the parent center, PTA, School Site Council and ELAC members and the school community at large.

The school will conduct surveys that solicit parent and community response on all aspects of school communication and engagement with the parent and school community to improve practice.

- Continued updates of school website, Facebook, Blackboard and SchoolLoop communications
- Coordination of parent workshops through the Junction Avenue Parent Center
- School site coordination of parent volunteers
- Facilitation of Dual Immersion Meetings
- Coordination of ELAC and DELAC meetings with Site Council

Students to be Served by this Strategy/Activity

General education students, Socio-Economically Disadvantaged students, Special Education students, English Language students, Homeless and Foster Youth

Timeline

8/19/2019 – 6/4/2020

Person(s) Responsible

Principal/ General Education Teachers/Title One Teacher/Literacy Coach/Bilingual Aides/Special Education Teachers

Proposed Expenditures for this Strategy/Activity

Source

District Funded

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
Smarter Balanced Performance Summary ELA	The percentage of all students scoring "Standards Met or Exceeded" on the CAASPP will increase 5%	Not Met: In 2017-2018 the percentage of students that were proficient on the English Language Arts CAASPP was 44%. In 2018-2019 the students increased their proficiency to 45%. That was a one percent increase.
Smarter Balanced Performance Summary Mathematics	The percentage of all students scoring "Standards Met or Exceeded" on the CAASPP will increase by 5%	Not Met: In 2017-2018 the percentage of students that were proficient on the Mathematics CAASPP was 36%. 2018-2019 the students decreased their proficiency to 29%. That was a 7% percent decrease.
Smarter Balanced Performance Summary Writing Claim	The writing claim in the CAASPP will improve in each subgroup, including English Language Learner by 5%.	Not met: The writing claim on the ELA CAASPP improved from 20%-22% in students Above Standard, and remained the same at 52% of students At or Near standard.
LVJUSD Spanish Placement Test	One hundred percent of our promoting 8th Dual Immersion students will be prepared for the IB Pathway by placing at level Spanish 2 or above.	Met: One hundred percent of our students were placed at Spanish level 2 or above. In fact, all went into Spanish 3 and above. 100% pass rate! (94% in 2017-2018) 100% pass rate! (94% in 2017-2018) Spanish Placement Tests: WRITTEN: (must earn a 3 to pass) 76% passed the written section with a perfect score of 5 (60% in 2017-2018) 12% passed the written section with score of 4 12% passed the written section with a score of 3 ORAL PRESENTATION (must earn a 2 to pass) 25% earned a score of 5 31% earned a score of 4 43% earned a score of 3 1% earned a score of 2

