

2017-2018

The Single Plan for Student Achievement

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

School: Junction Avenue K-8 School

District: Livermore Valley Joint Unified School District

County-District School (CDS) Code: 01-61200-6001234

Principal: Dayna Taylor

Date of this revision: October 2017

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

Contact Person: Dayna Taylor

Position: Principal

Telephone Number: 925.606.4720

Address: 298 Junction Avenue Livermore, CA 94551

E-mail Address: dtaylor@lvjUSD.k12.ca.us

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



The Story

Junction Avenue is located in north Livermore, quite close to downtown. It is one of the older schools in Livermore, opening in 1951. In its history, it has been Junction Avenue 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 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 889 students. 61.75% of the student population is designated as Socio-Economically Disadvantaged. 41% of the student population is comprised of English Learners. 70% of students are Hispanic/Latino. 19% of students are Caucasian/White, 6% Asian 2% African American.

Due to the growth of the Dual Immersion program in K-8th grades, nine additional portables have been added over the past four years. Our school population has risen to almost 900 this school year, due to additional Dual Immersion Kindergarten class and a large incoming 6th grade class from our feeder schools.

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, Character Counts, Music and Fifth Grade Science Camp.

Mission

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

School Vision

Junction Avenue K-8 will be a safe and nurturing environment in which all students are provided the opportunity and inspiration to succeed in school and in life beyond the Junction Avenue campus. It will be a place where active engagement in the learning process is not just a goal for students but a way of life for our students, families and staff alike. It will be a place where all students, their families and our staff are respected, heard and act as contributing members of our school community.

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

Junction Avenue's Instructional Leadership Team uses the Single Plan for Student Achievement to guide the California State Standards and goals related to them. The members of ILT look at the school's data and create measurable goals for each school year. Each grade level and department then create specific goals for their own content area/grade level.

At Instructional Leadership Team meetings, we discuss the progress of these goals and offer support. At the end of each year, the team measures the progress. When the data from state testing returns, the team then monitors the progress of the goals and creates new ones for the upcoming school year.

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

Teachers collaborate every Wednesday afternoon. They analyze the California State Standards, developing lessons to share with grade level peers, and development of common assessments are topics to be covered this year during these scheduled collaboration times. Grade level teams continue to refine the cycle of inquiry process as we modify the site and district assessments for the standards implementation. In addition, our school site has woven in the process of implementation of Instructional Rounds.

How you ensure all English Language Learners are acquiring the English language and progressing academically?

Junction Avenue K-8 continues to focus its instructional energy in the area of English Language Development. Staff will continue to receive on-going staff and professional development in understanding the literacy needs of English Learners. School wide and grade level data teams will continue to analyze instructional practice and English Learner student performance. Junction Avenue K-8 continues to partner with the LVJUSD to refine an instructional program that provides quality English Language Development (ELD) instruction and intensive interventions for underperforming students. Our current program for underperforming students works in the following areas:

- Consistent and targeted English Language Development instruction utilizing a strong K-8th grade core curriculum and alternative core curriculum for students who are 2 or more grade levels below in their reading and writing abilities in grades 4-8
- Protected ELD daily instructional time
- Streamlining of district and school assessments to increase instructional time
- Increased implementation of staff and professional development designed to instruct the English Learner
- Increased parental involvement and education in collaboration with the Junction Avenue Parent Center
- After School *Believes* program that focuses on Academic, Physical and Nutritional Support
- After School assistance in English Language Arts (ELA), Spanish and Mathematics
- On-going professional development in the implementation of best teaching practices that support the standards and Next Generation Science Standards (NGSS)
- Migrant Education ELA and Mathematics support and tutoring for our students

- Local Rotarians program, Rotarians Enriching and Directing Youth (READY) assists students in homework and enrichment in a mentor style afterschool program
- Bilingual Aid that pushes into ELD learner's classes for support

Junction's Dual Immersion Spanish Language Development

- Dual Immersion students are taught Spanish Language Arts and Math for half of the school day, five days a week.
- Writers Workshop, Investigations Math and Daily 5/Café strategies are all taught in the Spanish Language.
- Bilingual Aids assist Spanish speakers in reading fluency, phonics, and reading comprehension.
- Enrichment Activities throughout the school year that focus on culture and bilingualism.

Transition strategies that are used to assist students entering kindergarten/6th grade/9th grade?

Junction Avenue hosts pre-kindergarten and TK classes on site. These classes provide developmentally appropriate curriculum to prepare students for Kindergarten.

Kindergarten teachers assess incoming Kindergarten students to obtain baseline data on school and reading readiness. Our Kindergarten teachers also assess each child in their second language acquisition for baseline data in the Dual Immersion Pathway. This information is used to help create balanced classes. Kindergarten teachers review expectations and provide examples of how parents can support their child in the transition during Kindergarten parent meetings.

Our middle school leadership classes and administration go to local feeder schools and give presentations to 5th grade students. They are introduced to the variety of classes and activities awaiting them in 6th grade. Junction also hosts a 6th grade orientation, where fifth graders and their families can meet some teachers, coaches, counselors, and administration. In addition, Junction hosts Academic Olympics Five (AO5) where Rancho, Marylin Avenue and Junction fifth graders work together in academic teams for awards. This is an excellent way for students and families to gain exposure and familiarity with the campus and staff. Junction Avenue site administration and middle school staff collaborate with Livermore and Granada high schools to ensure that 8th grade students make a positive transition to 9th grade. High school counselors and teachers of various high school programs visit 8th grade students at Junction Avenue in the spring to provide important information on registering for classes and opportunities to join academies.

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

- Parent Teacher Association (PTA) meetings continue to provide support for educational and social programs at Junction Avenue K-8
- Teachers meet with each family in October for goal-setting conferences
- Teacher meet with students who were still struggling at Spring Conferences as well as other times throughout the year
- COST- Coordinated of Services Team meet once a week to discuss students with academic, social or emotional concerns

- Student Success Team (SST) is another way teachers work collaboratively with families on brainstorming ways to support students academically or behaviorally
- Junction Avenue K-8 invites parent participation to our School Site Council (SSC)
- English Language Advisory Council (ELAC) meetings
- Parent Teacher Association (PTA) meetings continue to provide support for educational and social programs at Junction Avenue K-8
- Parents Communication: Back to School Night, School Loop online grading and communication system (grades 4-8th), School and Classroom websites, and parent surveys
- Monthly Principal's Newsletter and PTA Newsletter
- Junction's Parent Center coordinates family workshops as well as school events designed to increase parent and community involvement in the school
- Title I Services hosts several family literacy nights to promote literacy awareness
- K-5 book exchanges and "Free Library" have also been facilitated and have been a success
- Livermore Rotarians have provided a wonderful intervention program called READY which matches Rotarian mentors with 5th-8th grade students who are at-risk. These Rotarians meet with students every Monday to provide academic tutorial support as well as mentoring.

Strategies to promote effective parental involvement:

- The Parent Center is open five days a week and coordinate closely with out PTA
- Room parents are identified for classrooms to coordinate parent volunteers and otherwise encourage parent participation in extracurricular activities
- Parent informational meetings are held to maintain on-going dialogue between site school and home
- PTA event and information are coordinated with school bulletins and newsletters
- Written communication is in Spanish and English
- Effective parenting classes are offered to parents free of charge
- Bilingual office staff will be maintained and on duty full time to improve communication with our Spanish speaking families
- The School Site Council participates in developing and approving the Single School Plan for Student Achievement
- A parent representative serves on the district's LCAP committee to work on district goals
- The ELAC regularly meets and provides recommendations for the Single School Plan for Student Achievement to address the academic and social needs of English Learners
- Dual Immersion Community Parent meetings hosted by the site administration

Various community partnerships have been developed with community organizations to assist struggling students. Students at Junction Avenue K-8 directly benefit from family and school resources available such as:

- Before and After School Programs: Migrant Education, Homework Club, BELIEVES, LARPD, Police Activity League (PAL) program, and interventions
- Title I Reading Support
- Extended day for Kindergarten
- Parent workshops offered by Title I and Migrant Education
- Student incentives for Academic Success
- Student incentives for Attendance
- Student incentives for Character Counts
- Accelerated Reader Recognition

- Availability of leveled reading libraries in English and Spanish
- Annual book fairs for accessibility to build home libraries
- Grade level team collaboration to meet student needs
- Family Literacy/ Math Workshops
- Dual Immersion Family Nights (Bilingual Education Nights)
- Pre-Kinder and Transitional Kinder Program
- English Language Learners' Advisory Committee
- School Site Council
- Parent Teacher Association Meetings
- Bilingual staff in school office and throughout the school

Community resources available include:

- The Livermore Public Library support for English and Spanish Readers
- Adult Education classes for parents learning English
- Parent and Regional Occupational Program (ROP) high school volunteers in classrooms
- Rotary and LVEF grants that support literacy materials and other school programs
- Kid Connection Play Therapy Program
- LARPD's before and after school Extended School Services (ESS) program (K-5)
- LARPD's before and after school (Police Activity League) PAL program (6-8)
- La Familia Counseling Services for Parents and Students
- Livermore/Pleasanton Fire Department Education Program
- Host to Annual Tri-Valley Health Fair/ Immunization Clinic
- ACOE Safe Routes to School program
- Local dentists' screening program "Big Smiles"
- Healthy Cooking Classes through City LARPD
- Red Ribbon Spirit Week Sponsored by Rep. Catherine Baker's Office
- Zone 7 Water District Classroom Presentations
- Kaiser Permanente "Best Me" Program
- Livermore Native American Center Dance Assembly/ Speakers
- Retired LLNL Teaching Opportunities for Partners in Science (TOPS) Science
- "Shoes that Fit" program
- US Army Soldiers- Presentations on Citizenship for Veteran's Day
- Livermore Police Department "Shop with A Cop" Program
- Livermore Bankhead Theater Center for Performance Arts
- Livermore Opera
- Oakland Ballet "Luna Mexicana" Performance
- Guest speakers for parent workshops and career readiness electives
- Horizon Family Counseling Center
- Open Heart Kitchen Friday Lunch Bags
- Alameda County Food Bank Produce and Staples for families
- Girl Scout Troop/ Junction Community Garden

