School Year: **2024-25**

School Plan for Student Achievement (SPSA)

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

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

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

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

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

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

School Name	Junction Avenue TK-8 School
Address	298 Junction Avenue Livermore, CA 94551
County-District-School (CDS) Code	01-61200-6001234
Principal	Jeannette Garza
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	November 12, 2024
Schoolsite Council (SSC) Approval Date	November 12, 2024
Local Board Approval Date	November 12, 2024

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

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School Vision and Mission

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

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

Partnership

School will facilitate a collaborative culture between staff, students, parents, and community members.
Junction welcomes and encourages outside community group partnerships.
Families will be offered a variety of services to address needs in the areas of counseling, after-school intervention, bilingual and family services, special education services, community wellness, and other academic and mental health support.

Accountability

Students will work to their maximum potential by studying rigorous curriculum through differentiated instruction and critical thinking.
Students will attain knowledge, skills, and strategies necessary to succeed and thrive in a changing world.
Students will be supported by the staff and the leadership team through the implementation of a schoolwide positive behavior intervention system.
School will provide Standards-aligned curriculum and assessments by credentialed staff.
In addition, students in our Dual Immersion program will build the skills necessary to meet the academic standards while simultaneously becoming bilingual and biliterate in Spanish and English.

Wellness

All students are offered a free and nutritious breakfast and lunch. All students will receive an education regarding positive nutrition choices.
Students are provided with skills that focus on mindfulness, metacognition, social interaction, and other positive behavioral support.
Staff will support and provide interventions based on students' individual needs.
Students will be taught and encouraged to have a growth mindset, where they believe their talents can be developed through hard work, effective strategies, and input from others.
Students will have opportunities for team and intramural sports during lunchtime and after school.

Safety

All students will receive character building education through Positive Behavioral Interventions and Supports.
Staff will provide a safe, supportive, and enriching learning environment made up of a diverse population of global citizens.
Junction will be an equitable, safe, nurturing, supportive, and inclusive school.

School Profile

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

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

Currently, Junction Avenue TK-8 School serves approximately 803 students.   All of our students receive free breakfast and lunch. Our student population is comprised of 31% English Learners, 72% Hispanic/Latino, 18.2% White, 2.62% Asian, and 2.49% African American.

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.70%	0%	%	6	0	
African American	0.81%	2.09%	2.49%	7	18	20
Asian	3.13%	2.56%	2.62%	27	22	21
Filipino	2.20%	1.63%	1.87%	19	14	15
Hispanic/Latino	71.96%	73.4%	72.23%	621	632	580
Pacific Islander	0.46%	0.23%	0.12%	4	2	1
White	17.38%	17.54%	18.18%	150	151	146
Multiple/No Response	3.24%	2.56%	2.49%	28	22	20
Total Enrollment				863	861	803

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	51	64	51
Grade 1	60	46	50
Grade 2	68	54	42
Grade3	60	69	50
Grade 4	82	62	56
Grade 5	59	86	63
Grade 6	152	172	153
Grade 7	160	155	170
Grade 8	171	153	144
Total Enrollment	863	861	803

Conclusions based on this data:

1. The increase in African American and Asian student enrollment, along with the steady presence of Hispanic/Latino students, suggests a need for culturally responsive programs and support systems that cater to diverse backgrounds.

2. The data shows significant fluctuations in enrollment across grade levels, particularly in lower grades (e.g., Kinder and 1st) compared to higher grades (6th and 7th). This suggests the need for targeted recruitment and retention strategies in early education to stabilize enrollment and ensure continuity in learning. Implementing programs that engage families and encourage early registration may help address this issue.

3. The total enrollment has decreased from 861 to 803 over the past three years, indicating a trend that could impact funding and resource allocation. To counteract this decline, the school should explore community partnerships, enhance outreach efforts, and develop programs that highlight the school's strengths and successes to attract and retain families in the area. Regular surveys and feedback from families could also help identify areas for improvement that would encourage enrollment.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	298	283	249	32.10%	34.5%	31.0%
Fluent English Proficient (FEP)	236	236	212	26.10%	27.3%	26.4%
Reclassified Fluent English Proficient (RFEP)	20			7.4%	2.31%	

Conclusions based on this data:

1. The number of English Learners (EL) has steadily declined from 298 in 2021-22 to 249 in 2023-24, reflecting a drop of over 16%.

2. The number of Fluent English Proficient (FEP) students has remained fairly stable, from 236 in 2021-22 to 212 in 2023-24, indicating that while there is some movement towards language proficiency, the rate of improvement may be plateauing. Junction has already taken steps to bolster programs that will increase language acquisition.

3. The Reclassified Fluent English Proficient (RFEP) rate dropped significantly, from 7.4% in 2021-22 to 2.31% in 2022-23, highlighting a critical issue. The low reclassification rate suggests that fewer EL students are successfully transitioning to proficient levels over time. This is being addressed with professional development around language acquisition best practices and shifts with the classroom model.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
Overall Participation for All Students												
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	59	67	46	57	67	45	57	67	45	96.6	100.0	97.8
Grade 4	80	63	56	78	61	56	78	61	56	97.5	96.8	100
Grade 5	63	87	61	63	85	61	63	85	61	100.0	97.7	100
Grade 6	150	173	163	143	172	159	143	172	159	95.3	99.4	97.5
Grade 7	154	153	168	149	146	165	149	146	165	96.8	95.4	98.2
Grade 8	168	157	142	157	151	138	157	151	138	93.5	96.2	97.2
Grade 11												
All Grades	674	700	636	647	682	624	647	682	624	96.0	97.4	98.1

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
Overall Achievement for All Students															
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2370.	2384.	2328.	19.30	19.40	4.44	15.79	11.94	4.44	8.77	17.91	17.78	56.14	50.75	73.33
Grade 4	2427.	2417.	2382.	14.10	16.39	14.29	20.51	11.48	8.93	19.23	21.31	12.50	46.15	50.82	64.29
Grade 5	2466.	2462.	2448.	11.11	11.76	16.39	19.05	23.53	21.31	28.57	24.71	9.84	41.27	40.00	52.46
Grade 6	2515.	2518.	2475.	13.29	16.28	7.55	33.57	30.23	25.79	28.67	27.33	22.01	24.48	26.16	44.65
Grade 7	2523.	2537.	2511.	13.42	12.33	11.52	26.85	32.88	19.39	26.85	25.34	28.48	32.89	29.45	40.61
Grade 8	2558.	2527.	2534.	17.20	9.27	9.42	32.48	26.49	30.43	23.57	26.49	24.64	26.75	37.75	35.51
Grade 11															
All Grades	N/A	N/A	N/A	14.68	13.64	10.26	27.20	25.66	21.63	24.11	24.93	21.96	34.00	35.78	46.15

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
Reading **Demonstrating understanding of literary and non-fictional texts**									
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Grade Level									
Grade 3	17.54	19.40	2.22	36.84	44.78	57.78	45.61	35.82	40.00
Grade 4	10.26	11.48	14.29	65.38	54.10	48.21	24.36	34.43	37.50
Grade 5	11.11	11.76	18.03	63.49	60.00	40.98	25.40	28.24	40.98
Grade 6	19.58	15.12	8.18	51.75	54.65	45.28	28.67	30.23	46.54
Grade 7	14.77	13.70	15.76	56.38	65.75	56.97	28.86	20.55	27.27
Grade 8	19.75	9.27	13.04	50.32	55.63	50.00	29.94	35.10	36.96
Grade 11									
All Grades	16.38	13.20	12.34	53.94	56.89	50.16	29.68	29.91	37.50

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.53	7.46	0.00	40.35	52.24	28.89	49.12	40.30	71.11
Grade 4	10.26	11.48	5.36	48.72	39.34	32.14	41.03	49.18	62.50
Grade 5	9.52	9.41	8.20	52.38	57.65	50.82	38.10	32.94	40.98
Grade 6	17.48	15.70	7.55	53.85	58.14	46.54	28.67	26.16	45.91
Grade 7	17.45	15.07	13.94	46.98	56.16	49.70	35.57	28.77	36.36
Grade 8	22.29	12.58	15.94	53.50	52.98	53.62	24.20	34.44	30.43
Grade 11									
All Grades	16.38	12.90	10.42	50.23	54.25	46.79	33.38	32.84	42.79

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.53	7.46	4.44	61.40	59.70	53.33	28.07	32.84	42.22
Grade 4	8.97	6.56	1.79	67.95	75.41	66.07	23.08	18.03	32.14
Grade 5	7.94	11.76	4.92	73.02	70.59	63.93	19.05	17.65	31.15
Grade 6	12.59	13.95	10.69	72.03	75.00	62.26	15.38	11.05	27.04
Grade 7	8.72	8.22	10.91	78.52	80.14	69.09	12.75	11.64	20.00
Grade 8	17.20	10.60	10.14	67.52	72.85	71.74	15.29	16.56	18.12
Grade 11									
All Grades	11.75	10.41	8.81	71.10	73.61	66.03	17.16	15.98	25.16

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Grade 3	15.79	11.94	4.44	42.11	52.24	42.22	42.11	35.82	53.33
Grade 4	8.97	9.84	3.57	65.38	60.66	62.50	25.64	29.51	33.93
Grade 5	7.94	9.41	9.84	61.90	65.88	54.10	30.16	24.71	36.07
Grade 6	12.59	16.28	11.95	75.52	65.12	61.64	11.89	18.60	26.42
Grade 7	14.09	12.33	13.94	63.76	69.18	57.58	22.15	18.49	28.48
Grade 8	21.66	12.58	17.39	61.78	66.89	67.39	16.56	20.53	15.22
Grade 11									
All Grades	14.53	12.76	12.18	63.99	64.81	59.78	21.48	22.43	28.04

Conclusions based on this data:

1. There is a consistent improvement in overall participation rates across all grade levels, particularly in Grades 4 and 5, which achieved near 100% participation. This reflects a strong commitment from both students and staff. To build on this momentum, the school should implement targeted initiatives to maintain high engagement levels, such as celebrating testing milestones or integrating test preparation into the curriculum in a more engaging way.