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELA Strategy 2018-2019: Implementation of English Language Arts Curriculums August 2018-2019 New strategic intervention K-5 material "95%" New Universal Screener AIMS Web Structuring supports on MTSS model Bilingual Instructional Aide support in classrooms Title One Aides in Title One Intervention Implementation of Strategic Alternative Core for Middle School Implementations Writers Workshop Units of Studies 7-8th grade continue implementing ERWC curriculum District and sponsored PD in 2018-2019 focusing on the following District initiatives: All students will participate in evidenced-based writing using informational sources and relevant sources District and site provide professional development and collaboration for TK-8th grade teachers from August 2018-June 2019 District writing coaches leads PD for K-8th grades to increase writing strategies through professional development and collaboration from August 2018-June 2019</p>	<p>Implemented new English Language Arts Curriculum Benchmark Advance August 2018-2019 Provided new strategic intervention, using K-5 material "95%" Provided new Universal Screener AIMS Web Added new structuring supports on MTSS model Bilingual Instructional Aide provided support in classrooms Title One Aides provided support in Title One Intervention Implemented Strategic Alternative Core for Middle School Implemented Writers Workshop Units of Studies 7-8th grade continued implementing ERWC curriculum District- and site-sponsored PD in 2018-2019 focused on the following District initiatives: All students will participate evidenced-based writing using informational sources and relevant sources TK-8th grade teachers participated in District- and site-provided professional development and collaboration from August 2018-June 2019 District writing coaches led PD for K-8th grade teachers to increase writing strategies through professional development</p>	<p>Benchmark GLAD Workshops Literacy Coach (.50 Teacher) After School Intervention for ELA ERWC Trainings Writers Workshop Professional Development and Materials District Funded 0</p> <p>Title One Teacher Bilingual Title One Reading Aides 95 % Intervention Curriculum and Supplies iLit curriculum for Middle School Intervention Classes Coach .16 FTE Core and Intervention Materials and Supplies Accelerated Reader Scholastic Magazine (Class Reading Supplements) Classroom Leveled Libraries Technology to support classroom needs Title One and Intervention Nights Literacy Workshops and Conferences Academic, Social Emotional , Behavior (MTSS) Parent Workshops Lexia Supplement (Training) Title I</p>	<p>Met: Benchmark GLAD Workshops Literacy Coach (.50 Teacher) After School Intervention for ELA ERWC Trainings Writers Workshop Professional Development and Materials District Funded 0</p> <p>Met: Title One Teacher Bilingual Title One Reading Aides 95 % Intervention Curriculum and Supplies iLit curriculum for Middle School Intervention Classes Core and Intervention Materials and Supplies Accelerated Reader Scholastic Magazine (Class Reading Supplements) Classroom Leveled Libraries Title One and Intervention Nights Literacy Workshops and Conferences Academic, Social Emotional , Behavior (MTSS) Parent Workshops Lexia Supplement (Training) Title I</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
GLAD Training for teachers	and collaboration from August 2018-June 2019 Teachers participated in GLAD Training		Technology to support classroom needs None Specified
<p>Mathematics Strategy 2018-2019: Big Ideas Math (6-8th) and Investigations K-5: August 2018-June 2019 After school Accelus Mathematics intervention classes Using student assessment data to drive instruction. Use of released test questions for Problem of the Week and warm-ups. District provided mathematics Professional Development for K-8 New District provided Coaches/Teachers on Special Assignment for mathematics instruction. Grade level Data Teams & PLCs Professional development for K-8 teachers in implementing new math curriculum and supporting math materials in 2018-2019 Continued participation in LVJUSD District-approved Math Counts program in 2018-2019 Students practice CAASPP assessments by taking interim tests (in October and January)</p>	<p>Implemented Big Ideas Math (6-8th) and Investigations 3 Curriculum K-5: August 2018-June 2019 Provided After school Accelus Mathematics intervention classes Used student assessment data to drive instruction. Used released test questions for Problem of the Week and warm-ups. Teachers participated in District provided mathematics Professional Development for K-8 District provided Coaches/Teachers on Special Assignment for mathematics instruction. Staff participated in Grade-level Data Teams & PLCs Provided Professional development for K-8 teachers in implementing new math curriculum and supporting math materials in 2018-2019 Continued participation in LVJUSD District-approved Math Counts program in 2018-2019 Students practiced CAASPP assessments with interim assessments (in October and January)</p>	<p>After School Mathematics Intervention (Accelus) Big Ideas Math Curriculum (6-8) Investigations Mathematics Curriculum (K-5) District Provided Math Support: Teachers on Special Assignment Professional Development Implementing the Mathematics Curriculum Math Counts District Funded 0</p>	<p>After School Mathematics Intervention (Accelus) Big Ideas Math Curriculum (6-8) Investigations Mathematics Curriculum (K-5) District Provided Math Support: Teachers on Special Assignment Professional Development Implementing the Mathematics Curriculum Math Counts</p>
			<p>School Business Substitutes for Professional Development Materials and Technology in the Classroom None Specified</p>
<p>Writing Strategy 2018-2019: Writer's Workshop Benchmark Curriculum ERWC Professional Development All Title One ELA Strategies Mentioned Above</p>	<p>Writer's Workshop Benchmark Advance Curriculum Teachers participated in ERWC Professional Development All Title One ELA Strategies Mentioned Above</p>	<p>Writers Workshop Curriculum, PD and Materials Benchmarks Curriculum ERWC Professional Development District Funded 0</p>	<p>Writers Workshop Curriculum, PD and Materials Benchmarks Curriculum ERWC Professional Development District Funded 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Articulation Strategy 2018-2019: Professional Development for Dual Immersion Teachers Vertical Alignment from TK-8th grade in Dual Immersion classes Common Pacing Guides	Dual Immersion teachers participated in Professional Development - Vertical Alignment from TK-8th grade in Dual Immersion classes Common Pacing Guides	Dual Immersion Professional Development Trainings Vertical Alignment Work-Common Pacing (Substitute Pay) None Specified	Vertical Alignment for Dual Immersion Teachers Professional Development Conferences Substitutes for Professional Development None Specified