SPSA HIGHLIGHTS:

- Numbers attending ELAC meetings are on the rise
- 22% increase of students that passed the 5th grade California Physical Fitness Test
- 9 % increase of the students passed the 7th grade California Physical Fitness Test
- Dramatic decrease in the number of suspensions due to increased interventions, alternatives to suspension and positive discipline.
- 5% of Junction's EL population has been reclassified as RFEP
- 47% students that took the CELDT test made gains
- K-5 Writing Benchmark Assessments (even though each assessment was a different genre of writing) increased as the year went on. In the fall 22% met the standard or exceeded it, 54% in the winter assessment and 61% in the Spring

Data Analysis – Review of 2016-2017 Performance

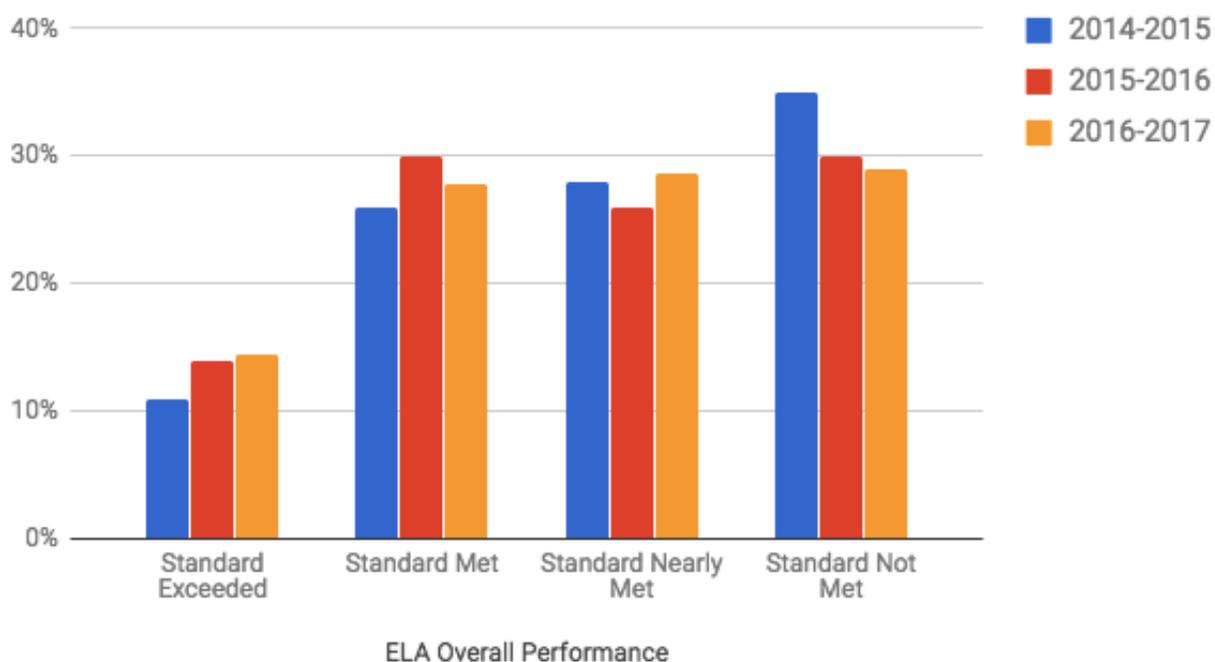
Dashboard Indicators

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

Academics

ELA Smarter Balanced Results

2014-2015, 2015-2016 and 2016-2017



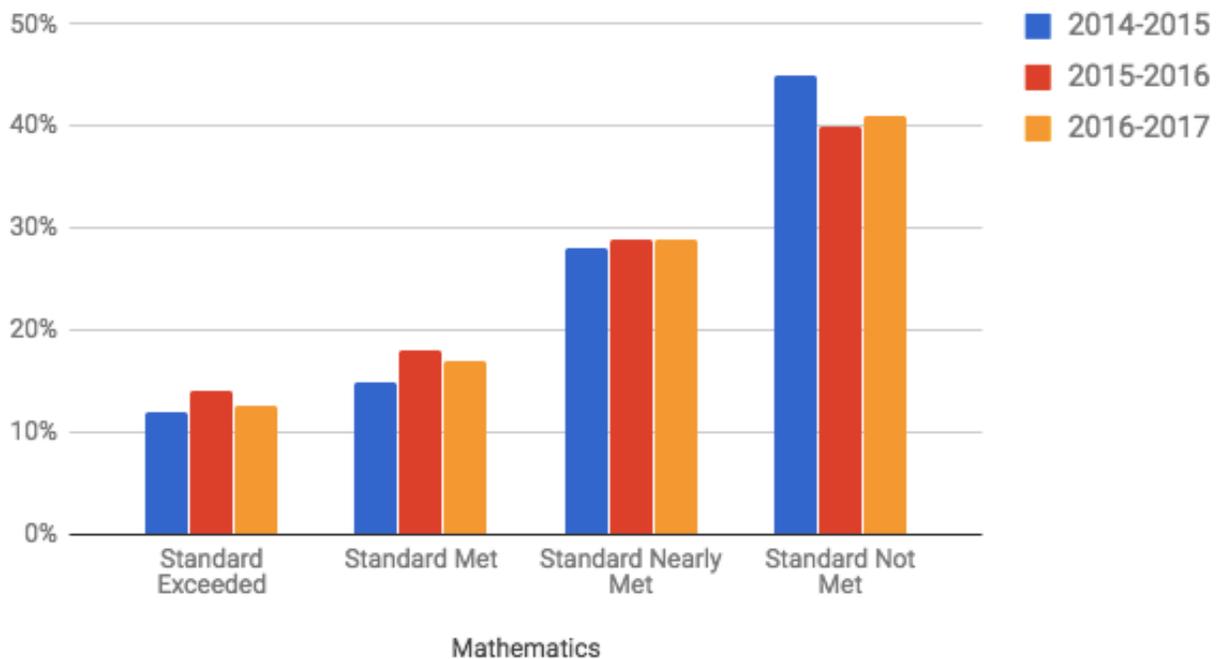
ELA Claim Performance Areas

ELA Comparison Reading	2014-2015	2015-2016	2016-2017
Level 3: Above Standard	15%	18%	18%
Level 2: At or Near Standard	45%	43%	45%
Level 1: Below Standard	40%	39%	37%
ELA Writing	2014-2015	2015-2016	2016-2017
Level 3: Above Standard	16%	22%	23%
Level 2: At or Near Standard	52%	47%	48%
Level 1: Below Standard	39%	31%	29%
ELA Listening	2014-2015	2015-2016	2016-2017
Level 3: Above Standard	11%	14%	12%
Level 2: At or Near Standard	63%	67%	64%

Level 1: Below Standard	25%	19%	24%
ELA Research Inquiry	2014-2015	2015-2016	2016-2017
Level 3: Above Standard	11%	14%	24%
Level 2: At or Near Standard	63%	67%	50%
Level 1: Below Standard	25%	19%	25%

Math Smarter Balanced Results

2014-2015, 2015-2016 and 2016-2017



Math Claim Performance Areas

Math Problem Solving and Modeling Data Analysis	2014-2015	2015-2016	2016-2017
Level 3: Above Standard	14%	14%	14%
Level 2: At or Near Standard	46%	45%	42%
Level 1: Below Standard	40%	41%	44%
Concepts and Procedures	2014-2015	2015-2016	2016-2017
Level 3: Above Standard	16%	19%	21%
Level 2: At or Near Standard	31%	31%	30%
Level 1: Below Standard	53%	50%	49%

Math Communicating Reasoning	2014-2015	2015-2016	2016-2017
Level 3: Above Standard	12%	17%	14%
Level 2: At or Near Standard	50%	48%	48%
Level 1: Below Standard	37%	35%	38%

Subgroup Performance on Smarter Balanced Assessments

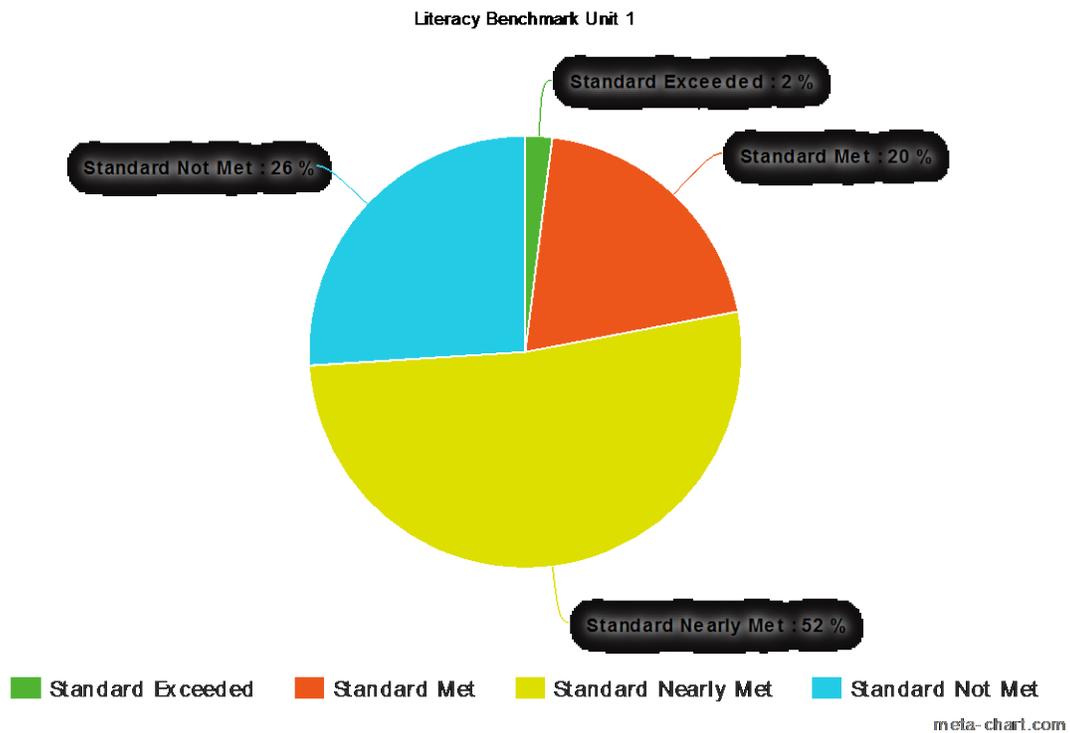
Subgroup: White (19% 2017-2018)				Subgroup: White (19% 2017-2018)			
Math Overall	2014-2015	2015-2016	2016-2017	ELA Overall	2014-2015	2015-2016	2016-2017
Standard Exceeded	18%	27%	27%	Standard Exceeded	23%	28%	30%
Standard Met	28%	31%	26%	Standard Met	37%	39%	33%
Standard Nearly Met	34%	19%	28%	Standard Nearly Met	26%	21%	25%
Standard Not Met	20%	23%	19%	Standard Not Met	15%	12%	13%
Subgroup: Hispanic (70% 2017-2018)				Subgroup: Hispanic (70% 2017-2018)			
Math Overall	2014-2015	2015-2016	2016-2017	ELA Overall	2014-2015	2015-2016	2016-2017
Standard Exceeded	5%	7%	7%	Standard Exceeded	7%	7%	8%
Standard Met	12%	13%	14%	Standard Met	22%	29%	26%
Standard Nearly Met	31%	32%	30%	Standard Nearly Met	33%	26%	31%
Standard Not Met	52%	47%	49%	Standard Not Met	39%	38%	35%
Subgroup: Asian (6% 2017-2018)				Subgroup: Asian (6% 2017-2018)			
Math Overall	2014-2015	2015-2016	2016-2017	ELA Overall	2014-2015	2015-2016	2016-2017
Standard Exceeded	50%	47%	47%	Standard Exceeded	60%	35%	44%
Standard Met	10%	12%	12%	Standard Met	0%	18%	28%
Standard Nearly Met	10%	18%	29%	Standard Nearly Met	10%	29%	17%
Standard Not Met	30%	24%	12%	Standard Not Met	30%	18%	11%
Subgroup: African American (2% 2017-2018)				Subgroup: African American (2% 2017-2018)			
Math Overall	2014-2015	2015-2016	2016-2017	ELA Overall	2014-2015	2015-2016	2016-2017
Standard Exceeded	0%	25%	0%	Standard Exceeded	20%	12%	0%