2. The achievement data reveals that a significant percentage of students are still struggling to meet grade-level standards, particularly in writing and reading comprehension. The school should prioritize targeted interventions, such as differentiated instruction and additional support for students performing below standard. Professional development for teachers in evidence-based instructional strategies could also enhance student outcomes in these areas.

3. The percentage of students scoring below standard in writing and research/inquiry indicates a critical area for improvement. Developing a comprehensive writing program that emphasizes clear and purposeful writing, alongside inquiry-based learning projects, can help address these gaps. Collaboration with local organizations or literacy programs could provide additional resources and support for both students and teachers, fostering a more robust learning environment.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	59	67	46	59	67	45	59	67	45	100.0	100.0	97.8
Grade 4	80	62	56	79	60	56	79	60	56	98.8	96.8	100
Grade 5	63	87	61	62	86	61	62	86	61	98.4	98.9	100
Grade 6	150	173	163	146	172	161	146	172	160	97.3	99.4	98.8
Grade 7	154	153	168	150	148	165	150	148	165	97.4	96.7	98.2
Grade 8	168	157	142	161	152	139	161	152	139	95.8	96.8	97.9
All Grades	674	699	636	657	685	627	657	685	626	97.5	98.0	98.6

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

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	2375.	2386.	2372.	8.47	5.97	8.89	22.03	25.37	8.89	18.64	19.40	31.11	50.85	49.25	51.11
Grade 4	2426.	2416.	2413.	5.06	6.67	5.36	20.25	11.67	12.50	26.58	35.00	33.93	48.10	46.67	48.21
Grade 5	2426.	2443.	2440.	3.23	9.30	8.20	8.06	13.95	13.11	16.13	23.26	29.51	72.58	53.49	49.18
Grade 6	2464.	2477.	2450.	5.48	11.05	7.50	12.33	10.47	10.00	32.19	29.07	22.50	50.00	49.42	60.00
Grade 7	2493.	2484.	2495.	8.67	8.78	12.12	12.67	10.81	14.55	34.00	32.43	29.70	44.67	47.97	43.64
Grade 8	2514.	2483.	2478.	11.80	8.55	7.19	16.77	9.21	8.63	21.74	23.03	22.30	49.69	59.21	61.87
All Grades	N/A	N/A	N/A	7.76	8.91	8.63	14.92	12.26	11.34	26.64	27.30	26.68	50.68	51.53	53.35

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	11.86	14.93	11.11	35.59	37.31	37.78	52.54	47.76	51.11
Grade 4	8.86	5.00	7.14	43.04	40.00	32.14	48.10	55.00	60.71
Grade 5	3.23	5.81	6.56	33.87	39.53	34.43	62.90	54.65	59.02
Grade 6	4.11	11.05	6.25	41.78	34.30	34.38	54.11	54.65	59.38
Grade 7	10.67	9.46	13.94	47.33	37.84	38.79	42.00	52.70	47.27
Grade 8	9.94	8.55	5.76	44.10	34.87	41.73	45.96	56.58	52.52
All Grades	8.22	9.34	8.63	42.47	36.64	37.22	49.32	54.01	54.15

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	10.17	11.94	11.11	42.37	38.81	37.78	47.46	49.25	51.11
Grade 4	5.06	3.33	8.93	48.10	56.67	39.29	46.84	40.00	51.79
Grade 5	0.00	9.30	8.20	41.94	47.67	49.18	58.06	43.02	42.62
Grade 6	6.16	8.14	5.00	46.58	47.67	42.50	47.26	44.19	52.50
Grade 7	8.00	6.76	9.70	51.33	51.35	52.12	40.67	41.89	38.18
Grade 8	13.04	6.58	4.32	49.69	51.97	61.15	37.27	41.45	34.53
All Grades	7.91	7.59	7.19	47.79	49.34	49.20	44.29	43.07	43.61

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	11.86	10.45	6.67	49.15	56.72	55.56	38.98	32.84	37.78
Grade 4	5.06	8.33	5.36	63.29	48.33	53.57	31.65	43.33	41.07
Grade 5	1.61	9.30	8.20	51.61	47.67	45.90	46.77	43.02	45.90
Grade 6	4.79	11.63	6.25	58.90	55.81	57.50	36.30	32.56	36.25
Grade 7	8.67	7.43	10.30	60.00	61.49	60.61	31.33	31.08	29.09
Grade 8	11.80	7.89	7.91	62.73	57.89	52.52	25.47	34.21	39.57
All Grades	7.76	9.20	7.83	59.06	55.91	55.59	33.18	34.89	36.58

Conclusions based on this data:

1. The school has maintained strong participation rates in math testing across all grades, consistently achieving near or at 100% enrollment for tested students. Fostering an inclusive environment that encourages all students to engage in math activities year-round, such as the Math Counts club or family STEM nights, has helped sustain this engagement and possibly improved overall achievement.

2. While participation is strong, the achievement data indicates areas of concern, particularly in grades 4, 5, and 6, where a significant percentage of students are below standard in both concepts and procedures, as well as problem-solving skills. The school should implement targeted interventions, such as small group instruction or tutoring programs, aimed at these grade levels. Focusing on differentiated instruction and support could help elevate students who are struggling.

3. The data shows that a notable percentage of students are performing below standard in problem-solving and communicating their reasoning. To address this, the school should prioritize the development of these skills through curriculum enhancements, such as incorporating real-world math problems and collaborative projects. Professional development for teachers on effective strategies for teaching problem-solving and communication in math can further bolster student understanding and performance in these areas.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1401.2	1375.5	1371.5	1419.5	1389.0	1390.4	1358.5	1343.6	1327.1	15	19	27
1	1414.8	1407.3	1377.4	1438.4	1423.8	1383.6	1390.7	1390.6	1370.8	30	12	11
2	1475.7	1449.8	*	1495.3	1471.8	*	1455.7	1427.3	*	33	27	10
3	1447.5	1485.6	1463.8	1452.9	1506.5	1473.1	1441.6	1464.3	1454.0	28	29	24
4	1501.4	1485.7	1500.1	1506.3	1498.4	1509.5	1495.9	1472.6	1490.4	32	29	24
5	1517.0	1509.2	1499.1	1523.6	1524.6	1499.1	1509.8	1493.3	1498.4	22	33	27
6	1514.5	1518.7	1489.2	1516.5	1526.5	1490.0	1512.0	1510.4	1487.8	48	50	54
7	1526.1	1527.7	1531.8	1526.4	1532.8	1536.3	1525.3	1522.2	1526.7	41	44	46
8	1499.5	1551.5	1539.6	1502.4	1572.2	1540.4	1496.0	1530.3	1538.3	35	39	36
All Grades										284	282	259

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.33	5.26	0.00	26.67	21.05	11.11	26.67	31.58	44.44	33.33	42.11	44.44	15	19	27
1	0.00	0.00	0.00	16.67	8.33	18.18	36.67	50.00	27.27	46.67	41.67	54.55	30	12	11
2	9.09	0.00	*	42.42	33.33	*	39.39	51.85	*	9.09	14.81	*	33	27	*
3	0.00	3.45	4.35	21.43	37.93	4.35	39.29	51.72	65.22	39.29	6.90	26.09	28	29	23
4	9.38	3.45	8.33	43.75	44.83	41.67	43.75	34.48	45.83	3.13	17.24	4.17	32	29	24
5	9.09	12.12	7.41	40.91	45.45	55.56	36.36	27.27	18.52	13.64	15.15	18.52	22	33	27
6	14.58	6.00	9.26	33.33	38.00	14.81	39.58	48.00	44.44	12.50	8.00	31.48	48	50	54
7	2.44	20.45	15.22	51.22	34.09	50.00	39.02	27.27	28.26	7.32	18.18	6.52	41	44	46
8	5.71	20.51	25.00	20.00	35.90	33.33	42.86	38.46	25.00	31.43	5.13	16.67	35	39	36
All Grades	7.04	9.57	10.08	33.80	35.82	30.23	39.08	39.36	37.21	20.07	15.25	22.48	284	282	258

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	26.67	5.26	3.70	13.33	31.58	14.81	26.67	21.05	40.74	33.33	42.11	40.74	15	19	27
1	13.33	8.33	18.18	36.67	41.67	9.09	30.00	16.67	18.18	20.00	33.33	54.55	30	12	11
2	39.39	14.81	*	33.33	48.15	*	21.21	22.22	*	6.06	14.81	*	33	27	*
3	10.71	48.28	17.39	28.57	24.14	47.83	39.29	27.59	21.74	21.43	0.00	13.04	28	29	23
4	28.13	41.38	29.17	59.38	34.48	62.50	9.38	10.34	4.17	3.13	13.79	4.17	32	29	24
5	40.91	48.48	37.04	40.91	36.36	33.33	13.64	3.03	14.81	4.55	12.12	14.81	22	33	27
6	31.25	32.00	16.67	47.92	52.00	44.44	10.42	14.00	14.81	10.42	2.00	24.07	48	50	54
7	21.95	36.36	45.65	58.54	40.91	36.96	12.20	6.82	15.22	7.32	15.91	2.17	41	44	46
8	14.29	43.59	41.67	40.00	43.59	25.00	22.86	7.69	19.44	22.86	5.13	13.89	35	39	36
All Grades	25.00	34.40	27.91	42.61	40.43	35.66	19.37	13.12	18.99	13.03	12.06	17.44	284	282	258