Analysis

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

To increase the percentage of students who have the skills and knowledge to graduate from high school, college, or career ready, Junction has worked to implement several strategies. To provide more support for our students in English Language Arts and Writing, we offer many options to increase literacy. We currently have three staff members in our Title One Reading Intervention program, offering small group support in increasing language skills from K-3rd grade. We also provide intense intervention for our 4th and 5th graders as core intervention. In middle school there are many alternatives to offer students, for example ELD, Dual Immersion, and honors core. We also have one additional bilingual aide to support our English Language Learners. We have had numerous professional development opportunities in English and Writing and Math. In terms of articulating to the high school, we have focused on preparing our middle school dual immersion classes for the challenges of the high school International Baccalaureate program. This has meant many days of planning, meetings, and preparation with local high schools and the Dual Immersion parents and students.

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

Although we are seeing progress in the teaching methods and rigor within the classrooms, our growth has been slow in ELA. We have had small increases in ELA over the past few years and still working toward the 5% goals we set every year. In 2017-18 we saw a 6.3% increase in our math scores and then in 18-19 we had a 7% loss in students proficient in mathematics. We are still refining our MTSS plan and expect that interventions will increase the effectiveness of these strategies.

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

There was little change between the proposed expenditures and the actual expenditures.

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.

Much of the funding support revolves around our MTSS levels of intervention. If any changes result, they would be to support that initiative.