Standard Met	40%	0%	12%	Standard Met	20%	25%	38%
Standard Nearly Met	20%	38%	25%	Standard Nearly Met	40%	12%	12%
Standard Not Met	40%	38%	62%	Standard Not Met	20%	50%	50%
Subgroup: EL (42% 2017-2018)				Subgroup: EL (42% 2017-2018)			
Math Overall	2014- 2015	2015- 2016	2016- 2017	ELA Overall	2014- 2015	2015- 2016	2016- 2017
Standard Exceeded	0%	1%	0%	Standard Exceeded	2%	2%	1%
Standard Met	6%	7%	5%	Standard Met	9%	14%	7%
Standard Nearly Met	19%	27%	25%	Standard Nearly Met	27%	27%	30%
Standard Not Met	75%	65%	69%	Standard Not Met	62%	57%	62%
Subgroup: Socio Econ Disadvantaged (28% 2017-2018_				Subgroup: Socio Econ Disadvantaged (28% 2017-2018)			
Math Overall	2014- 2015	2015- 2016	2016- 2017	ELA Overall	2014- 2015	2015- 2016	2016- 2017
Standard Exceeded	5%	8%	6%	Standard Exceeded	7%	7%	7%
Standard Met	12%	14%	13%	Standard Met	22%	27%	24%
Standard Nearly Met	29%	29%	29%	Standard Nearly Met	31%	27%	32%
Standard Not Met	53%	49%	52%	Standard Not Met	40%	39%	36%
Subgroup: Students with Disabilities				Subgroup: Students with Disabilities			
Math Overall	2014- 2015	2015- 2016	2016- 2017	ELA Overall	2014- 2015	2015- 2016	2016- 2017
Standard Exceeded	1%	3%	0%	Standard Exceeded	0%	0%	1%
Standard Met	4%	3%	4%	Standard Met	6%	7%	3%
Standard Nearly Met	18%	21%	14%	Standard Nearly Met	24%	27%	22%
Standard Not Met	77%	73%	82%	Standard Not Met	70%	66%	73%

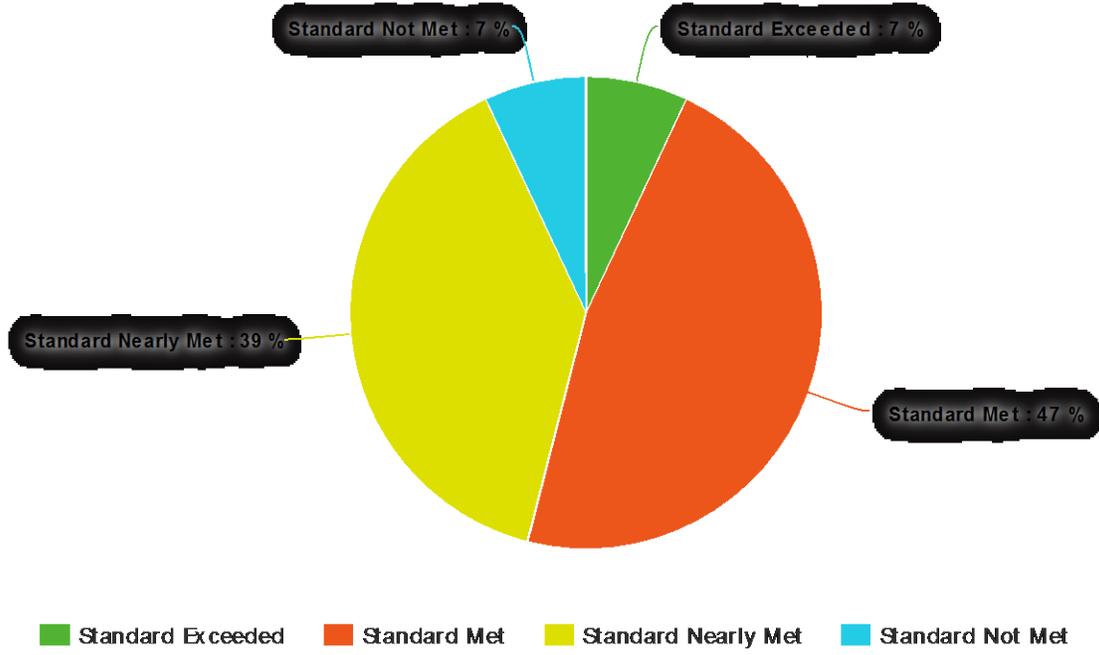
**Literacy Benchmarks
2016-2017
Elementary**

	Unit 1	Unit 2	Unit 3
Standard Exceeded	2%	7%	14%
Standard Met	20%	47%	47%
Standard Nearly Met	52%	39%	31%
Standard Not Met	26%	7%	9%

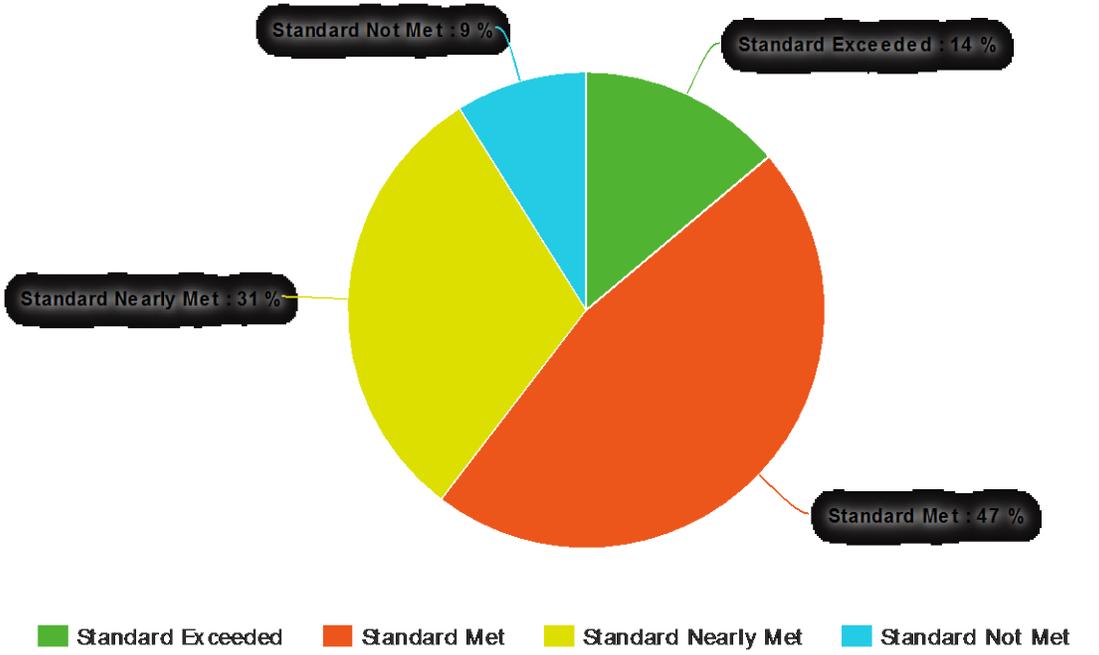
- Significant increase in “Standard Exceeded and Standard Met” between Unit 1 to Unit 2 (22% to 54%) and between Unit 2 to Unit 3 (54% to 61%).



Literacy Benchmark Unit 2



Literacy Benchmark Unit 3



Middle School Interim (Mid-Year) Comprehensive Writing Assessment



English Learner: Reclassification

	Enrollment	English Language Learners	Fluent English Proficient Students	Students Redesignated FEP
2015-2016	836	366 (43.8%)	190 (22.7%)	12 (3.4%)
2016-2017	843	380 (45.1%)	184 (21.8%)	31 (8.5%)
Change		1.30%	-0.90%	5.10%

*Dataquest

English Learner: CELDT Levels

Pivot Table Report Band Jumper Data Table

Site: Junction Ave. K-8

Selected Assessments

Student Count: 306

2015-16 CELDT
2016-17 CELDT

This report compares the student Performance Levels on 2016 CELDT and 2017 CELDT. Only students that have results for both selected data sets are included. Gain(+): Students who increased a PL from 2016 to 2017. Decline(-): Students decreased a PL from 2016 to 2017. No Change: No change in PL from 2016 to 2017.