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	0.00	0.00	20.00	0.00	3.70	33.33	47.37	44.44	46.67	52.63	51.85	15	19	27
1	0.00	0.00	0.00	0.00	0.00	9.09	23.33	25.00	27.27	76.67	75.00	63.64	30	12	11
2	9.09	0.00	*	27.27	7.41	*	30.30	48.15	*	33.33	44.44	*	33	27	*
3	0.00	0.00	0.00	0.00	10.34	8.70	42.86	31.03	21.74	57.14	58.62	69.57	28	29	23
4	0.00	0.00	4.17	25.00	6.90	4.17	37.50	34.48	45.83	37.50	58.62	45.83	32	29	24
5	4.55	0.00	0.00	22.73	6.06	11.11	36.36	45.45	62.96	36.36	48.48	25.93	22	33	27
6	0.00	2.00	0.00	18.75	8.00	7.41	45.83	54.00	37.04	35.42	36.00	55.56	48	50	54
7	4.88	4.55	2.17	14.63	15.91	21.74	51.22	40.91	47.83	29.27	38.64	28.26	41	44	46
8	0.00	5.13	2.78	11.43	12.82	33.33	31.43	46.15	30.56	57.14	35.90	33.33	35	39	36
All Grades	2.11	1.77	1.16	15.49	8.87	13.95	38.03	43.26	40.70	44.37	46.10	44.19	284	282	258

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.00	5.26	7.41	46.67	63.16	66.67	33.33	31.58	25.93	15	19	27
1	16.67	33.33	18.18	70.00	33.33	45.45	13.33	33.33	36.36	30	12	11
2	18.18	7.41	*	78.79	85.19	*	3.03	7.41	*	33	27	*
3	14.29	10.34	4.35	35.71	62.07	39.13	50.00	27.59	56.52	28	29	23
4	31.25	13.79	8.33	59.38	58.62	70.83	9.38	27.59	20.83	32	29	24
5	13.64	15.15	7.41	68.18	63.64	55.56	18.18	21.21	37.04	22	33	27
6	14.58	4.00	7.41	70.83	82.00	44.44	14.58	14.00	48.15	48	50	54
7	2.44	9.09	6.52	60.98	59.09	63.04	36.59	31.82	30.43	41	44	46
8	5.71	12.82	19.44	57.14	61.54	52.78	37.14	25.64	27.78	35	39	36
All Grades	14.44	10.64	9.69	62.32	65.96	55.43	23.24	23.40	34.88	284	282	258

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	26.67	5.26	0.00	40.00	63.16	55.56	33.33	31.58	44.44	15	19	27
1	23.33	25.00	18.18	53.33	50.00	27.27	23.33	25.00	54.55	30	12	11
2	45.45	55.56	*	51.52	33.33	*	3.03	11.11	*	33	27	*
3	39.29	68.97	52.17	39.29	27.59	34.78	21.43	3.45	13.04	28	29	23
4	46.88	68.97	87.50	50.00	20.69	8.33	3.13	10.34	4.17	32	29	24
5	77.27	84.85	81.48	22.73	3.03	3.70	0.00	12.12	14.81	22	33	27
6	58.33	68.00	59.26	29.17	30.00	18.52	12.50	2.00	22.22	48	50	54
7	82.93	75.00	76.09	12.20	13.64	21.74	4.88	11.36	2.17	41	44	46
8	37.14	84.62	63.89	40.00	12.82	16.67	22.86	2.56	19.44	35	39	36
All Grades	50.70	66.31	58.53	36.62	24.11	23.26	12.68	9.57	18.22	284	282	258

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	0.00	0.00	60.00	68.42	51.85	40.00	31.58	48.15	15	19	27
1	3.33	0.00	0.00	16.67	8.33	36.36	80.00	91.67	63.64	30	12	11
2	9.09	0.00	*	57.58	48.15	*	33.33	51.85	*	33	27	*
3	0.00	0.00	0.00	28.57	31.03	21.74	71.43	68.97	78.26	28	29	23
4	0.00	0.00	0.00	46.88	37.93	45.83	53.13	62.07	54.17	32	29	24
5	0.00	0.00	0.00	54.55	48.48	59.26	45.45	51.52	40.74	22	33	27
6	2.08	2.00	1.85	37.50	18.00	12.96	60.42	80.00	85.19	48	50	54
7	4.88	6.82	2.17	39.02	34.09	43.48	56.10	59.09	54.35	41	44	46
8	2.86	12.82	8.33	14.29	20.51	44.44	82.86	66.67	47.22	35	39	36
All Grades	2.82	3.19	1.94	37.68	33.69	38.37	59.51	63.12	59.69	284	282	258

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.00	0.00	3.70	40.00	52.63	33.33	40.00	47.37	62.96	15	19	27
1	0.00	0.00	0.00	46.67	58.33	36.36	53.33	41.67	63.64	30	12	11
2	12.12	0.00	*	60.61	74.07	*	27.27	25.93	*	33	27	*
3	0.00	6.90	0.00	60.71	65.52	60.87	39.29	27.59	39.13	28	29	23
4	6.25	3.45	8.33	78.13	51.72	83.33	15.63	44.83	8.33	32	29	24
5	13.64	6.06	0.00	68.18	78.79	74.07	18.18	15.15	25.93	22	33	27
6	8.33	12.00	3.70	81.25	80.00	72.22	10.42	8.00	24.07	48	50	54
7	4.88	11.36	6.52	87.80	70.45	89.13	7.32	18.18	4.35	41	44	46
8	0.00	0.00	8.33	71.43	97.44	77.78	28.57	2.56	13.89	35	39	36
All Grades	6.34	5.67	4.26	69.37	73.05	70.16	24.30	21.28	25.58	284	282	258

Conclusions based on this data:

1. English Learners who progressed at least one ELPAC level decreased from 37% to 32.5%. This is an 4.5% decrease.

2. Out of the 259 students who took the ELPAC (summative) in 2023-2024, 22.48% of students are at a Level One, 37.21% of students are at a Level Two, 30.23% of students are at a Level Three, 10.08% of students are at a Level Four.

3. Out of the 259 students who took the ELPAC (summative) in 2023-2024, first grade has the most students at a Level One with 42.11%, 3rd grade has the most students at a Level Two with 65.22%, fifth grade has the most students at a Level Three with 55.56%, and 8th grade has the most students at a Level Four with 25.00%.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2023-2024

	Number of Students Tested
Total student tested = 64	64
Aerobic Capacity	61
Abdominal Strength and Endurance	61
Trunk Extensor Strength and Flexibility	61
Upper Body Strength and Endurance	60
Flexibility	61
Total student tested = 166	166
Aerobic Capacity	164
Abdominal Strength and Endurance	166
Trunk Extensor Strength and Flexibility	164
Upper Body Strength and Endurance	162
Flexibility	165

Physical Fitness Test Results (PFT) 2022-2023

	Number of Students Tested
Total student tested = 87	87
Total student tested = 152	152

Conclusions based on this data:

1. The number of students tested across various fitness categories is consistent with previous years as most students participate with the exception of a few.

California Healthy Kids Survey

Elementary Schools Grade 5:		Table
• School Connectedness – sites will report percent of students Average reporting "Yes, most of the time" or "Yes, all of the time"	81 %	4.7
• Feel Safe at School – sites will report percent of students Do you feel safe at school? Students reporting "Yes, most of the time" and "Yes, all of the time"	83 %	4.7
• Students treated with respect – sites will report percent of students Do teachers and other grown-ups at school treat students with respect? Students reporting "Yes, most of the time" and "Yes, all of the time"	84 %	6.1

1. Although 81% of students feel connected to their school, there remains an opportunity to enhance this sense of belonging. Initiatives such as student-led clubs, mentorship programs, or community-building activities could foster deeper connections among students and between students and staff.

2. With 83% of students feeling safe at school, it's essential to continue reinforcing safety protocols and creating a supportive environment. Regular surveys and feedback sessions could identify specific areas for improvement, ensuring that all students feel secure and supported.

3. The high percentage of 84% of students reporting they are treated with respect highlights a positive atmosphere, but it's crucial to sustain and build on this culture. Professional development for staff on culturally responsive practices and conflict resolution could further enhance respectful interactions, ensuring every student feels valued and heard.

Middle Schools Grade 7 and High Schools Grades 9 and 11:	7th or 9th Grade	11th Grade
1. School Connectedness – sites will report percent of students Average reporting "Agree" or "Strongly Agree"	61 %	%
2. Perceived Safety at School – sites will report percent of students Students reporting "Very safe" or "Safe"	58 %	%
3. Caring Adult Relationships – site will report percent of students Average reporting "Pretty much true" or "Very much true"	52 %	%

1. With only 61% of students feeling connected to their school, there is significant room for improvement. Implementing programs that promote student engagement, such as peer mentoring, team-building activities, and extracurricular clubs, can help foster a stronger sense of community and belonging among students.