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
PBIS Training and Implementation	Promote School-wide Expectations/ 95% of our students can articulate the three main expectations "Be Safe, Be Responsible, Be Respectful."	Met: Almost 100 percent of staff and students know the school-wide expectations "Be safe. Be responsible, Be respectful." Middle School passed their expectations in each "hot spot" by 98%.
Suspension Data	Decrease overall suspensions 6-8th grade by 10%	Not Met: In 2018-2019, 69 students were suspended 2 elementary and 67 middle school. This was a total of 149 days.
Attendance Records	Maintain at least a 96% or above daily average attendance rate for all K-8 students. Improve the scores of chronically absent.	Met: K-5 attendance records indicate a 95.86% average daily attendance 6-8 attendance records indicate a 96.17% average daily attendance School wide attendance indicate a 96.2% average daily attendance School wide chronically absent 4.36%
Physical Fitness Exam	Increase the percentage of students scoring 5/6 & 6/6 on the California Physical Fitness Exam	Not Met in 5th Grade: Student's passing scores went down 8% in 18-19. Met in 7th Grade: 7th grade Scores went up 9% in 18-19.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Character Education Strategy 2018-2019 Participate in Year One Implementation of Positive Based Interventions and Supports Pilot	Administrators and Leadership Team teachers participated in Year One Implementation of Positive Based	Positive Behavior Intervention Strategies (PBIS) materials and supplies Choose Love Materials and Supplies	Counseling, FTE for Leadership Classes District Funded 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Create School-wide Expectations called "Be a Bulldog, Be Safe, Be Respectful, Be Responsible."	Interventions and Supports (PBIS) Pilot Created School-wide Expectations called "Be a Bulldog, Be Safe, Be Respectful, Be Responsible."	None Specified None Specified	
Suspension Strategy 2018-2019 Review of discipline data and referrals Review results from school site-based surveys Review Healthy Kid Surveys Review data compiled from site administration review of discipline SST Review information from Coordinated Services Team (COST) Meetings Implementation of PBIS for all K-8 students. The continued implementation of a 7th and 8th Leadership class that focuses middle school leadership designed to increase K-8 Character Education/PBIS and campus environment and beautification Counseling Services provided by our District five days a week Kid Connection Counseling for K-5 two days a week	Reviewed discipline data and referrals Reviewed results from school site-based surveys Reviewed Healthy Kid Surveys Reviewed data compiled from site administration review of discipline SST Reviewed information from Coordinated Services Team (COST) Meetings Implemented PBIS for all K-8 students. The continued implementation of a 7th and 8th Leadership class that focused on middle school leadership designed to increase K-8 Character Education/PBIS and campus environment and beautification Counseling Services were provided by our District five days a week Kid Connection Counseling was provided for K-5 two days a week	Intervention Friday School None Specified	PowerSchool, SWIS, FTE Leadership District Funded 0
Attendance /Chronic Absenteeism: Junction Avenue K-8 school will continue to adhere to the following practice to support positive student attendance: <ul style="list-style-type: none"> Provide monthly/quarterly reports to 	Junction Avenue K-8 school continued to adhere to the following practice to support positive student attendance: <ul style="list-style-type: none"> Provided monthly/quarterly reports to parents regarding the important of 	Attendance Incentives through Child Welfare Attendant & Student Services District Funded	Attendance Incentives, Child Welfare Attendants District Funded 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>parents regarding the importance of regular attendance</p> <ul style="list-style-type: none"> Attendance incentives and trophies. In cooperation with our CWA liaison, establish school-wide monthly attendance incentives for positive school attendance. Investigate and resolve incorrect telephone numbers in PowerSchool and School Messenger Maintain an early warning system of SART's after first progress report periods Conduct class presentations reinforce the impact of positive and punctual school attendance on academic achievement. Intensive intervention for chronically tardy students. 	<p>regular attendance</p> <ul style="list-style-type: none"> We offered attendance incentives and trophies. In cooperation with our CWA liaison, established school-wide monthly attendance incentives for positive school attendance. Investigated and resolved incorrect telephone numbers in PowerSchool and School Messenger Maintained an early warning system of School Attendance Review Teams (SARTs) after first progress report periods Conducted class presentations to reinforce the impact of positive and punctual school attendance on academic achievement. Provided intensive intervention for chronically tardy students. 		
<p>Physical Fitness Strategy 2018-2019</p> <ul style="list-style-type: none"> The school will monitor and evaluate the 	<ul style="list-style-type: none"> The school monitored and evaluated the progression toward this goal 	<p>Professional Development Increase PE Equipment 3000</p>	<p>FTE for PE Teachers District Funded 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>progression toward this goal by evaluating student progress toward mastery of levels each trimester as measured by standards set forth by California Physical Education standards and the California Physical Fitness Test in grades 5 and 7</p> <ul style="list-style-type: none"> In grades K-6, teachers deliver 200 minutes of required instruction in physical education every 10 days of school that focus on team building activities and aerobic and strength building exercises. Students also complete various units of study such as basketball, futsal, soccer and kickball In grades 7 and 8, students receive 400 minutes of physical education every 10 days of school. In 6th-8th grades, students receive physical education 	<p>by evaluating student progress toward mastery of levels each trimester as measured by standards set forth by California Physical Education standards and the California Physical Fitness Test in grades 5 and 7</p> <ul style="list-style-type: none"> In grades K-6, teachers delivered 200 minutes of required instruction in physical education every 10 days of school that focus on team building activities and aerobic and strength building exercises. Students also completed various units of study such as basketball, futsal, soccer, and kickball In grades 7 and 8, students received 400 minutes of physical education every 10 days of school. In 6th-8th grades, students received physical 		<p>PE Materials and Supplies None Specified</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>instruction in the various units of study. 6th-8th grade students can also participate in after school sports</p> <ul style="list-style-type: none"> Professional Development to 4th and 5th grade teachers increasing their knowledge of physical demands of the test. PE Practice for 4th and 5th graders on test standards 	<p>education instruction in the various units of study. 6th-8th grade students also had the opportunity to participate in after school sports</p> <ul style="list-style-type: none"> Provided professional development to 4th and 5th grade teachers to increase their knowledge of physical demands of the test. Provided PE practice for 4th and 5th graders on test standards 		

Analysis

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

To produce an engaging, clean, healthy, and physically, and emotionally safe environment to support learning at the highest levels, Junction has worked on different strategies. While we have been slowly phasing out the Character Counts program, we have been turning the attention to Positive Behavior Interventions and Supports (PBIS), school-wide. We also offer "Friday School" as an alternative to suspension as an educational way to avoid missing classroom time, but offers options in reform and reflection. It has been successful over the years. We have a Child Welfare and Attendance Specialist once a week and an Office Specialist that works with families that are struggling with truancy issues. We have maintained over a 96% attendance rate and lowered our chronically truant students considerably.

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

Although we did see a rise in suspensions, we are still making progress in our goals in providing an engaging, clean, healthy, physically and emotionally safe environment for our students.