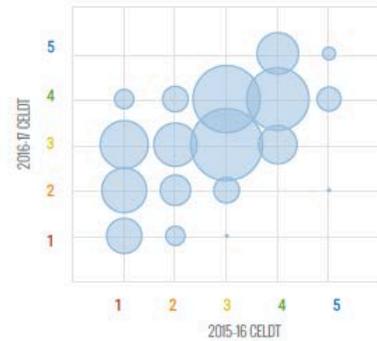
PL	GAIN (+)	No Change	DROP (-)
5	6% 19	1% 2	
4	20% 62	14% 42	2% 6
3	14% 43	19% 59	5% 16
2	7% 22	3% 10	3% 8
1		4% 12	2% 5

Vertical axis is student's most recent performance level. Gain means student's performance level increased. Drop means student's performance level decreased. No Change means the student's performance level is identical for both assessments.

2016-17 CELDT
5 = Advanced
4 = Early Advanced
3 = Intermediate
2 = Early Intermediate
1 = Beginner

2015-16 CELDT
5 = Advanced
4 = Early Advanced
3 = Intermediate
2 = Early Intermediate
1 = Beginner

*Mastered



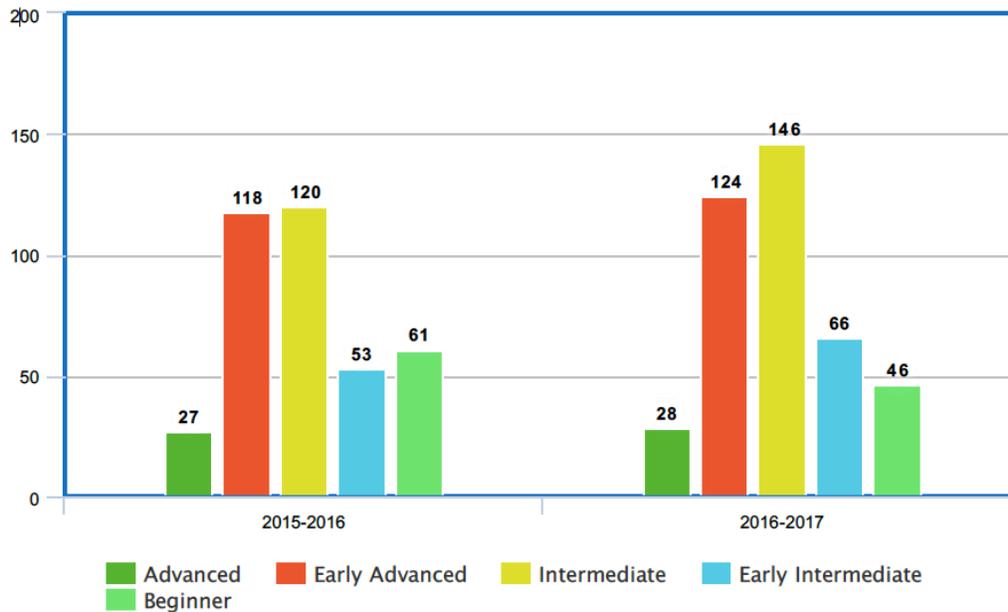
Performance Level Percent Change

2015-16 CELDT	2015-16 CELDT	2016-17 CELDT	2016-17 CELDT	CHANGE
Advanced	3% (9)	Advanced	7% (21)	4%
Early Advanced	25% (77)	Early Advanced	36% (110)	11%
Intermediate	39% (118)	Intermediate	39% (118)	0%
Early Intermediate	13% (41)	Early Intermediate	13% (40)	0%
Beginner	20% (61)	Beginner	6% (17)	-14%

Generated on 10/01/2017
by Illuminate Education

Students: All Students Classes: All Classes

CELDT Scores (2 Year Trends)



Attendance/ Chronic Absenteeism

	2015-2016 School Year	2016- 2017 School Year	Change
K-5 Attendance	96.46%	95.96%	-0.50%
6-8th Attendance	96.54%	95.71%	-0.83%
School-wide	96.64%	95.83%	-0.19

Percent of Students Missing 10% of the School Year

	2016-2017 Total Students 848
Percent of K-5 Chronically Absent	2.25% (19 students)
Percent of 6-8 Chronically Absent	3.19% (27 students)
School-wide	5.43% (46 students)

Suspensions

	2015-2016	2016-2017	2 Year Change
Number of Students Suspended	15	7	-8
Total Number of Suspension Days	54	14	-40
Total Number of Friday School Students	57	63	6
Total Number of Friday School Days	131	120	-11

Fitness Gram

	% Passed 5 out of 6	% Passed 6 out of 6	2016-2017 Combined 5/6 and 6/6	2015-2015 Combined 5/6 and 6/6	% Change
Junction Gr. 5	18%	38%	56%	34%	22%
Junction Gr. 7	23%	40%	63%	54%	9%

Parent Engagement: Data Demonstrating that Staff Seeks Input from Parent Organizations & Data Demonstrating Staff Promotes Parent Participation in Programs

Data Demonstrating that Staff Seeks Input from Parent Organizations	Junction Avenue K-8 School
Organization	Description
School Site Council	The school site council is a group of teachers, parents, classified employees, and students (at the high school level) that work with the principal to develop, review and evaluate school improvement programs and school budgets. The members of the site council are generally elected by their peers.
Parent Teacher Association	A local organization of parents and teachers for promoting closer relations and improving educational facilities at a school. <i>Membership: 300+</i>
English Language Advisory Committee	Parents or guardians of English learners must have an opportunity to elect the parent members to serve on the ELAC or subcommittee. Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). <i>Average 40 or more parents per meeting</i>
Title One Parent Meetings	Title One provides financial assistance to local educational agencies and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. <i>Two Meetings average 30-40 people</i>
Dual Immersion Parent Meetings	Meetings held once each trimester where parents are updated on Dual Immersion changes, scores, and any program updates. Every meeting is an opportunity to answer any questions or take feedback from parents. <i>Held Once a Trimester, Averaging 40-50 people per meeting</i>
K-12 Parent Survey 2017	A survey provided by LVJUSD in English and Spanish. It surveyed parents on effectiveness of communication, volunteerism, familiarity of standards, and staff assistance. <i>Given April 2017</i>
Data Demonstrating Staff Promotes Parent Participation in Programs	Junction Avenue K-8 School
Peach Jar	Peachjar is a "green" initiative that allows schools to save on photocopying costs by uploading flyers electronically. Schools and non-profit organizations can share information by email or via school websites. <i>Automatically sends out to all parents with a registered email address</i>
School Loop	Communication system that provides students and parents access to grades, teacher websites, attendance, and email all in one covenant place. <i>Over 98% of Middle School Students and Families Enrolled</i>

School Messenger	SchoolMessenger combines school notification, mobile apps, and web content management all under one, easy-to-use platform. This communication system saves time and provides more immediate, thorough engagement with our school community. <i>Automatically sends out to all parents with a registered email address</i>
Principal's Newsletter	Monthly newsletter regarding school events and updates written by the Principal. <i>Sent to entire school population in English and Spanish</i>
PTA Newsletter	Monthly newsletter regarding school events and updates with a PTA centered focus. <i>Sent to entire school population in English and Spanish</i>
Website	Up-to-date website for Junction K-8 School.
Facebook	Social media site updated with school events and photos for families. <i>Over 500 followers</i>
Bulldog Bulletin Online	School announcements that are read to students twice a week by Leadership classes. These are also placed on the school website. <i>Read to students every week and is also placed on the school website</i>
Friday Folders	Every Friday students bring home folders to their parents with any important flyers or letters for parents

California Healthy Kids Survey (CHKS)

5th Grade	2014-2015	2017-2018
Percentage of Students that Report Feel Safe at School All or Most of the Time	71%	Students will take the CHKS this school year.
The Percentage of Students Who Report a High Level on Caring Relationships With Adults at School	74%	Students will take the CHKS this school year.
7th Grade	2015-2016	2017-2018
Percentage of Students that Report Feel Safe at School All or Most of the Time	85%	Students will take the CHKS this school year.
The Percentage of Students Who Report a High Level on Caring Relationships With Adults at School	69%	Students will take the CHKS this school year.

Greatest Progress:

Junction Avenue K-8 School has made progress in the following areas:

- 22% increase of students that passed the 5th grade California Physical Fitness Test
- 9 % increase of the students passed the 7th grade California Physical Fitness Test
- Dramatic decrease in the number of suspensions due to increased interventions, alternatives to suspension and positive discipline
- 5% of Junction's EL population has been reclassified as RFEP
- 47% students that took the CELDT test made gains
- K-5 Writing Benchmark Assessments (even though each assessment was a different genre of writing) increased as the year went on. In the fall 22% met the standard or exceeded it, 54% in the winter assessment and 61% in the Spring

Greatest Need/ Performance Gaps

- More work in the area writing. Junction is showing an upward trend school-wide on ELA Writing Claim, but we have room for further growth
- Maintain K-5 focus of *Writer's Workshop* and Middle School *ERWC* Writing program
- Continued focus on the area of Mathematics. Focus on K-5 *Investigations Math* and Middle School *Big Ideas Math*
- Raising ELA scores of "standard exceeded" in Hispanic, EL and Socio-Economically Disadvantaged subgroups for ELA and Math
- Focus on attendance and "chronically absent" students. Introduce more incentives and positive feedback for attendance
- Continue to focus on the California Physical Fitness Exam scores. Work as a staff to continue to build our PE program in Kinder- 5th
- Numbers attending ELAC meetings are on the rise, but we would like to encourage more parents to attend

Increased or Improved Services

Junction Avenue K-8 programs are supported by the following categorical funding sources: Title I, Title II and LCFF funding and Special Education funding.

English Language Learners are supported through a variety of categorical programs, including: LCFF, Title I, Title II and Migrant Education funding. Using databases (Illuminate and Powerschool) school administration and teaching personnel carefully track the attendance, progress and reclassification of our ELL and migrant subgroups to identify and address significant achievement gaps and to make program reforms. Site administration, the Title I teacher and classroom teachers serve as EL liaisons and are charged with maintaining and updating master lists, evaluating appropriateness of placement of EL students and monitoring academic progress towards reclassification as Fluent English Proficient.