2. The fact that only 58% of students report feeling safe at school indicates a critical area for attention. The school will assess its safety policies and practices, possibly through student surveys and focus groups, to identify specific concerns. Enhancing communication about safety measures and creating a more supportive environment can help improve students' feelings of security.

3. With just 52% of students reporting that they have caring relationships with adults at school, there is a need to cultivate these connections. Training staff to build meaningful relationships and actively encouraging teachers to check in with students can create a more supportive atmosphere. Programs that facilitate mentorship between students and staff can also foster these important connections.

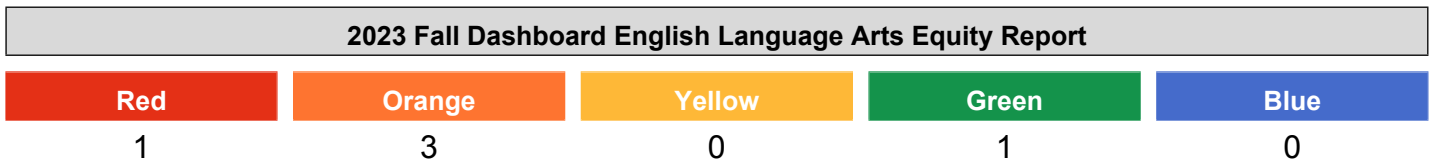# School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
861	**58.5**	**32.9**	**0.3**
Total Number of Students enrolled in Junction Avenue TK-8 School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	283	32.9
Foster Youth	3	0.3
Homeless	8	0.9
Socioeconomically Disadvantaged	504	58.5
Students with Disabilities	144	16.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	18	2.1
Asian	22	2.6
Filipino	14	1.6
Hispanic	632	73.4
Two or More Races	22	2.6
Pacific Islander	2	0.2
White	151	17.5

Conclusions based on this data:

1. We saw a slight increase in the total population by one student from the 2021-2022 school year to the 2022-2023 school year.

2. Our English Learner population increased by 1.6% in the 2022-2023 school year

3. Our Hispanic/Latino population stayed the same in the 2022-2023 school year

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Red
Mathematics Orange		
English Learner Progress Green		

Conclusions based on this data:

1. Based on 2022-2023 results, 43% of our tested students are proficient in ELA.

2. Based on 2022-2023 results, 22% of our tested students are proficient in Math

School and Student Performance Data

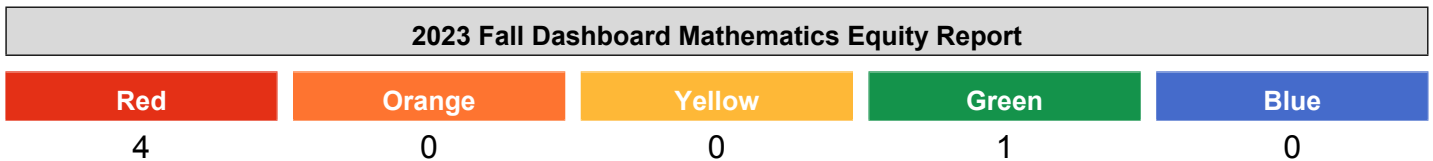## Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	Less than 11 Students
28 points below standard	91 points below standard	
Maintained -1.8 points	Maintained +0.7 points	1 Student
654 Students	259 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Orange
	59.1 points below standard	87.4 points below standard
8 Students	Maintained -1.1 points	Increased +11.7 points
	395 Students	122 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
34.9 points below standard	No Performance Color	61.6 points above standard	28.6 points above standard
15 Students	0 Students	Decreased Significantly - 16.9 points	Increased Significantly +51.2 points
		20 Students	12 Students

Hispanic	Two or More Races	Pacific Islander	White
Orange	40 points above standard	Less than 11 Students	Green
52.2 points below standard	Increased Significantly +20.1 points	2 Students	38.5 points above standard
Maintained -2.9 points	17 Students		Increased +6.8 points
469 Students			119 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
107.9 points below standard	18.5 points below standard	22.4 points above standard
Increased +6.5 points	Maintained -2.1 points	Maintained -0.7 points
210 Students	49 Students	246 Students

Conclusions based on this data:

1. Our English Learners scored 91.6 points below standard in English Language Arts.

2. Our socioeconomically disadvantaged students scored 58.0 points below standard in English Language Arts.

3. Our students with disabilities scored 99.1 points below standard in English Language Arts.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	0	0	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	Less than 11 Students
79 points below standard	134.1 points below standard	
Decreased -4.9 points	Decreased -6.6 points	1 Student
654 Students	259 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Red	Red
	111.1 points below standard	141.9 points below standard
9 Students	Decreased -8.7 points	Decreased -4.5 points
	395 Students	122 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
109.1 points below standard	No Performance Color	14 points above standard	28.3 points below standard
15 Students	0 Students	Decreased Significantly -20.9 points	Increased Significantly +35.5 points
		20 Students	12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	18.1 points below standard	Less than 11 Students	Green
102.2 points below standard	Increased Significantly +30 points	2 Students	15.8 points below standard
Decreased -7.1 points	17 Students		Increased +7 points
470 Students			119 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
148.6 points below standard	72.1 points below standard	34.9 points below standard
Decreased -6.1 points	Increased +6.7 points	Maintained -0.1 points
210 Students	49 Students	246 Students

Conclusions based on this data:

1. 68% of our Current English Learners are below standard in math.

2. 21% of our Reclassified English Learners are below standard in math.

3. 59% of our English Only students are below standard in math.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
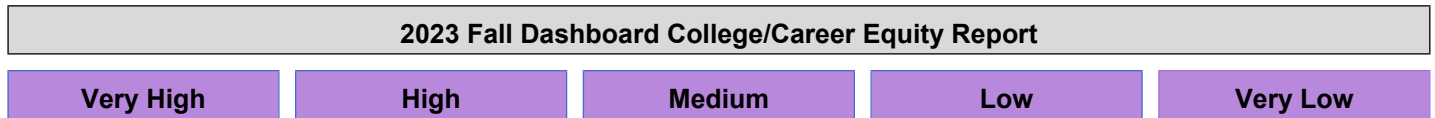
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
48.4% making progress towards English language proficiency
Number of EL Students: 254 Students
Performance Level: 3
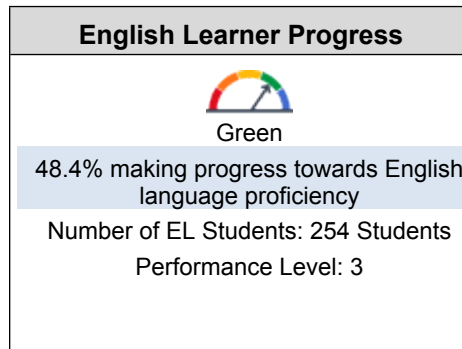
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
51	80	0	123

Conclusions based on this data:

1. In the 2022-2023 year, 39% of ELs progressed at least one ELPAC level. This is an 11% improvement over the 2021-2022 school year.

School and Student Performance Data

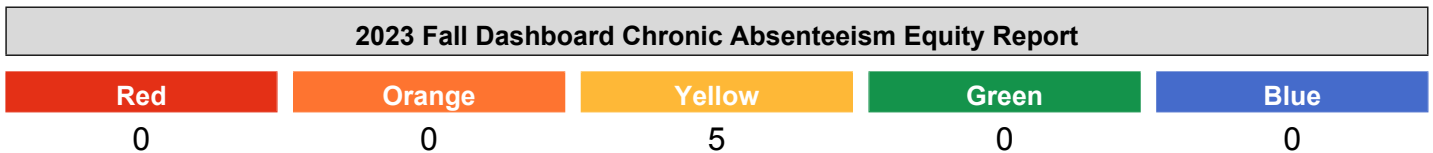## Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group

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

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
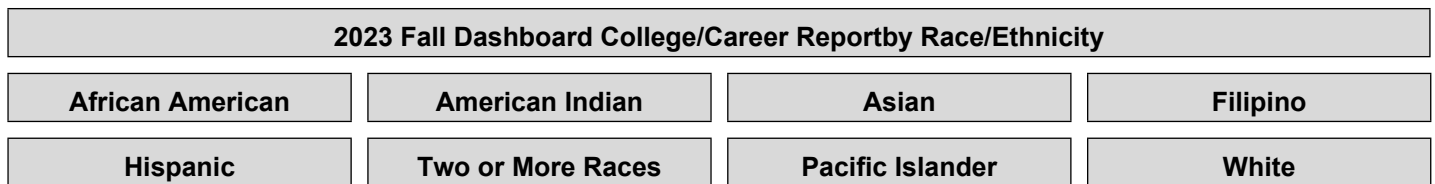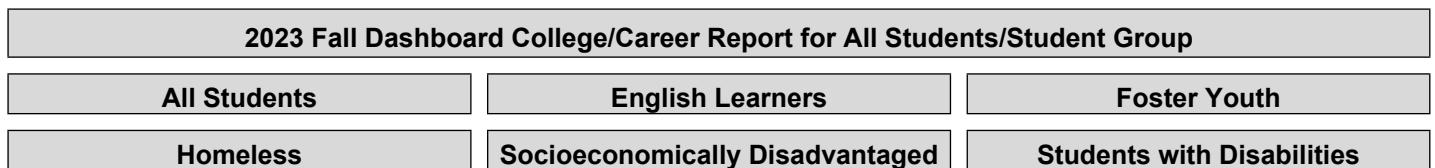
Conclusions based on this data:

1. While overall absenteeism has decreased significantly, specific groups still exhibit higher rates, particularly students with disabilities (27.5%) and English learners (23.3%). Targeted interventions such as personalized support programs, mentorship opportunities, and outreach initiatives can help address the unique barriers these students face, improving their attendance rates further.