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

There was no difference between the proposed expenditures and the estimated actual expenditures.

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.

Junction is phasing out its character education program, Character Counts. Junction is now focusing on the Social Emotional Learning (SEL) curriculum "Choose Love" and our PBIS School Wide Expectations.

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
School Loop usage	Page views and posts per day will maintain or increase from Fall 2018-2019	Partially Met: School Loop Usage: Page Views Per Day Last Year: 6469 This Year: 3442 (Decreased) Posts Per Day Last Year: 59 This Year: 115 (Increased) Data collected September 18, 2019
Blackboard usage	Parents will visit the website and use the mobile app for information about Junction and the website will be updated on a weekly basis.	Met: Administration sends all school communication from Blackboard. Individual teachers have started to use the system as a way to communicate with parents.
Attendance sheets at parent functions	Increase attendance at these activities.	Met: It is estimated that 30 parents attend Dual Immersion Meetings, ELAC and Title One Nights. (Sign in sheets used as data)

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Enhance Parent and Community Engagement:</p> <p>The school will evaluate this goal by receiving consistent feedback from the parent center, PTA, School Site Council and ELAC members and the school community at large.</p> <p>As needed, the school will conduct surveys that</p>	<p>The school evaluated this goal through consistent feedback from the parent center, PTA, School Site Council, and ELAC members and the school community at large.</p> <p>The school conducted surveys that solicited parent and community response on all aspects of school communication</p>	School Loop, Parent Center Liaison District Funded	School Loop, Parent Center Liaison District Funded

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>solicit parent and community response on all aspects of school communication and engagement with the parent and school community to improve practice</p> <ul style="list-style-type: none"> • Continued updates of school website, Facebook, and school loop communications • Coordination of parent workshops through the Junction Avenue Parent Center • School site coordination of parent volunteers • Facilitation of Dual Immersion Meetings • Coordination of ELAC and DELAC meetings with Site Council 	<p>and engagement to improve practice</p> <ul style="list-style-type: none"> • Continued to update school website, Facebook, and School Loop communications • Coordinated parent workshops through the Junction Avenue Parent Center • Coordinated parent volunteers • Facilitated of Dual Immersion Meetings • Coordinated ELAC meetings with Site Council 		

Analysis

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

Junction offers many ways to enhance parent and community engagement and communication. We offer written forms of communication to our school community on our school website, Junction Facebook account, Principal's Newsletter and PTA Newsletter. Junction also coordinates parent workshops through the Junction Avenue Parent Center. Parents at Junction can serve on ELAC, DELAC, AND PTA. School Site Council (SSC) as well as volunteer at many school events or in the Parent Center. Parents are invited to attend PTA meetings, Dual Immersion parent meetings, Title One Parent Nights, as well as our Bilingual Cultural Nights.

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

We have made many advances over the past few years with our parent communication. We have been trained in Blackboard and we are sending all mass communication through the system.

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

There are no material differences between the proposed expenditures and the estimated actual expenditures.

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.

There have not been any changes to this goal.

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	228,000.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	210,800	210,800.00
Title I Part A: Parent Involvement		
Title I Part A: Professional Development (PI Schools)		
Title II Part A: Improving Teacher Quality	2,000	2,000.00
LCFF - Base	184,609	184,609.00
LCFF - Supplemental	149,695	139,695.00

Expenditures by Funding Source

Funding Source	Amount
	3,000.00
District Funded	1,000.00
LCFF	4,000.00
LCFF - Supplemental	10,000.00
Title I	210,000.00

Expenditures by Budget Reference

Budget Reference	Amount
None Specified	8,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		3,000.00
	District Funded	1,000.00
	LCFF	4,000.00
	LCFF - Supplemental	2,000.00
None Specified	LCFF - Supplemental	8,000.00
	Title I	210,000.00

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
Dayna Taylor	Principal
Brenda Gallardo	Other School Staff
Mariza Garcia	Classroom Teacher
Teresa Mc Gowan	Classroom Teacher
Katie Warmerdam	Classroom Teacher
Susanne Tupper-Pina	Classroom Teacher
Kara Blair	Parent or Community Member
Krystal Nekudova	Parent or Community Member
Maria Elena Valadez	Parent or Community Member
Sandra Morales	Parent or Community Member
Kekoa Ogawa	Secondary Student
Lexi Graham	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

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 10/18/18.