Students in Resource, Special Day Class, and Speech receive individualized instruction through both push in and pull out classroom support. IEP's outline specific goals and modifications for the classroom. Resource specialists, speech therapists, case specialists and classroom teachers monitor academic and social progress of students with special needs.

In addition to the above, Junction Avenue K-8 supports students with:

- Coordinated Services Team (COST) whom meets weekly to track progress of at-risk students. Each specialist contributes data relevant to identified students' attendance, behavior, academics or specific support. Generally, classroom teachers refer students to the COST.
- The Student Study Team is a meeting held between the parent/s, of an at-risk student, the classroom teacher, site administration and student support specialists. Together, they develop a plan to help an at-risk student improve in academic and/or social progress in school.
- Title I, the federal program which targets services in schools with a high concentration of students eligible to receive free and reduced lunch. The Title I Reading teacher and Title I bilingual aides serve students in literacy acquisition and development. Students qualify for support if they are not meeting grade level benchmarks. The bilingual staff also provides support in the primary language (Spanish) as needed and supports and enhances services for the acquisition of English for EL students. Additionally, the Title 1 (on-site) Coach provides support for K-8 classroom teachers by working with teachers 1:1 or in a group setting to provide quality professional development to deepen instructional practice.

Junction Avenue K-8 currently implements a Collaborative Service Delivery Model for our Title I program in K-8 grades. This model allows for teaching and support personnel to collaborate and provide targeted instruction and intervention in all core content areas. All students are served (struggling to advanced) and all instructional staff participates in grade level designed strategic blocks of time. Students are assessed using Developmental Reading Assessment (DRA), Basic Phonics Skills Test (BPST), curriculum embedded assessments and Common Formative Assessments. Students receive reading instruction at their reading level, utilizing a variety of instructional strategies. This instruction is supplemental to the regular Language Arts instruction and should be viewed as intervention or extension of the reading program, depending on the student's level. During these blocks, support personnel and the classroom teacher serve all the students in their grade level in small groups. The Special Education Resource teacher is included

in this intervention block. The resource teacher collaborates with support staff and the classroom teachers to ensure that students who have an IEP receive their reading support during this grade level period of time in a push in/pull out model.

Involvement/Governance

The School Site Council and English Language Advisory Committee (ELAC) have been stakeholders in the development, review and approval of the 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.

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. 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.

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

Focus Student Groups:

English Learners African American Hispanic Low Socio-economic Foster Youth

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

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

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

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

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

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

Goal 3: Enhance parent and community engagement and communication

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

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

Form A: Planned Improvements in Student Performance

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

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

Focus Area: Literacy/Reading Comprehension

SCHOOL GOAL: #1 The percentage of students scoring “Standard Met or Standard Exceeded” on the CAASPP will increase by 5% overall with English Learner students increasing by 5% and SED/SWD students increasing by 5%.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CAASPP Scores in English Language Arts	Continued implementation of intervention curriculums during the 2017-2018 school year needed. Current interventions such as Read 180 and Inside have shown growth in student achievement.	The school will evaluate the goal through consistent progress monitoring using interim CAASPP testing and local assessments. Teachers and administration will analyze data to create strategic groupings and intervention for standards mastery.

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continued implementation of research based literacy curriculums and teaching strategies that target the needs of all students, specifically in English Language Learner in 2016-2017	Principal Vice Principals ELA/ELD Teachers Title One Teacher Bilingual Aides Special Education Teachers Special Ed Aides	Treasures/ Tesoros implementation August 2017-2018 GLAD CAFÉ/Daily 5	District Funded 40,000 (.50 Teacher)
Continued Implementation of Core Replacement curriculums for grades 4-8		Core Replacement implementation (Inside and Read 180); August 2017 – June 2018 Lexia and Rosetta Stone as a supplement	LCFF \$8,000

<p>in 2017-2018</p> <p>Continued implementation of daily strategic intervention and ELD time in 2017-2018</p> <p>On-going professional development for K-8 teachers in the use of core and replacement core curriculums in 2017-2018.</p> <p>On-going professional development for K-8 teachers and instructional aides to develop California State Standard lessons and units of study in 2017-2018.</p>		<p>Bilingual Instructional Aide support in classrooms Materials and Supplies Title 1 pullout program in Elementary</p> <p>PD trainings scheduled from August 2017 – June 2018</p>	<p>LCFF \$25,000</p> <p>Title One LCFF Supplemental \$25,0000</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------

Form A: Planned Improvements in Student Performance

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

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.
 Focus Area: Mathematics (Include all student groups and specifically English Learners.)
SCHOOL GOAL: #2 The percentage of students scoring “Standards Met or Exceeded” on the CAASPP will increase. All significant subgroups will increase 5%.

<p>What data did you use to form this goal?</p> <p>CAASPP Data from 2016-2017</p>	<p>What were the findings from the analysis of this data?</p> <p>This continues to be an area of growth across grade level and subgroups.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Interim Assessments CAASPP Data Grade Level Assessments</p>
------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Continuation of using district adopted curriculums and supporting math materials that align with the California State Standards (Big Ideas & Investigations).</p> <p>Grade level Data Teams & PLCs</p>	<p>Principal Vice Principals ELA/ELD Teacher Title One Teacher Bilingual Aides Special Education Teachers Special Ed Aides K-8 Teachers</p>	<p>Use of new K-5 district adopted math curriculum. Big Ideas Math (6-8th) and investigations K-5: August 2017-June 2018.</p> <p>Using student assessment data to drive instruction.</p> <p>Use of released test questions for Problem of the Week and warm-ups.</p>	<p>District funded</p>

<p>PD for K-8 teachers in implementing new math curriculum and supporting math materials in 2018-2017</p> <p>Continued participation in LVJUSD district approved Math Counts program in 2017-2018</p> <p>Students practice CAASPP assessments by taking interim tests (in October and January)</p>	<p>Curriculum Department K-8th Math Teachers Principal Vice Principals</p> <p>LVJUSD Math Counts instructors 6th-8th Math Teachers</p>	<p>District provided mathematics PD for K-8: August 2017-2018</p> <p>Before school morning sessions: September 2017-April 2018</p>	<p>District funded</p> <p>District and LVEF funded</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------

Form A: Planned Improvements in Student Performance

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

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

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

SCHOOL GOAL: #3 The writing claim in the CAASPP will improve in each subgroup, including English Language Learner by 5%.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
The 2015-2016 and 2016-2017 Smarter Balanced Assessments in English Language Arts. Specifically, the writing claim focus area.	Students who met achievement standard decreased by 3%, Students who did not meet achievement standard increased by 3%.	The school will evaluate the writing goals through consistent progress monitoring using local assessments. Teachers, in monthly data analysis meetings, will analyze relevant data so students can be paced in groupings for remediation, intervention and accelerated growth toward mastery of content standards.

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continued implementation of K-6 core in 2017-2018 (and alternate core) and Writers Workshop Unit of Studies 7-8 th grade continue implementing ERWC curriculum.	K-8 Teachers Title I Teacher Bilingual Instructional Aides Special Education Teachers Instructional aides, Principal Vice-Principal	Implementation of Core Curriculums: August 2017 – June 2018 Materials and Supplies Bilingual Instructional aide support in classrooms	District funded LCFF Supplemental \$25,000

Form A: Planned Improvements in Student Performance

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

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

Focus Area: Character Education/Suspensions

SCHOOL GOAL: #6 Maintain or decrease suspensions by using positive discipline or alternatives to suspensions such as “Friday School Intervention.”

In addition, maintain our Associated Student Body and Community Based Leadership classes, Character Counts program and incentives.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Review of discipline data and referrals Results from school site-based surveys Healthy Kid Surveys Data compiled from site administration review of discipline SST COST (Coordinated Services Team) School-based counseling records.	While most students, parents and staff feel that the school is aggressively and positively progressing toward a strong model of character education, a continued focus is needed to ensure that the school is providing an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels for all K-8 th grade students	The collective school-site staff will continue to implement the LVJUSD district adopted Character Counts Education curriculum for K-8 students and monitor the progress of school-wide character education. Site administration gives individualized rules and expectations presentation to each student to effectively impact student behavior.

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Implementation of Character Counts Education for all K-8 students.	Site Administration and all K-8 staff	August 2017 – June 2018	LCFF Supplemental funded \$1,500 Instructional materials and supplies
Professional development focus on creating a physically clean, healthy, engaging and emotionally safe environment for all K-8 students.	Site Administration and all K-8 staff	K-8 Professional Development: August 2017– June 2018	

<p>The continued implementation of a 7th and 8th Leadership class that focuses middle school leadership designed to increase K-8 Character Education and campus environment and beautification</p>	<p>Site Administration and Middle school teachers and students</p>	<p>August 2017 – June 2018</p>	<p>LCFF Supplemental funded – \$3,000 Instructional materials and supplies</p>
<p>Counseling Services provided by the district three days a week and <i>Horizon's</i> Counseling two days a week.</p>		<p>August 2017-June 2018</p>	<p>District Funded</p>
<p><i>Kid Connection</i> Counseling for K-5 two days a week.</p>		<p>August 2017-June 2018</p>	<p>District LCFF \$5000</p>

Form A: Planned Improvements in Student Performance

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

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

Focus Area: Attendance/Chronic Absenteeism

SCHOOL GOAL: #7 Maintain 96% or above average daily attendance for all K-8 students. Improve scores of chronic and severe absenteeism.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> • Monthly Student Absence • Monthly/quarterly review to parents of lost revenue • Review of PowerSchool and School Messenger data • SART and SARB school records • Healthy School Survey 	<p>Over the past few years we have seen an increase in our attendance rate. Junction needs to maintain at least a 96% school year attendance rate.</p>	<p>Junction Avenue K-8 school will continue to adhere to the following practice to support positive student attendance:</p> <p>In cooperation with our CWA liaison, establish school-wide monthly attendance incentives for positive school attendance.</p>