2. The substantial decrease in absenteeism rates across all demographics suggests that existing strategies may be effective. However, enhancing community and parental involvement could provide additional support. Hosting workshops or informational sessions on the importance of attendance and how families can support their children may foster a culture that values consistent school participation.

3. The positive trend in reducing absenteeism should be paired with ongoing monitoring and data analysis. Establishing a system for tracking attendance patterns in real-time can help identify students at risk of becoming chronically absent. Proactive engagement with these students and their families, along with early intervention strategies, can further sustain and improve attendance rates moving forward.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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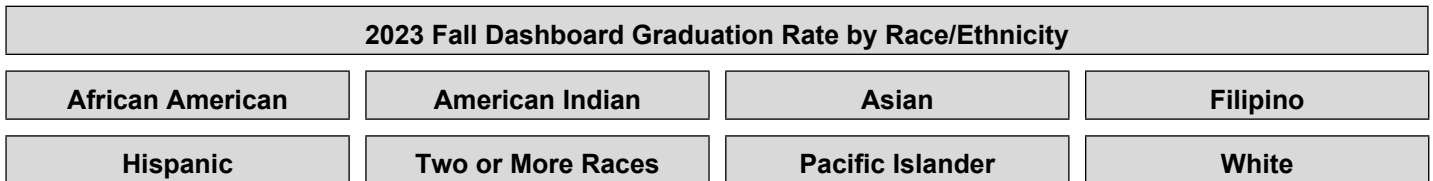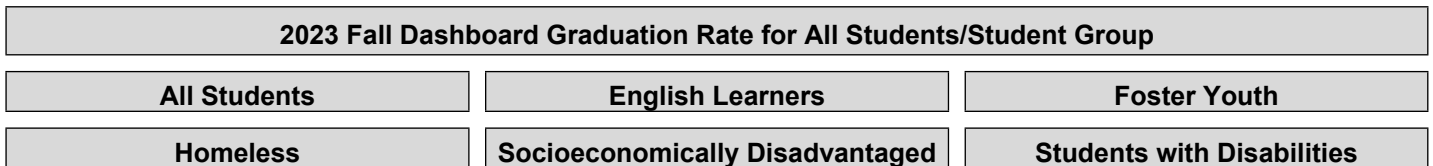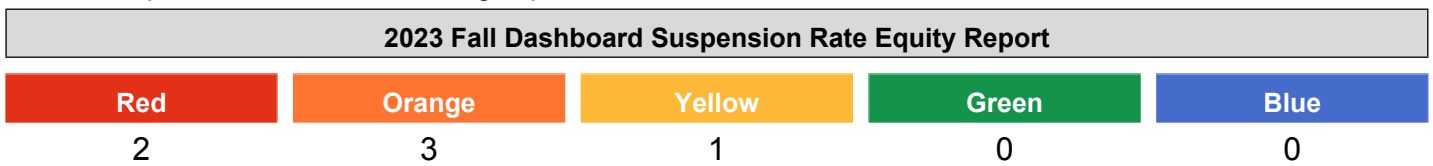
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	5	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	Less than 11 Students
20.5% Chronically Absent	23.3% Chronically Absent	
Declined Significantly -11.7	Declined Significantly -14.3	3 Students
894 Students	322 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
62.5% Chronically Absent	Yellow	Yellow
Declined -1.1	22.1% Chronically Absent	27.5% Chronically Absent
16 Students	Declined Significantly -14.3	Declined Significantly -12.1
	533 Students	167 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
42.1% Chronically Absent	No Performance Color 0 Students	0% Chronically Absent	23.5% Chronically Absent
Increased 10.9		Declined -13.8	Declined -2.8
19 Students		24 Students	17 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	20% Chronically Absent	Less than 11 Students	Yellow
21.7% Chronically Absent	Declined -15.7	2 Students	15.6% Chronically Absent
Declined Significantly -12.2	25 Students		Declined Significantly -13.6
653 Students			154 Students

Conclusions based on this data:

1. Our 2022-2023 daily average attendence rate was 93.8%

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

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

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

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

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	3	1	0	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Orange	Less than 11 Students
5.5% suspended at least one day	4.3% suspended at least one day	3 Students
Increased Significantly 2.8	Increased 1.5	
923 Students	329 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
16.7% suspended at least one day	Orange	Yellow
	5.1% suspended at least one day	5.8% suspended at least one day
Increased 8.3	Increased 1.9	Declined -0.7
18 Students	549 Students	172 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
10.5% suspended at least one day	No Performance Color	3.7% suspended at least one day	10.5% suspended at least one day
Declined -0.6	0 Students	Increased 0.5	Increased 5.3
19 Students		27 Students	19 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Red	Less than 11 Students	Orange
5.6% suspended at least one day	9.4% suspended at least one day	2 Students	3.2% suspended at least one day
Increased Significantly 3.1	Increased 6.3		Increased 0.6
666 Students	32 Students		158 Students

Conclusions based on this data:

1. Junction increased its overall suspension rate for students from 2.7 to 9.1% in 2022-2023 school year.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Smarter Balanced Performance Summary ELA	The percentage of all students scoring "Standards Met or Exceeded" on the ELA CAASPP will increase 5%, including EL Learners will also increase 5%.	ELA proficiency scores dropped by 7 percentage points from 39% to 32%. Furthermore, EL Learners dropped by 4 percentage points from 16% to 12%.
Smarter Balanced Performance Summary Mathematics	The percentage of all students scoring "Standards Met or Exceeded" on the Mathematics CAASPP will increase 5%, including EL Learners will also increase 5%	Math proficiency scores dropped 1 percentage point from 21% to 20%. Furthermore, EL Learners dropped by 2 percentage points from 7% to 5%.
Smarter Balanced Performance Summary Writing Claim	The writing performance in the CAASPP will improve in each subgroup, including English Language Learners by 5%.	Overall proficiency on the writing performance band of the ELA CAASPP increased from 12.9% to 14%. Furthermore, EL Learners dropped by 0.92 percentage points from 0.92% to 0%.
LVJUSD Spanish Placement Test	100% percent of our promoting 8th grade Dual Immersion students will be prepared for the IB Pathway by placing them at a Spanish Level 2 or above.	100% percent of our promoting 8th grade Dual Immersion students were prepared for the IB Pathway by placing them at a Spanish Level 2 or above.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELA Strategy 2023-2024: Two Bilingual Literacy Aides in Title One Intervention class Implementation of English Language Arts Curriculum Benchmark Advance and Study Sync (Use of EL component within the curriculums) Strategic intervention; E.L.Achieve, ILIT,	Two Bilingual Literacy Aides in Title I Intervention class Implementation of English Language Arts Curriculum Benchmark Advance and Study Sync (Use of EL component within the curriculums) Strategic intervention; E.L.Achieve, ILIT, Heggerty, Estrellitas, Lunitas, Sonday	Benchmark Curriculum or Materials Study Sync Curriculum or Materials Universal Screener: EasyCBM Unite Team Support District Funded 0	Benchmark Curriculum or Materials Study Sync Curriculum or Materials Universal Screener: EasyCBM Unite Team Support District Funded 0
		Two Bilingual Literacy Aides in Title One Intervention Class	Two Bilingual Literacy Aides in Title One Intervention Class

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Heggerty, Estrellitas, Lunitas, Sonday GLAD strategies Universal Screener EasyCBM Structuring supports on MTSS model District and sponsored PD in focusing on following district initiatives District and site provide professional development and collaboration for TK-8th grade teachers from August 2023-2024.	GLAD strategies Universal Screener EasyCBM Provided structured supports on MTSS model District and site provided PD focused on following district initiatives District and site provided professional development and collaboration for TK-8th grade teachers from August 2023-2024.	Title I 126,424	88,895.49
		Supplemental materials for EL students and reading intervention, Literacy technology software, Staff Development Title I 79,095	Supplemental materials for EL students and reading intervention, Literacy technology software, Staff Development Title I 140,233.39
Mathematics Strategy 2023-24 Big Ideas Math (6th-8th Grade) and Investigations3 Support with TSA Using student assessment data to drive instruction Use of released test questions for Problem of the Week and warm-ups District provided mathematics Professional Development for K-8 District provided Coaches/Teachers on Special Assignment for mathematics instruction Grade-level Data Teams & PLCs Professional development for K-8 teachers in implementing math curriculum and supporting math materials in 2022-2023 Continued participation in LVJUSD District-approved Math Counts program Anchor Charts, GLAD and SDAIE strategies and academic language	Big Ideas Math (6th-8th Grade) and Investigations3 Support with TSA Used student assessment data to drive instruction Used released test questions for Problem of the Week and warm-ups District provided mathematics Professional Development for K-8 District provided Coaches/Teachers on Special Assignment for mathematics instruction Grade-level Data Teams & PLCs Professional development for K-8 teachers which implemented math curriculum and supported math materials in 2023-2024 Continued participation in LVJUSD District-approved Math Counts program Anchor Charts, GLAD and SDAIE strategies and academic language	Big Ideas Math Curriculum (6-8) Investigations3 Mathematics Curriculum (K-5) Counting Collections TK-1 Training District-Provided Math Support: TSA Professional Development Implementing the Mathematics Curriculum Math Counts DreamBox Curriculum District Funded 0	Big Ideas Math Curriculum (6-8) Investigations3 Mathematics Curriculum (K-5) Counting Collections TK-1 Training District-Provided Math Support: TSA Professional Development Implementing the Mathematics Curriculum Math Counts DreamBox Curriculum District Funded 0
Writing Strategy 2023-2024: Writer's Workshop	Benchmark Advance Curriculum Glad PD	Writer's workshop Professional	Writer's workshop Professional