Attested:

	Principal, Dayna Taylor on 10/22/19
	SSC Chairperson, Kara Blair on 10/22/2019

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
X	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$210,800
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		\$212,800

State Programs		Allocation
X	Local Control Funding Formula (LCFF) Base Purpose: Support the needs of all students and student groups	\$88,496
X	Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$149,695
Total amount of federal categorical funds allocated to this school		\$238,191

Local Funding		
X	Technology Funds – Local Parcel Tax	\$17,784

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

Projected LCFF Supplemental Funds \$149,695

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

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Timeline	Person(s) Responsible	Estimated Cost	Target Population
<u>Improvements or enhancement in instruction:</u>				<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Bilingual Instructional Assistant Support 30 hours per week	August 2019 - June 2020	Principal and Vice Principals	53,000	
Instructional After-School Intervention Three hours a week of academic skills and behavioral interventions.	August 2019 - June 2020	Principal and Vice Principals	4,000	
Supplies, incentives, and materials for Positive Behavior Intervention Support (PBIS), Choose Love, and School-wide Data System (SWIS) Example: Posters, lamination, school-wide expectation student incentives, carbon copy forms, stickers, training, and conferences, if available.	August 2019 - June 2020	Principal and Vice Principals	5,000	
<u>Total:</u>			62,000	
<u>Supplemental materials, computers, software, books, supplies may be purchased:</u>				<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Purchase supplemental materials and tools to enhance learning opportunities for at-risk learners (Example: easels, composition books, folders, binders, alphabet cards, kidney shaped tables etc.)	August 2019 - June 2020	Principal and Vice Principals	29,195	
Expand classroom reading libraries and learning resources/supplemental materials to include more Spanish reading materials.	August 2019 - June 2020	Principal and Vice Principals	1,500	
Supplemental materials and tools for English Language Development (ELD)	August 2019 - June 2020	Principal and Vice Principals	10,000	
Technology and electronics to support these programs (Example: Software, hardware, computer/Chromebook, projectors etc.)	August 2019 - June 2020	Principal and Vice Principals	20,000	
<u>Total:</u>			60,695	
<u>Staff Development and Professional Collaboration, training costs, substitute costs:</u>				<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Staff Development and Training: Cafe, Benchmark Advance, Study Sync, Investigations 3, Interventions, Dual Immersion, Literacy K-5th grade coaching, Instructional Rounds (Substitute Days)	August 2019 - June 2020	Principal and Vice Principals	16,000	

pending need and availability of training staff).				
CABE Conference April 2020 in San Francisco: Registration, substitutes, hotel rooms and gas for 2-4 people. (Depends on Conference pricing and hotels- not open for registration)	August 2019 - June 2020	Principal and Vice Principals	5,000	
		<u>Total:</u>	21,000	
<u>Parent Involvement:</u>				<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
English Language Advisory Committee (ELAC) Parent Workshops - Junction Avenue Parent Workshops	August 2019 - June 2020	Principal and Vice Principals	1,000	
Substitutes for ELAC Coordinator during meeting times (Meetings are in the morning for better attendance)	August 2019 - June 2020	Principal and Vice Principals	500	
Provide interpreters and childcare for ELAC meetings, Dual Immersion meetings, parent workshops, and conferences	August 2019 - June 2020	Principal and Vice Principals	3,500	
Supplies for ELAC and Dual Immersion meetings	August 2019 - June 2020	Principal and Vice Principals	1,000	
		<u>Total:</u>	6,000	
		<u>Grand Total:</u>	149,695	