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Site and District funding Junction Avenue K-8 school will continue to adhere to the following practice to support positive student attendance:</p> <ul style="list-style-type: none"> • Provide monthly/quarterly reports to parents regarding lost revenue 	<p>Site Administration, CWA school liaison, school office staff and school teachers</p>	<p>August 2017 – June 2018</p>	<p>LCFF Supplemental funded \$1,500</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.			
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

Form A: Planned Improvements in Student Performance

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

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

Focus Area: Physical Fitness

SCHOOL GOAL: #8 Increase the percentage of students scoring 5/6 or 6/6 on the California Physical Fitness components in 2017-2018 by 5%

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
California Physical Fitness Exam	After having a 38% pass rate in 2015-2016 there was an increase in strategies for passing the CPFT incorporated in K-5 PE lessons. In 2016-2017 it showed an increase of 21%, up to a 56 percent pass rate. Junction needs to continue to raise CPFT scores.	The school will monitor and evaluate the 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

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<ul style="list-style-type: none"> The school will monitor and evaluate the progression toward this goal by evaluating student progress toward mastery of levels each trimester as measured by standards set forth by California Physical Education 	Site Administration, K-5 teachers and 6-8 th grade PE teachers Site Administration, K-5 teachers and 6-8 th grade PE teachers	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 6 th -8 th grades, students receive physical education instruction in the various units of study. 6 th -8 th grade students can also participate in after school sports.	District Funded

<p>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 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 		<p>August 2017-June 2018 In 6th-8th grades students receive physical education instruction in the following units of study:</p> <ul style="list-style-type: none"> • Team Building • Basketball • Flag Football • Softball • Kickball • Strength Training • Dance • Drug Education • Soccer • Volleyball • Hockey Fitness • Team Handball • Ultimate Frisbee • Badminton • Track and Field <p>August 2017-June 2018 6th-8th After Schools Sports offered through the school year:</p> <ul style="list-style-type: none"> • Boy's and Girl's Basketball • Boy's and Girl's Volleyball • Track and Field • Wrestling 	<p>LCFF Supplemental for Professional Development</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------

<p>their knowledge of physical demands of the test.</p> <ul style="list-style-type: none">• PE Practice for 4th and 5th graders on test standards.			
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

Form A: Planned Improvements in Student Performance

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

LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels
 Focus Area: Articulation
SCHOOL GOAL: #9 Increase the articulation of standards, lessons, and units of study between Eighth grade and High School. Make opportunities to articulate with LVJUSD high schools to determine effectiveness of middle school educational programs in preparing students for a comprehensive education.

<p>What data did you use to form this goal? Evidence from alignment meetings Evidence from time spent with high school Numbers of students attending Junction from feeders</p>	<p>What were the findings from the analysis of this data? The vertical alignment from middle school high school need strengthening.</p>	<p>How will the school evaluate the progress of this goal? Analyze the effectiveness of interventions and enrichment opportunities.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<ul style="list-style-type: none"> 6th-8th grade departments will continue to determine the effectiveness of the middle school program in preparing students for a comprehensive high school education – particularly regarding middle school math, writing and science programs 	Site Administration and 6-8 teaching staff.	August 2017 – June 2018	Title I and LCFF Supplemental and District Funding

<p>Middle School Department teams, PLCs and ILT will collaborate regularly to:</p> <ul style="list-style-type: none">• Determine best teaching practices to align curriculum and standards• Create Common Formative Assessments (CFAs)• Review data from the CFA's and curriculum embedded assessments to determine the need for intervention and/or enrichment opportunities.			
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

Form A: Planned Improvements in Student Performance

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

LCAP Goal 3: Enhance parent and community engagement and communication
SCHOOL GOAL: #10 Maintain effective communication from school to home, via website, newsletters and social media.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?	What data...
<ul style="list-style-type: none"> • Data compiled from the Junction Avenue K-8 Parent Center • Feedback from Room Parents and Parent School Volunteers • Feedback from Parent Informational Meetings • PTA Events and Informational meetings • School Site and ELAC Council meetings minutes • Parenting Classes • Feedback from School Office Staff and bilingual instructional aides • Number of views on social media sites • Translation Services/ Bilingual staff 	<p>While much improvement has been made in the few years, more concentration is needed in Junction Avenue K-8 school in continued efforts to reach out to the school community.</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 solicit parent and community response on all aspects of school communication and engagement with the parent and school community to improve practice</p>	

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
-------------	-----------------------	-----------	---------------------------------------------------

<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	Site Administration, School Office Staff, Parent Center Coordinator and K-8 teachers	Translator/Interpreter August 2017 – June 2018	No funding needed
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------	------------------------------------------------	-------------------

Junction K-8 School

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

Projected LCFF Supplemental Funds:

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

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Target Population	Timeline	Person(s) Responsible	Estimated Cost
<p>Improvements or enhancement in instruction:</p> <p>Bilingual Instructional Assistant Support 30 hours</p> <p>Instructional Tech After School Intervention</p>	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth 	<p>August 2017 – June 2018</p>	<p>Principal Vice Principals</p> <p>Principal</p>	<p>\$40,835</p> <p>\$17,000</p>
<p>Supplemental materials, computers, software, books, supplies may be purchased:</p> <p>Purchase supplemental materials and tools to enhance learning opportunities for at-risk learners:</p> <p>Expand classroom reading libraries and learning resources/supplemental materials to include more Spanish reading materials</p> <p>Supplemental materials for <i>Community Building</i></p>	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth 	<p>August 2017 – June 2018</p>	<p>Principal Vice Principal</p>	<p>\$44,165</p>

<p><i>Leadership</i> (CBL) program to encourage greater participation of diverse learners in the <i>CBL</i> program.</p> <p>Supplemental Materials for English Language Development (ELD)</p>				
<p>Staff Development and Professional Collaboration, training costs, substitute costs:</p> <p>Staff Development and Training for TK-8 PD for ELA/ELD</p> <p>Staff Development and Training for TK-8 PD for Math– Send 3 teachers to Asilomar math conference</p> <p>Staff Development and Training for TK-8 PD for Dual Immersion (Two Way Instructional Model) – Send staff to CAFE conference</p> <p>Staff Development and Training for TK-8 PD for Literacy strategies and Training of Literacy K-3 Coach</p> <p>Sub release day for teachers to observe instruction at the other LVJUSD school and reflect on best practices</p> <p>Substitutes for Instructional Rounds (18 sub days @ \$155/sub day)</p>	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth 	<p>August 2017 – June 2018</p>	<p>Principal Vice Principals</p>	<p>\$42,940</p>
<p>Parental Involvement:</p> <p>ELAC Parent Workshops</p> <p>Junction Avenue Parent Workshops</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Socio-econ. Disadvantaged ✓ English Learner <input type="checkbox"/> Foster Youth 	<p>August 2017 – June 2018</p>	<p>Principal Vice Principals</p>	<p>\$5,000</p>

Provide interpreters and child care				
Increase the parent center hours (as needed basis)				
Total LCFF Supplemental				\$149,940

Form B: Centralized Services for Planned Improvements in Student Performance

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

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

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

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

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

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

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

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

Migrant Education

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

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

Form C: Programs Included in this Plan – Junction

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

Federal Programs	Allocation
<input type="checkbox"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$249,372
<input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$2,000
Total amount of federal categorical funds allocated to this school	\$251,372

State Programs	Allocation
<input type="checkbox"/> Local Control Funding Formula (LCFF) Base Purpose: Support the needs of all students and student groups	\$95,704
<input type="checkbox"/> Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$149,940
Total amount of state categorical funds allocated to this school	\$245,644

Local Funding	Allocation
<input type="checkbox"/> Technology Funds – Local Parcel Tax	\$16,758

Form D: School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Dayna Taylor	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brenda Gallardo	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Mariza Garcia	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teresa Mc Gowan	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Syeda Awwal	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Susanne Tupper-Pina	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mercedes Juarez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Patricia Nava	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Blanca Guerra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Kyle Pacheco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Claudia Arreola	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Stella Stark	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Numbers of members in each category	1	4	1	5	1

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

Form E: Recommendations and Assurances

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

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

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list)

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was approved by the SSC at a public meeting on: October 24, 2017.

Attested:

Dayna Taylor
Typed name of School Principal

Kyle Pacheco
Typed name of SSC Chairperson


Signature of School Principal


Signature of SSC Chairperson

10/24/17
Date

10/24/17
Date

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

Livermore Valley Joint Unified School District
Gifted And Talented Education Plan

PROGRAM DESCRIPTION:

At Junction Avenue K-8 School, GATE students receive differentiated instruction through their primary classrooms 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 STEM.

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.

The district also provides GATE events through the 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
Library School Site Plan

PROGRAM DESCRIPTION:

The purpose of the Library Site Plan is to provide funding for library resources including books, periodicals and electronic resources as well as equipment to access resources within the school library and from online resources.

The allocation of resource goes to the following:

- Purchases of school library books and resources in Spanish and English.
 - Updates of school library collections to provide additional Accelerated Reading titles for the AR Reading Incentive Program in Spanish and English.
 - Purchases for the increase of high interest non-fiction titles in Spanish and English.
 - Purchases for the increase of age appropriate high interest periodicals.
 - Purchase of educational DVDs.
-

Livermore Valley Joint Unified School District
Technology Funding Plan

Technology Funds: \$16,758

PROGRAM DESCRIPTION:

- Purchased computers with updated operating systems to run current programs
 - Purchase Chrome Books to replace dated ones in the carts
 - 90 Chromebooks purchased by LVJUSD
 - Added Chrome Book carts to the school community
 - Smart Board purchase for Mathematics
 - Repair and replace document cameras as needed
 - Purchase additional projectors and projector bulbs as needed
 - Purchase additional printers to support classrooms
 - Purchase “schoolcheckin.com” system for attendance and visitor
 - Maintain a “refresh cycle” to purchase teacher computers, as to avoid having outdated technology
-

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

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

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

District-wide Migrant Education direct services include:

- Pre-Kindergarten Program – At 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 Program – PLATO provides free online credit recovery and materials for Migrant high school students and Out of School Youth not on track for graduation with their peers. Online credit recovery classes are available during the regular school year and summer school.
 - Migrant Middle and High School Debate Teams – At Granada High School and Satellite School, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and
-

presentation skills, both English and Spanish, and support student participation in the regional and state debate competitions.