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Benchmark Advance Curriculum Glad PD All Title One ELA Strategies Mentioned Above English Language Learner support	All Title One ELA Strategies Mentioned Above English Language Learner support	Development, GLAD training Title II Part A: Improving Teacher Quality 4,005	Development, GLAD training Title II Part A: Improving Teacher Quality 3,565.39

Articulation Strategy 2023-2024
Professional Development for Dual Immersion Teachers
Vertical Alignment from TK-8th grade in Dual Immersion classes
Common Pacing Guides
	Professional Development for Dual Immersion Teachers
	Implemented PLC and UA process at the elementary level
	Implemented the PLC process at the middle school level
	Academic Language training at al levels - Kevin Clark training
		Dual Immersion Professional Development Trainings Vertical Alignment Work- Common Pacing (Substitute Pay) Training in Café, Study Sync, Literacy K-5th, CABE, BeGlad, Benchmarks, Investigations
		  LCFF - Supplemental 121,390
			Dual Immersion Professional Development Trainings Vertical Alignment Work- Common Pacing (Substitute Pay) Training in Café, Study Sync, Literacy K-5th, CABE, BeGlad, Benchmarks, Investigations
			  LCFF - Supplemental 16,770.11

		Supplemental materials, computers, software, books and supplies to enhance learning opportunities for at-risk learners. Local Categorical 14,000	Supplemental materials, computers, software, books and supplies to enhance learning opportunities for at-risk learners. Local Categorical 10,0823
Parental Involvement Strategy 2023-2024 Title One Intervention Night Kindergarten Orientation Schoolwide Bilingual Celebrations Academic and Social Emotional and Behavior Parent Workshops	Title One Intervention Nights Kindergarten Orientation Schoolwide Bilingual Celebrations Academic and Social Emotional and Behavior Parent Workshops	Parent Workshops, cultural celebrations, Title I Nights Title I 8,510	Parent Workshops, cultural celebrations, Title I Nights Title I 0

Analysis

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

The strategies outlined for ELA, Math, Writing, and other academic areas were mostly implemented as planned. This included deploying Bilingual Literacy Aides in intervention classes, implementing curriculum frameworks (such as Benchmark Advance, Study Sync, Big Ideas Math), and utilizing strategic interventions like GLAD strategies and Universal Screener EasyCBM. Professional development for teachers, as well as parental involvement activities such as workshops and bilingual celebrations, were also conducted.

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

Despite the comprehensive implementation, the overall effectiveness in terms of measurable outcomes was mixed:
ELA performance dropped by 7%, with a more significant drop for EL Learners.
Mathematics performance showed a slight decline, with a reduction of 1% overall and a 2% decrease among EL Learners.
The Writing Claim for ELA improved slightly overall (1.1% increase) but regressed for EL Learners, reaching 0%.
The Spanish Placement Test goal was fully met, with 100% of Dual Immersion students being placed at the appropriate level.
The strategies implemented showed better results in areas such as writing proficiency for the overall student body but failed to meet expectations in ELA and Mathematics, particularly for EL Learners.

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

ELA strategies: While the proposed budget for supplemental materials, literacy technology, and professional development was approximately $79,095, the actual expenditures amounted to $140,233.39. We received a large amount of Title I funds mid year, and transferred the expenditures into the Title 1 category. Bilingual Literacy Aides were over budgeted at $126,424 but only $88,895.49 was actually spent.
Mathematics: The math curriculum and professional development were fully covered by district funding as expected, with no budget discrepancies.
Writing: There was a minor discrepancy in the budget allocated for professional development for the writing workshop, with actual expenditures coming in slightly below the proposed amount ($3,565.39 vs. $4,005).
Articulation Strategy (Dual Immersion): There was a significant difference between proposed and actual expenditures for dual immersion professional development and materials, with a drop from $121,390 to $16,770.11 as we used the increase in Title I funding.
Parental Involvement: No expenditures were recorded for parental involvement, as our district ended up offering parent workshops at our school.

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

Given the decline in performance among EL students across ELA, Mathematics, and Writing, targeted support for EL students will be increased. This includes expanding EL-specific intervention programs. Junction TK-8 will seek additional opportunities to involve parents in academic support, including adding workshops specifically for families of EL students to bridge school-home learning practices. The strategies for both ELA and Mathematics will incorporate more data-driven instruction, using formative assessments to monitor student progress more frequently and adjusting instructional practices accordingly.
The allocation for Dual Immersion professional development will be maintained but restructured to maximize its impact on vertical alignment and common pacing guides. This will better prepare students for progression to earning the Seal of Biliteracy by high school graduation.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
PBIS Training and Implementation	100% of staff will teach and support the schoolwide expectations and Coordination of Services Team (COST) Referral process.	100% of staff taught and supported schoolwide expectations and Coordination of Services Team (COST) referral process.
Suspension Data	Decrease overall suspensions in 6th-8th grade by 10% and elementary by 50%, including EL students.	The overall suspensions in 6th -8th grade was reduced by 78% (from 79 suspensions to 17 suspensions) and elementary suspensions increased by 120% (from 1 suspension to 12 suspensions)
Attendance Records	Maintain at least a 96% or above daily average attendance rate for all K-8 students. Improve the rates of absenteeism, including EL and African American students, by 5%.	The daily average attendance rate for all K-8 students was 92.90%. Information for each subgroup is unavailable.
Physical Fitness Exam	Increase the percentage of students participating on the California Physical Fitness Exam to 100%.	The percentage of students who participated on the California Physical Fitness Exam was 99.36%.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Positive Behavioral Interventions and Supports Strategy 2022-2023: Participate in Year Five Implementation of Positive Behavioral Interventions and Supports Update School-wide Expectations called "Be a Bulldog, Be Safe, Be Respectful, Be Responsible."	Participated in Year Five Implementation of Positive Behavioral Interventions and Supports Updated School-wide Expectations called "Be a Bulldog, Be Safe, Be Respectful, Be Responsible." Held Parents Academy for Youth Mental Health (In Spanish)	Positive Behavioral Interventions and Supports (PBIS) materials and supplies Choose Love Materials and Supplies PBIS Assemblies None Specified LCFF - Supplemental 8,000	Positive Behavioral Interventions and Supports (PBIS) materials and supplies PBIS Assemblies LCFF - Supplemental 5,457.22
		PBIS Professional Development for Staff District Funded 0	PBIS Professional Development for Staff District Funded 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parents Academy for Youth Mental Health (In Spanish) Kid Connection/ Counseling for Elementary	Kid Connection/ Counseling for Elementary		
Suspension Strategy 2023-2024 Review of discipline data and referrals Review results from school site-based surveys Review Healthy Kid Surveys Review data compiled from site administration review of discipline SST Review information from Coordination of Services Team (COST) Meetings Continuation of PBIS for all K-8 students. The continued implementation of a 7th and 8th grade Leadership class that focuses middle school leadership designed to increase K-8 Character Education/PBIS and campus environment and beautification Counseling Services provided by our District, five days a week Kid Connection Counseling for K-5, two days a week Parent communication about PBIS Expectations in English and Spanish	Reviewed discipline data and referrals Reviewed results from school site-based surveys Reviewed Healthy Kid Surveys Reviewed data compiled from site administration review of discipline SST Reviewed information from Coordination of Services Team (COST) Meetings Continued PBIS for all K-8 students. The continued implementation of a 7th and 8th grade Leadership class that focused middle school leadership designed to increase K-8 Character Education/PBIS and campus environment and beautification Counseling Services were provided by our District, five days a week Kid Connection Counseling were provided for K-5, two days a week Parent communication about PBIS Expectations in English and Spanishs	Intervention Wednesday School LCFF - Supplemental 8,000	Intervention Wednesday School LCFF - Supplemental 760.42
Attendance /Chronic Absenteeism: Junction Avenue K-8 School will continue to adhere to the following practice to support positive student attendance:	- Provided monthly/quarterly reports to parents regarding importance of attending school - In cooperation with our Child	Attendance Incentives through Child Welfare Attendance and Student Services District Funded 0	Attendance Incentives through Child Welfare Attendance and Student Services District Funded 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
- Provide monthly/quarterly reports to parents regarding importance of attending school - Attendance incentives and trophies - In cooperation with our Child Welfare and Attendance liaison, establish schoolwide monthly attendance incentives for positive school attendance - Investigate and resolve incorrect telephone numbers in PowerSchool and School Messenger - Maintain an early warning system of Student Attendance Review Teams after first progress report periods - Conduct class presentations to reinforce the impact of positive and punctual school attendance on academic achievement - Intensive intervention for chronically tardy students - Phone Calls and Emails in Spanish for Attendance	Welfare and Attendance liaison, established schoolwide monthly attendance incentives for positive school attendance - Investigated and resolved incorrect telephone numbers in PowerSchool and School Messenger - Maintained an early warning system of Student Attendance Review Teams after first progress report periods - Conducted class presentations to reinforce the impact of positive and punctual school attendance on academic achievement - Provided Intensive intervention for chronically tardy students - Phone Calls and Emails in Spanish for Attendance - SARB Process in Spanish and English - Bilingual Child Welfare and Attendance Aide (CWA)		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
• SARB Process in Spanish and English • Bilingual Child Welfare and Attendance Aide (CWA)			
Physical Fitness Strategy 2023-2024 The school will monitor and evaluate the progression toward this goal by evaluating student progress toward mastery of levels each trimester as measured by California Physical Education standards and the California Physical Fitness Test in grades 5 and 7 • In grades K-6, teachers deliver 200 minutes of required instruction in physical education every ten 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 ten days of school.	In grades K-6, teachers delivered 200 minutes of required instruction in physical education every ten days of school that focused on team building activities and aerobic and strength building exercises. Students also completed various units of study such as basketball, futsal, soccer, and kickball. • In grades 7 and 8, students received 400 minutes of physical education every ten days of school. • In 6th-8th grades, students received physical education instruction in the various units of study. 6th-8th grade students also participated in after-school sports. • Professional Development to 4th and 5th grade teachers, increased their knowledge of physical demands of the test.	Kid Connection/Elementary Counseling LCFF - Supplemental 9,000	Kid Connection/Elementary Counseling LCFF - Supplemental 7,933.75