Appendix F

School Site: Junction Avenue K-8 School LVJUSD Site Allocation Plan for Title I

\$210,800 Projected Title I Funds

Title I funds are to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged Students	Timeline/ Accountability	Person(s) Responsible	Estimated Cost
High quality, supplemental direct language, reading and writing instruction: Title 1 teacher will provide targeted small group instruction and classroom support, with continued emphasis on vocabulary development through evidence-based conversations around informational text and literacy sources. Two Instructional Assistants - 30 hours per week each Part-time Literacy Coach	August 2019- June 2020	Principal	206,075
Supplemental materials, computers, software, books, supplies may be purchased: Reading Intervention supplemental materials and supplies, ELD reading intervention supplemental materials and supplies Spanish Spelling Bee materials and supplies. Classroom leveled libraries. Technology to support staff and classroom needs of Title One students (Computers, projectors, software, and hardware).	August 2019- June 2020	Principal and Vice Principal	1,000
Staff Development and Professional Collaboration, training costs, substitute costs: Substitutes for Universal Screening, Multi-tiered Systems of Support (MTSS), General Testing Substitutes for Literacy training Literacy professional development trainings	August 2019- June 2020	Principal and Vice Principal	725
Parental Involvement: Title 1 Reading and Intervention Nights, Kindergarten Orientation and School Readiness School-wide Bilingual Celebrations and Family Nights, Academic & Social/Emotional and Behavior (MTSS) Parent Workshops; Academic Workshops,	August 2019- June 2020	Principal and Vice Principal, Title 1 Teacher, EL Liaison, Parent Center Liaison	3,000

Translations for school-wide Family events			
Total:			210,800

Appendix G: Title I School-Level Parental Involvement Policy Junction Avenue K-8 School, Livermore, CA

Junction Avenue K-8 School School has developed a written Title I parental involvement policy with input from Title I parents which was developed and revised during School Site Council (SSC) meetings. It has distributed the policy to parents of Title I students by having copies advertised and available in the school office. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Junction Avenue K-8 School, the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

Advertised through flyers, phone calls, website

Held every fall

Refreshments and child care provided

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

Annual meetings are held in the morning and in the evening.

Informational meetings are held in the mornings and evenings.

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.

Monthly School Site Council meetings

The school provides parents of Title I students with timely information about Title I programs.

Weekly school newsletters

Teacher newsletters

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

Back to School nights

Goal setting conferences

SSC meetings

ELAC meetings

PTA meetings

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

School Site Council meetings

School-Parent Compact

Distributed to all parents of Title I students. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the student, family and school community will partner to help children achieve the State's high academic standards to contribute and thrive in the 21st Century. It addresses the following legally-required items, as well as other items suggested by School Site Council.

- The students' agreement includes attending school, listening, participating, completing work and demonstrating respect.
- The family agreement includes ensuring students attend school, supporting school policies, establishing routines for homework and communication.
- The school community agreement to provide a safe and positive learning environment, meaningful and high-quality instruction, participation in professional development, communication regularly with families, and respect school, students, families and community members.

Junction Avenue K-8 School has developed a written Title I parental involvement policy with input from Title I parents which was developed and revised during School Site Council (SSC) meetings. The compact has been distributed to parents at Back to School Night and is signed by student, parent and teacher.

Building Capacity for Involvement

Junction Avenue K-8 School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- Back to School Night
- Goal setting conferences

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

- Goal setting conferences
- Parent informational nights

Training for parents to learn how to access online communication such as: school messaging, grade reports, classroom and school websites

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and how to work with parents as equal partners.

- Junction Avenue School Leadership Team
- Shared professional readings

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource center, to encourage and support parents in more fully participating in the education of their children.

- ELAC Committee meetings
- Community Liaison

The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

- All school-wide communication is translated into Spanish.
- SchoolMessenger phone calls are made in English and Spanish.
- All meetings are translated into Spanish, as needed.
- Peachjar communications are posted in both English and Spanish.

The school provides support for parental involvement activities requested by Title I parents.

Accessibility

Junction Avenue K-8 School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- All school-wide communication is translated into Spanish.
- BlackBoard phone calls are made in English and Spanish.
- All meetings are translated into Spanish, as needed
- Peachjar communications are posted in both English and Spanish

Appendix H

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

PROGRAM DESCRIPTION:

At Junction Avenue K-8 School, Gifted and Talented Education (GATE) students receive differentiated instruction through their primary classroom teachers. At the 6th-8th grade levels, students are clustered in their core classes. At the 7th and 8th grade, they may also take honors level courses as well as advanced level mathematics courses, Music, and Science Technology Engineering & Mathematics (STEM) courses.

GATE students are encouraged to participate in advanced classes or challenging elective courses and to take advantage of other enrichment opportunities, including lunchtime and before and after-school clubs such as Math Counts, Chess Club, Academic Olympics at the 5th and 6th-8th grades, Science Odyssey K-8th grades, the annual Science Fair, Girls that Code and Ballet Folklorico Club.

Our District also provides GATE events through our District office.