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

**Livermore Valley Joint Unified School District
ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN
2017-2018**

Elementary School Name: Junction Ave K-8 School Date October 1, 2017 English Learner Liaison Veronia Cortez

English Language Development: All English learners are required to receive 30 minutes of ELD instruction, using state-adopted and/or ELD standards-based materials, on a daily basis. Which days and times could one witness ELD instruction using approved materials?

Groupings:

The correct grouping of students is critical for EL student success. Students should be grouped according to CELDT levels for ELD **instruction with no more than two CELDT levels in one group or class**. Grade levels may choose to have a common ELD time and homogenously group students across classes.

Grades	Grouping By class, by CELDT scores, by grade level, across grade levels. etc. No more than 2 CELDT levels per group	Taught by Name of teacher(s), 1 teacher per grade level, 1 teacher for __ grade levels, resource teacher, teachers rotate every __ weeks, months etc.	CELDT Levels Taught by this teacher	Days	Times	Total weekly minutes 150 minutes minimum	Materials Used <i>Avenues</i> and other supplemental materials
TK-1	CELDT	Robinson Gard	L1 L2/L3	M-F	12:55-1:25 Daily	150	Avenues/ Treasures
TK-1	CELDT	Garcia	L4/L5	M-F	12:55-1:25 Daily	150	Avenues/ Treasures
2-3	CELDT	Grace	L1/L2	M-F	2:10-2:40 W: 1-1:30	150	Avenues/ Treasures/Social studies
2-3	CELDT	Hersh	L3	M-F	2:10-2:40 W: 1-1:30	150	Avenues/ Treasures
2-3	CELDT	Hargreaves	L4/L5	M-F	2:10-2:40 W: 1-1:30	150	Avenues/ Treasures
4-5	CELDT	E Grajeda	L1/L2	M-F	11:25-11:55	150	Avenues/ Treasures
4-5	CELDT	M. Sanchez	L3/L4	M-F	11:25-11:55	150	Avenues/ Treasures
4-5	CELDT	Hamilton	L5	M-F	11:25-11:55	150	Avenues/ Treasures

Title I School-Level Parental Involvement Policy

Junction K-8 School Title I Parent Involvement Policy for 2017-2018

Note: In support of strengthening student achievement, each school that receives Title I, Part A (Title I) funds must develop jointly with, agree on with, and distribute to parents of participating children a School Parental Involvement Policy that contains information required by section 1118(b) of the Elementary and Secondary Act (ESEA). The policy establishes the school's expectation for parental involvement and describes how the school will implement a number of specific parental involvement activities. The school's school-parent compact is incorporated into the School Parental Involvement Policy.

PART I GENERAL EXPECTATIONS

Junction K-8 School agrees to implement the following statutory requirements:

- The school will jointly develop with parents and distribute to parents of participating children, a School Parent Involvement Policy that the school and parents of participating children agree on.
- The school will provide parents with a written version of the School Parent Involvement Policy in both Spanish and English through School Site Council.
- The school will make the School Parent Involvement Policy available to the local community.
- The school will periodically update the School Parent Involvement Policy to meet the changing needs of the parents and the school.
- The school will adopt the School Parent Compact as a component of its School Parent Involvement Policy. The School Compact will be provided in both Spanish and English.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs and activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- that parents play an integral role in assisting their child's learning.
- that parents are encouraged to be actively involved in their child's education at school.
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- that other activities are carried out, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENT INVOLVEMENT POLICY COMPONENTS.

Junction K-8 School will provide parents of participating children information about the Title I program within the first month of the school year through School Site Council. The information will include:

- A description of the Title I program.
- An explanation of the curriculum being taught.
- An explanation of the assessment being used to measure student achievement.
- The proficiency levels that students are expected to meet.

Written communication will be in Spanish and English.

Junction K-8 School will take the following actions to involve parents in the joint development and joint agreement of its School Parent Involvement Policy (including the School-Parent Compact) and its school wide plan, if applicable, in an organized, ongoing and timely way under section 1118(b) of the ESEA:

- An elected Title I parent designee will be a member of School Site Council. School Site Council, the Principal, the Title I Teachers, and any other parents that would like to be a part of the group will meet once a year to plan for the upcoming year, review, and make necessary changes in the Junction K-8 Parent Involvement Policy. Written comments will be welcome from parents that cannot attend the meeting.
- Distribute to parents of participating children and the local community, the School Parent Involvement Policy:
 - The Principal, Title I Teacher, and the SSC Chairman will have an annual meeting, offered at two different times of the day for all Title I parents to discuss the school's participation in Title I, parent Title I rights, disseminate and review the Livermore Valley Joint Unified School District Parent Involvement Policy, the Junction K-8 Parent Involvement Policy, the Junction K-8 School Parent Compact, and to review the school's Title I program with parents. Parents that cannot attend the meeting will be offered individual opportunities to meet with the Title I Teacher. Written communication will be provided in Spanish and English. Meetings will be announced through School Messenger phone calls in both Spanish and English. All meetings are accessible to parents with disabilities; accommodations are made as appropriate.
 - The Junction K-8 School Parent Involvement Policy will forward to the Livermore Valley Joint Unified School District Office to be available to the local community.

Junction K-8 School staff will meet with parents of Title I students when requested by the parent to discuss the Title I program and the education of their child. The meetings will be at an agreed upon time between the parent, Title I staff, and classroom teacher.

PART III SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT.

- Junction K-8 School will work to communicate all information to parents in an understandable format. Written communication will be provided in both Spanish and English.
 - Junction K-8 School will incorporate the School-Parent Compact as a component of its School Parent Involvement Policy. (see part II)
 - Junction K-8 School will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities:
 - Parents are asked to volunteer to help in classrooms at the beginning of the school year. Parents then help prepare assignments, work with small groups, or work with individual students on tasks given to them by the teacher.
 - Parents of 6th-8th graders are asked to check School Loop daily and to review their child's planner on a regular basis.
 - All parents are asked to monitor their child's progress by reviewing report cards and progress reports carefully.
 - Junction K-8 will use its Parent Outreach Aide and the Parent Center to encourage strong parental involvement. The Parent Outreach Aide, in partnership with classroom teachers, will communicate, educate, and involve parents in helping their children with homework and receiving necessary community services to insure academic success.
 - Junction K-8 School will, with the assistance of the district, assist parents of children served by the Title I program in understanding:
 - The requirements of the Title I program, how to work with the Title I teacher, and how to monitor their child's progress in Title I during the beginning of the school year Title I meeting.
 - The state's academic content standards, the state's student academic achievement standards, and the state and local academic assessments including alternate assessments through their classroom teacher at Back to School night and conference times.
 - How to assist their children with improving their academic achievement during the beginning of the school year Title I meeting, back to school night, conference times, targeted workshops during parent nights, and periodical information home to parents.
 - Written communication as well as workshops will be provided in both Spanish and English. School Messenger phone calls Spanish and English will be made to notify parents of workshop and events.
-

- Junction K-8 School will, with the assistance of the district, educate the staff at district Title I meetings, staff meetings, grade level meetings, leadership meetings, district elementary meetings, staff development days, conferences, and workshops on how to implement parent involvement and reach out to parents.

PART IV. ADOPTION

Junction K-8 School's Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in the Title I program and the school. This policy was adopted by the Junction's School Site Council that is open for all parents to participate on October 7, 2016 and will be effective for the 2016-2015 school year.

Principal	
Title I Teacher	
School Site Council President	
Parent Outreach Worker	

Escuela K-8 Junction
Política de Participación de los Padres de Familia de Título I para 2017-2018

Nota: para apoyar el fortalecimiento del rendimiento académico, cada escuela que recibe fondos de Título I, Parte A (Título I) debe desarrollar conjuntamente con, acordar con y distribuir a los padres de familia de los niños participantes una Política de Participación de los Padres de Familia en la Escuela que incluya información requerida por la sección 1118(b) de la Ley de la Educación Primaria y Secundaria (ESEA). La política establece la expectativa de la escuela en cuanto a la participación de los padres de familia y describe cómo la escuela implementará varias actividades específicas en las que los padres de familia puedan participar. El acuerdo de padres y la escuela de la escuela está incluido en la Política de Participación de los Padres de Familia en la Escuela.

PARTE I EXPECTATIVAS GENERALES

La Escuela K-8 Junction se compromete a implementar los siguientes requisitos estatutarios:

- La escuela desarrollará conjuntamente con los padres de familia y distribuirá a los padres de familia de los niños participantes una Política de Participación de los Padres de Familia en la Escuela que la escuela y los padres de familia de los niños participantes acuerden.
- La escuela proveerá a los padres una versión escrita de la Política de Participación de los Padres de familia en ambos idiomas, inglés y español, a través de del Consejo del Plantel Escolar.
- La escuela pondrá a disposición de la comunidad local la Política de Participación de los Padres de Familia en la Escuela.
- La escuela actualizará periódicamente la Política de Participación de los Padres de Familia en la Escuela para satisfacer las necesidades cambiantes de los padres de familia y de la escuela.
- La escuela adoptará el Acuerdo de Padres y la Escuela como un componente de esta Política de Participación de los Padres de Familia en la Escuela y se proveerá en inglés y en español.
- La escuela acepta regirse por la siguiente definición estatutaria de participación de los padres de familia, y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición.

La participación de los padres de familia significa la participación de los padres de familia en una comunicación habitual de dos vías y significativa que incluya el aprendizaje académico del estudiante y otras actividades escolares, e incluso que garantice:

- que los padres de familia desempeñen una función integral al ayudar a sus hijos a aprender.
- que los padres de familia estén motivados a participar activamente en la educación de su hijo en la escuela.
- que los padres de familia sean socios plenos en la educación de su hijo y sean incluidos, cuando corresponda, en la toma de decisiones y en los comités asesores para ayudar en la educación de su hijo.
- que se lleven a cabo otras actividades, como las descritas en la sección 1118 del ESEA.

PARTE II. DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LA POLÍTICA DE PARTICIPACIÓN DE LOS PADRES DE FAMILIA EN LA ESCUELA.