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
• In 6th-8th grades, students receive physical education instruction in the various units of study. 6th-8th grade students can also participate in after school sports. • Professional Development to 4th and 5th grade teachers, increasing their knowledge of physical demands of the test. • PE Practice for 4th and 5th graders on standards.	• PE Practice for 4th and 5th graders on standards.		

Analysis

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

The strategies and activities under Goal 2 were generally implemented as planned:
PBIS Training and Implementation: All staff were trained and engaged in the PBIS program and supported schoolwide expectations.
Suspension Reduction: Discipline data was reviewed, and PBIS continued across the K-8 spectrum. Leadership classes were also implemented in 7th and 8th grades to promote character education and campus beautification.
Attendance Improvement: Efforts were made to improve attendance, including phone calls, emails, and the SARB process in both English and Spanish. Incentives and rewards were used to motivate students.
Physical Fitness Participation: Physical education requirements were met, and professional development for 4th and 5th grade teachers helped prepare students for the Physical Fitness Exam.
Counseling and Emotional Support: Counseling services for K-8 students were provided five days a week, and Kid Connection counseling was available for K-5 students two days a week.

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

PBIS: The school effectively implemented PBIS, with 100% of the staff involved in teaching and supporting schoolwide expectations. This contributed to significant improvements in student behavior, particularly in middle school grades.
Suspension Data: The strategies to reduce suspensions in grades 6-8 were highly effective, achieving a 78% reduction. However, elementary suspensions increased by 120%, indicating a need for targeted interventions at the lower grades.

Attendance: The goal of maintaining a 96% attendance rate was not met, with the actual rate at 92.90%. The school did not meet its goal to improve absenteeism by 5% for specific subgroups like EL and African American students, with subgroup-specific data unavailable.
Physical Fitness: The goal of 100% participation in the Physical Fitness Exam was nearly achieved, with a participation rate of 99.36%.
Counseling and Emotional Support: Counseling services and emotional support programs were implemented as planned, providing critical mental health resources to students.

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

PBIS: The actual expenditures for PBIS-related materials and assemblies were $5,457.22, lower than the proposed $8,000. No discrepancies were noted for PBIS professional development, which was district-funded.
Suspension Reduction: Only $760.42 was spent on the planned $8,000 for intervention services like Wednesday School. the reduction in referrals required less need for Wednesday school sessions.
Attendance Improvement: The activities to improve attendance were district-funded, and no discrepancies were reported between proposed and actual expenditures.
The actual cost for Kid Connection and Elementary Counseling services was $7,933.75, slightly lower than the proposed $9,000.

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

Suspension Strategy Adjustments: Given the increase in elementary suspensions, targeted interventions focusing on early behavior management and support for younger students will be added. This includes additional PBIS resources and counseling services for K-5 students.
Attendance Monitoring: More targeted efforts to reduce chronic absenteeism, particularly for subgroups like EL and African American students, will be implemented. Increased communication with parents and earlier intervention through the SARB process will be prioritized.
PBIS and Behavioral Supports: Continuous staff development on behavior management, especially for elementary teachers, will be prioritized to address the rise in suspensions at that level.
Physical Fitness: The Physical Fitness strategy will remain mostly unchanged due to the success in participation rates, but monitoring and adjustments to physical activity offerings will continue.
These changes will be documented in the updated SPSA to better meet the school's safety and wellness goals.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 3

Enhance parent and community engagement and communication.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Schoology	80% of parents surveyed will know how to access their student's Schoology account by the end of the 2023-2024 school year.	Information is not available
Blackboard/ClassDojo/Schoology/District email usage	100% of teachers surveyed will respond that they use one or more of these approved communication tools.	100% of teachers surveyed will respond that they use one or more of these approved communication tools.
Attendance sheets at parent functions	Increase attendance at these activities by 5% using sign-in sheets.	Junction experienced a 22% increase in parent attendance over the previous year.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Enhance Parent and Community Engagement: The school will evaluate this goal by receiving consistent feedback from the parent center, PTA, School Site Council and ELAC members and the school community at large. The school will conduct surveys that solicit parent and community response on all aspects of school communication and engagement with the parent and school community to improve practice. Continued updates of school website,	Received consistent feedback from the parent center, PTA, School Site Council and ELAC members and the school community at large. Conducted surveys that solicited parent and community response on all aspects of school communication and engagement with the parent and school community to improve practice. Continued updates of school website, Facebook, Blackboard and Schoology communications in English and Spanish.	Bilingual Instructional Assistant LCFF - Supplemental 50,000	Bilingual Instructional Assistant LCFF - Supplemental 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Facebook, Blackboard and Schoology communications in English and Spanish. 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.	Coordinated parent workshops through the Junction Avenue Parent Center. Coordinated School site parent volunteers. Facilitated Dual Immersion Meetings. Coordinated ELAC and DELAC meetings with Site Council.		
Title One Reading Nights	Title One Reading NIghts	Materials, supplies and incentives for Title One Reading NIghts. Title I 903	Materials, supplies and incentives for Title One Reading NIghts. Title I 0
		Parent Workshops, substitutes for ELAC meetings, childcare and interpreters for parent meetings, and supplies for ELAC and DI meetings. LCFF - Supplemental 2,600	Parent Workshops, substitutes for ELAC meetings, childcare and interpreters for parent meetings, and supplies for ELAC and DI meetings. LCFF - Supplemental 870.85

Analysis

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

The strategies and activities to enhance parent and community engagement were generally implemented as planned:
Parent Feedback and Engagement: Feedback was actively collected through various channels, including the parent center, PTA, School Site Council, ELAC, and surveys. These inputs were used to inform school communication and engagement strategies.
Communication Tools: Updates to the school website, Facebook, Blackboard, and Schoology were provided regularly in both English and Spanish to ensure accessibility. All teachers used at least one approved communication platform (Schoology, Blackboard, ClassDojo, etc.).
Parent Workshops: Workshops were coordinated through the Junction Avenue Parent Center, and ELAC and DELAC meetings were held in collaboration with the Site Council. Childcare and interpretation services were also provided during these events to encourage greater participation from non-English speaking parents.
Title One Reading Nights: Junction planned and hosted Title One Reading Nights to promote literacy and parent involvement in student learning.
Dual Immersion Meetings: Facilitation of Dual Immersion program meetings and activities were part of the engagement plan, fostering stronger community ties among bilingual families.

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

Parent Engagement: The school saw a significant increase in parent participation, with a 22% increase in attendance at school functions compared to the prior year. This indicates that the strategies to involve and engage parents were effective in increasing community participation.
Use of Communication Platforms: All surveyed teachers reported using approved communication tools, ensuring that parents had multiple ways to stay informed about their children's progress.
Schoology Access: Data on whether 80% of parents were able to access their student's Schoology account was not available, leaving this target unmet. However, there were consistent updates and use of communication tools by staff.
Workshops and Meetings: Parent workshops, ELAC meetings, and Dual Immersion meetings were successfully held, though participation in some events may have been lower than anticipated, as reflected in the underutilized budget for these activities.

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

Bilingual Instructional Assistant: The proposed expenditure for a Bilingual Instructional Assistant was $50,000, but no funds were spent on this position, as the school was unable to find a qualified candidate for the position.
Title One Reading Nights: There was a discrepancy in the Title I budget, where $903 was allocated for materials and supplies for these events, but no funds were used, as we received donations to cover these expenses.
Parent Workshops and ELAC Meetings: The proposed budget for these activities was $2,600, but only $870.85 was spent. This reflects lower expenditures for substitutes, supplies, and childcare than initially anticipated as the district provided several of the workshops.