GATE parent meetings are held each year to keep parents informed of school programs and student enrichment opportunities. A year-end survey is also conducted to review school programs and elicit feedback.

Parents and teachers are informed about GATE on a regular basis and encouraged to nominate students for GATE testing.

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

PROGRAM DESCRIPTION:

- Purchase computers with updated operating systems to run current programs
- Purchase Chromebooks to replace dated ones in the carts
- 90 Chromebooks purchased by LVJUSD
- Add Chromebook carts to the school community
- Smart Board purchase for Mathematics
- Repair and replace document cameras as needed
- Purchase printers to support classrooms
- Maintain a “refresh cycle” to purchase teacher computers, as to avoid having outdated technology

Appendix I

Livermore Valley Joint Unified School District ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN 2019-20

Elementary School Name: Junction Avenue Date October 2018 English Learner Liaison: Veronica Cortez

Designated ELD (D-ELD) is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. Teacher will use the CA ELD standards to develop critical English language skills. Lessons support the development of discourse practices, academic vocabulary, and grammatical structures that are necessary for participation in academic tasks across all content areas.

- Guidelines:
- **Benchmark Advance ELD** component must be used K-5
 - Focus on **ELD standards**, not a unit or theme
 - Small groups should be kept to a maximum of 6 students
 - 30 minutes of **Designated ELD** instruction per day (5 days a week)
 - May be scheduled during reading and writing block (15 minutes/level)
 - Students grouped by ELD Standards Proficiency Levels (Emerging (Em), Expanding (Ex), Bridging (Br))

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
TK	Stonich	EM	M,T,W,TH,F 11:50-12:20pm	
K	Gard	EX	M,T,W,TH,F 8:45-9:15 am	
	Palomo	BR	M,T,W,TH,F 8:45-9:15 am	
First	Garcia	EM	M,T,TH,F 10:15-10:45 am Wed 12:25-12:45 pm	T, Th, F 10:30-11:15 am
	Fouche	EX	M,T,TH,F 10:45-11:15 Wed 12:15-12:45 pm	
	Gonzalez	BR	M,T,TH,F 10:45-11:15 Wed 12:15-12:45 pm	
Second	Samonek	EM	M,F 12:25-1:25/ T 12:15-1:15/ TH 12:00-12:50/ W 11:05-12:05	
	Pina	EX	M,T,TH,F 1:20-2:00 pm Wed 11:30-12:00 pm	
	Hargreaves	BR	M-F 8:45-9:00 am, M,T,TH,F 10-11:15 and 12:15-1:30 pm W 10:15-11:25 am, and M-F 12:00-12:15 pm	

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
Third	Hersh	EM	M-F 8:40-9:20am	M,T,TH, F 12:00-1:00pm
	Del Rio	BR	M-F 9-9:30am	
	Vasquez	EX	M-F 9-9:30am	
Fourth	Sanchez	EM	M,T,TH,F 11:15-11:45; 1:30-2:00; W 10:35-11:15	
	Brecht	EX	M,T,TH,F 10:15-11:15; W 8:30-8:45, 10:25-10:40	
	McAfee	BR	M,T,TH,F 10:15-11:15; W 8:30-8:45, 10:25-10:40	
Fifth	E.Grajeda (Leveled 4th-5th)	EM	11:15-12:05 M-F	
	Hamilton	EX, BR	M,TH 1:40-2:50; T,F 12:50-1:40, W 10:15-11:15	T 11:15-12:05; F 1:40-2:50
	Warmerdam	EM,EX	M-F 8:40-9:10 (A); 1:00-1:30 (B)	

Appendix J

2019-20 AFTER SCHOOL EDUCATION AND SAFETY (ASES) Program Description and Goal

PROGRAM DESCRIPTION:

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

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

<p>What data did you use to form this goal? Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations.</p>	<p>What were the findings from the analysis of this data? Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement.</p>	<p>How will the school evaluate the progress of this goal? Local assessments, staff, parent, and student surveys, as well as attendance logs.</p>
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Date	Person(s) Responsible	Task/Date	Funding Source
August – June	ASES staff	1. Support and track homework completion	ASES funds LCAP Supplemental funds
September - May	ASES staff and school day staff	2. Collaborate with school day staff through staff meetings, surveys, email and feedback to ensure academic alignment.	