La Escuela K-8 Junction les dará a los padres de familia de los niños participantes información sobre el programa de Título I durante el primer mes del año escolar a través del Comité Directivo. La información incluirá:

- Una descripción del programa de Título I.
- Una explicación del programa de estudios que se enseñará.
- Una explicación de la evaluación que se utilizará para medir el rendimiento académico.
- Los niveles de competencia que se espera que los estudiantes alcancen.

La comunicación escrita se proporcionará en español y en inglés.

La Escuela K-8 Junction tomará las siguientes medidas para hacer participar a los padres de familia en el desarrollo conjunto y en el acuerdo conjunto de su Política de Participación de los Padres de Familia en la Escuela (incluyendo el Acuerdo de Padres y la Escuela) y su plan general de Título I, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:

- Un padre de familia designado del programa Título I elegido será miembro del Comité Directivo. El Comité Directivo, el director, los maestros del programa de Título I y cualquier otro padre de familia que desee formar parte del grupo se reunirán una vez al año para planificar el siguiente año, revisar y hacer los cambios necesarios en la Política de Participación de los Padres de Familia en la Escuela de la Escuela K-8 Junction. Los padres de familia que no puedan asistir a la junta podrán enviar sus comentarios por escrito.
- Distribuir a los padres de familia de los niños participantes y a la comunidad local la Política de Participación de los Padres de Familia en la Escuela:
 - El director, el maestro del programa de Título I y el presidente del Comité Directivo (SSC) celebrarán una junta anual que se ofrecerá en dos horarios diferentes del día para todos los padres de familia que reciben fondos de Título I para discutir la participación de la escuela en el programa de Título I y los derechos de los padres de familia que participan en el programa de Título I, repartir y revisar la Política de Participación de los Padres de Familia en la Escuela del Distrito Escolar Unificado Livermore Valley, la Política de Participación de los Padres de Familia de la Escuela K-8 Junction y el Acuerdo de Padres y la Escuela de la Escuela K-8 Junction, y revisar el programa de Título I de la escuela con los padres de Todas las reuniones son accesibles para los padres con alguna discapacidad. Se realizarán los arreglos necesarios según corresponda.
 - Se enviará la Política de Participación de los Padres de Familia en la Escuela de la Escuela K-8 Junction al Distrito Escolar Unificado Livermore Valley para que esté disponible para la comunidad local.

El personal de la Escuela K-8 Junction se reunirá con los padres de familia de los estudiantes del programa de Título I cuando sus padres de familia lo soliciten para hablar del programa de Título I y de la educación de sus hijos. Las juntas se celebrarán a una hora acordada entre el padre de familia, el personal del programa de Título I y el maestro del salón de clases.

PARTE III. RESPONSABILIDADES COMPARTIDAS PARA QUE LOS ESTUDIANTES ALCANCEN UN ALTO RENDIMIENTO ACADÉMICO.

- La Escuela K-8 Junction trabajará para comunicar toda la información a los padres de familia en un formato comprensible. La comunicación escrita se proporcionará en español y en inglés.
 - La Escuela K-8 Junction incorporará el Acuerdo de Padres y la Escuela como un componente de su Política de Participación de los Padres de Familia en la Escuela (consulte la parte II).
 - La Escuela K-8 Junction desarrollará la capacidad de las escuelas y de los padres de familia para una participación sólida de los padres de familia con el fin de garantizar la participación efectiva de estos y apoyar una sociedad entre la escuela, los padres de familia y la comunidad para así mejorar el rendimiento académico de los estudiantes mediante las siguientes actividades:
 - Al comienzo del año escolar, se les pide a los padres de familia que sean voluntarios para ayudar en los salones de clases. Los padres de familia ayudan a preparar asignaciones, trabajan con grupos pequeños o trabajan con estudiantes individuales en tareas que el maestro les da.
 - Se les pide a los padres de familia de los estudiantes 6.º-8.º año que revisen el School Loop todos los días y revisen la agenda de su hijo habitualmente.
 - Se les pide a todos los padres de familia que supervisen el progreso de su hijo al revisar las boletas de calificaciones y los informes de progreso detenidamente.
 - La Escuela K-8 Junction usará su auxiliar del Programa de Alcance Comunitario y el Centro de Padres de Familia para fomentar una sólida participación de los padres de familia. El auxiliar del Programa de Alcance Comunitario, conjuntamente con los maestros del salón de clases, comunicará, educará y hará participar a los padres de familia para ayudar a sus hijos con la tarea y recibir los servicios comunitarios necesarios para garantizar su éxito académico.
 - La Escuela K-8 Junction, con la ayuda del distrito, ayudará a los padres de familia de los niños que reciben servicios del programa de Título I a entender:
 - Los requisitos del programa de Título I, cómo trabajar con el maestro de Título I y cómo supervisar el progreso de su hijo en el programa de Título I durante la junta de Título I al comienzo del año escolar.
 - Los estándares académicos del estado, los estándares de rendimiento académico estudiantil del estado y las evaluaciones académicas estatales y locales incluyendo las evaluaciones alternativas a través del maestro de su salón de clases en la Orientación y en las reuniones.
-

- Cómo ayudar a sus hijos a mejorar su rendimiento académico durante la junta de Título I al comienzo del año escolar, en la Orientación, las reuniones, los talleres dirigidos durante las noches de padres de familia y la información periódica que se envía a los padres de familia.
- La comunicación escrita, así como los talleres serán ofrecidos en español y en inglés. Se notificará a los padres de los talleres o eventos por medio del servicio telefónico llamado Mensajero y se hará en español e inglés.
- La Escuela K-8 Junction, con la ayuda del distrito, educará al personal en las juntas de Título I del distrito, las juntas del personal, las juntas del año académico, las juntas de liderazgo, las juntas de la escuela primaria del distrito, los días de desarrollo profesional del personal, las reuniones, y los talleres sobre cómo implementar la participación de los padres de familia y llegar a los padres de familia.

PARTE IV. ADOPCIÓN

La Política de Participación de los Padres de Familia en la Escuela de la Escuela K-8 Junction ha sido desarrollada conjuntamente con, y acordada por, los padres de familia de los niños que participan en el programa de Título I y la escuela. Esta política fue adoptada por el Comité Directivo de la Escuela Junction que está abierto para que todos los padres de familia participen el 7 Octubre y estará vigente para el año escolar 2016-2017.

Director	
Maestro del programa de Título I	
Presidente del Comité Directivo	
Asistente social para padres de familia	

- familia. Los padres de familia que no puedan asistir a la junta tendrán oportunidades individuales de reunirse con el maestro del programa de Título I.

La comunicación escrita se proporcionará en español e inglés. Se avisará de las reuniones por medio del servicio telefónico llamado Mensajero y se hará en español e ing

Junction K-8 School

2017-2018 LVJUSD Site Allocation Plan for Title I

Projected Title I Funds \$ \$ 249,372.00

Funds are used to support effective, research-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards. Funds must be used to supplement, not supplant general education services.

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged Students	Timeline	Person(s) Responsible	Estimated Cost
<p>High quality, supplemental direct language, reading and writing instruction:</p> <ul style="list-style-type: none"> • Title I 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 • Before- and/or after-school enrichment intervention and tutorial classes for K-8 socio-economically disadvantaged students in Spanish and English • Two Instructional Assistants – 30 hours per week • After-school enrichment 	August 2017-June 2018	Principal Title I Teacher (1.0 FTE) Title I Coach (.10 FTE)	\$97,280 \$ 100,516
<p>Supplemental materials, computers, software, books, supplies may be purchased:</p> <ul style="list-style-type: none"> • Core and Intervention supplemental materials • <i>Reading A-Z</i> site license • <i>Jiji Math</i> site license (Davis Mind Institute) • <i>Read 180, Inside</i> curriculum and supplements • Spelling Bee Materials • Classroom Leveled Libraries • Technology to support staff and classroom needs • <i>Scholastic</i> 	August 2017-June 2018	Principal, Vice Principals,	\$ 17,580

<p>Staff Development and Professional Collaboration, training costs, substitute costs:</p> <ul style="list-style-type: none"> • Substitutes for Instructional Rounds (to support district goals) • Substitutes for DRA Testing • Principal, Vice Principals, Title I Teacher, and Title I Coach will provide ongoing training and coaching that align with the implementation of the California Standards (.10 FTE Title I Coach) • CA Standards Workshops and Conferences • Sub release day for teachers to observe instruction at other LVJUSD schools and reflect on best practices 	<p>August 2017-June 2018</p>	<p>Principal, Vice Principals,</p>	<p>\$15,952</p> <p>\$12,044</p>
<p>Parental Involvement:</p> <ul style="list-style-type: none"> • Title One Reading and Intervention Nights • Kindergarten Orientation and School Readiness Workshops • Bilingual Celebration Family Nights • Family Math and Science Nights • California Standards Parent Workshops • Migrant Education Family Workshops 	<p>August 2017-June 2018</p>	<p>Principal, Vice Principals, Title One Teacher, EL Liaison</p>	<p>\$ 6,000</p>
<p>Total:</p>			<p><u>249,372</u></p>

**2017-18 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 75% 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>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------



Date	Person(s) Responsible	Task/Date	Funding Source
August – June	ASES staff	1. Support and track homework completion	ASES 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.	LCAP Supplemental funds

Program Improvement Schools Single Plan for Student Achievement

Program Improvement Components

- Strategies to strengthen core academic subjects and address the specific academic issues that caused the school to be identified
 - Policies and practices that have the greatest likelihood of ensuring that all groups of students meet the state's proficient levels of achievement by 2014
 - Expenditure of not less than 10 percent of the school's Title I, Part A, allocation to provide teachers and the principal with high-quality professional development and a description of how these funds will be used to remove the school from PI status (only for PI schools in Years 1 and 2)
 - Specific annual, measurable objectives for continual and substantial progress by each group of students to meet the state's proficiency levels by 2014
 - How the school will provide written notice about the identification to parents of each student
 - Specific responsibilities of the school, the LEA, and the state educational agency serving the school under the plan, including the technical assistance to be provided by the LEA
 - Strategies to promote effective parental involvement
 - Activities before school, after school, during the summer, and during any extension of the school year, as appropriate
 - A teacher mentoring program
-