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

Schoology Access: Efforts will be made to improve parent access to Schoology by providing additional training sessions and communication on how to use the platform. Specific tracking of parent access will also be a focus for the coming year.
Bilingual Support: Given that the Bilingual Instructional Assistant position was not funded, the school will revisit this expenditure and determine whether alternative funding sources or methods of providing bilingual support can be implemented.
Budget Adjustments: Budgets for Title One Reading Nights and Parent Workshops may be adjusted to more accurately reflect actual expenditures needed, and efforts to increase participation in these events will continue.
Increased Parent Engagement Strategies: The school will continue to focus on increasing parent engagement by expanding workshop offerings and ensuring better access to school events. This may include more frequent surveys or additional outreach methods.
These changes will be reflected in the revised SPSA to enhance communication and engagement with parents and the broader school community.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academics

Goal Statement

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Smarter Balanced Performance Summary ELA	In the 2023-2024 school year, 29.5% of our students were proficient on the English Language Arts CAASPP. This is an 8% decrease from the year before.	The percentage of all students scoring "Standards Met or Exceeded" on the ELA CAASPP will increase 5%, including EL Learners will also increase 5%.
Smarter Balanced Performance Summary Mathematics	In the 2023-2024 school year, 19.5% of our students were proficient on the Mathematics CAASPP. This is a 4% decrease from the year before.	The percentage of all students scoring "Standards Met or Exceeded" on the Mathematics CAASPP will increase 5%, including EL Learners will also increase 5%
Smarter Balanced Performance Summary Writing Claim	For the 2023-2024 school year, 18% students were Above Standard. 38% were At or Near Standard and 44% were Below Standard on the Smarter Balanced Assessment in summary Writing performance task.	The writing performance in the CAASPP will improve in each subgroup, including English Language Learners by 5%.
LVJUSD Spanish Placement Test	The Spanish Placement baseline for the 2023-2024 school year results are: 92% of students passed both written and oral assessment. 89% of students passed the written section. 95% passed the oral assessment.	100% percent of our promoting 8th grade Dual Immersion students will be prepared for the International Baccalaureate (IB) Pathway by placing them at a Spanish Level 2 or above.

Planned Strategies/Activities

Strategy/Activity 1

ELA Strategy 2024-2025:
Two Bilingual Literacy Aides in Title One Intervention class
Implementation of English Language Arts Curriculum Benchmark Advance and StudySync (Use of EL component within the curriculums)
Strategic intervention; Kevin Clark Academic Language program, E.L.Achieve, Inspire Literacy program (iLIT), Heggerty, Estrellitas, Lunitas, Sonday, Guided Language Acquisition and Design (GLAD) strategies training, Project Based Learning (PBL)
Universal Screener EasyCBM
Structuring supports on MTSS model
District and sponsored PD in focusing on district initiatives
District and site provide professional development and collaboration for TK-8th grade teachers from August 2024-2025 in the area of Professional Learning Communities.

Students to be Served by this Strategy/Activity

General education students, Socioeconomically Disadvantaged students, Special Education students, English Learners, Homeless, and Foster Youth

Timeline

8/13/2024– 5/29/2025

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Description	Benchmark Curriculum or Materials Study Sync Curriculum or Materials Universal Screener: EasyCBM Unite Team Support

Amount	90,226.53
Source	Title I
Description	Two Bilingual Literacy Aides in Title One Intervention Class

Amount	13,932.00
Source	Title I
Description	Supplemental materials for EL students and reading intervention, Literacy technology software, Staff Development & Parental Involvement

Strategy/Activity 2

Mathematics Strategy 2024-25
Big Ideas Math (6th-8th Grade) and Investigations Support with TSA
Use of student assessment data to drive instruction
Use of released test questions for Problem of the Week and warm-ups
District-provided mathematics Professional Development for K-8
District-provided Coaches/Teachers on Special Assignment for mathematics instruction
Grade-level Data Teams & PLCs
Professional development for K-8 teachers in implementing math curriculum and supporting math materials in 2024-2025
Continued participation in LVJUSD District-approved Math Counts program
Anchor Charts, GLAD strategies, and academic language focus

Students to be Served by this Strategy/Activity

General education students, Socioeconomically Disadvantaged students, Special Education students, English Learners, Homeless, and Foster Youth

Timeline

8/13/2024– 5/29/2025

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Description	Big Ideas Math Curriculum (6-8) Investigations3 Mathematics Curriculum (K-5) Counting Collections TK-1 Training District-Provided Math Support: TSA Professional Development Implementing the Mathematics Curriculum Math Counts

Strategy/Activity 3

Writing Strategy 2024-2025:
Benchmark Advance Curriculum
Glad PD
Project Based Learning (PBL) PD
Kevin Clark Academic Language training
All Title One ELA Strategies Mentioned Above
English Language Learner supports

Students to be Served by this Strategy/Activity

General education students, Socioeconomically Disadvantaged students, Special Education students, English Learners, Homeless and Foster Youth

Timeline

8/13/2024– 5/29/2025

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	4,000
Source	Title II Part A: Improving Teacher Quality
Description	Writers Workshop Professional Development GLAD Training, Kevin Clark, PBL

Strategy/Activity 4

Articulation Strategy 2024-2025
Professional Development for Dual Immersion Teachers
Vertical Alignment from TK-8th grade in Dual Immersion classes
Common Pacing Guides

Students to be Served by this Strategy/Activity

General Education students, Socioeconomically Disadvantaged students, Special Education students, English Learners, Homeless, and Foster Youth

Timeline

8/13/2024– 5/29/2025

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	55,993.68
Source	District Funded
Description	Kevin Clark - Academic Language Professional Development Trainings Vertical Alignment Work- Common Pacing (Substitute Pay) Training in Café, Study Sync, Literacy K-5th, California Association of Bilingual Educators (CABE), BeGlad, Benchmarks, Investigations, PBL, Kevin Clark Coaching
Source	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Conditions for Learning

Goal Statement

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

Basis for this Goal

FitnessGram – Grades 5 and 7
Healthy Kids Survey – Grades 5, and 7 (every other year)
Annual attendance rate/chronic absenteeism
Suspension rate
Positive Behavioral Interventions and Supports
Other local measures

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
PBIS Training and Implementation	Junction is in the eighth year of our Positive Behavioral Interventions and Supports (PBIS) Cohort: Students at Junction know and can repeat the three schoolwide expectations, all teachers are supporting the program.	100% of staff will teach and support the schoolwide expectations and Coordination of Services Team (COST) Referral process.
Suspension Data	In 2023-2024, 2.3% of students were suspended	Decrease overall suspensions by 10% including EL students.
Attendance Records	The data shows that we had a 94.08% daily average attendance in the 2023-2024. school year.	Maintain at least a 96% or above daily average attendance rate for all K-8 students. Improve the rates of absenteeism, including EL and African American students, by 5%.
Physical Fitness Exam	Based on available data, 226 out of 229 students in 5th and 7th graders participated in the California Physical Fitness Exam. This is a 99% participation rate.	Increase the percentage of students participating on the California Physical Fitness Exam to 100%.

Planned Strategies/Activities

Strategy/Activity 1

Positive Behavioral Interventions and Supports Strategy 2024-2025:
Participate in the maintenance of Positive Behavioral Interventions and Supports
Update Schoolwide Expectations called "Be a Bulldog, Be Safe, Be Respectful, Be Responsible."

Parents Academy for Youth Mental Health (In Spanish) - Livermore Aprende
Kid Connection/ Counseling for Elementary and Middle School

Students to be Served by this Strategy/Activity

General education students, Socioeconomically Disadvantaged students, Special Education students, English Learners, Homeless and Foster Youth

Timeline

8/13/2024– 5/29/2025

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Title I
Budget Reference	None Specified
Description	Positive Behavioral Interventions and Supports (PBIS) materials and supplies TK-8 Wellness Center PBIS Assemblies
Source	None Specified

Strategy/Activity 2

Suspension Strategy 2024-2025
Review of discipline data and referrals
Review results from school site-based surveys
Review Healthy Kid Surveys
Review data compiled from site administration review of discipline
SST
Review information from Coordination of Services Team (COST) Meetings
Continuation of PBIS for all TK-8 students.
The continued implementation of a 7th and 8th grade Leadership class that focuses middle school leadership designed to increase TK-8 Character Education/PBIS and campus environment and beautification
Counseling Services provided by our District, five days a week
Kid Connection Counseling for K-5, two days a week
Parent communication about PBIS Expectations in English and Spanish

Students to be Served by this Strategy/Activity

General education students, Socioeconomically Disadvantaged students, Special Education students, English Learners, Homeless and Foster Youth

Timeline

8/13/2024– 5/29/2025

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	8,000
Source	LCFF - Supplemental
Description	Intervention Wednesday School

Strategy/Activity 3

Attendance /Chronic Absenteeism:

Junction Avenue K-8 School will continue to adhere to the following practice to support positive student attendance:
- Provide monthly/quarterly reports to parents regarding importance of attending school
- Investigate and resolve incorrect telephone numbers in PowerSchool and Finalsite
- Maintain an early warning system of Student Attendance Review Teams after first progress report periods
- Conduct class presentations to reinforce the impact of positive and punctual school attendance on academic achievement
- Intensive intervention for chronically tardy students
- Phone Calls and Emails in Spanish for Attendance
- Student Attendance Review Team (SART) and School Attendance Review Board (SARB) Process in Spanish and English
- Bilingual Child Welfare and Attendance Aide (CWA)

Students to be Served by this Strategy/Activity

General education students, Socioeconomically Disadvantaged students, Special Education students, English Learners, Homeless and Foster Youth

Timeline

8/13/2024– 5/29/2025

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Source	None Specified

Strategy/Activity 4

Physical Fitness Strategy 2024-2025
The school will monitor and evaluate the progression toward this goal by evaluating student progress toward mastery of levels each trimester as measured by California Physical Education standards and the California Physical Fitness Test in grades 5 and 7
- In grades K-6, teachers deliver 200 minutes of required instruction in physical education every ten 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 ten 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.

Students to be Served by this Strategy/Activity

General education students, Socioeconomically Disadvantaged students, Special Education students, English Learners, Homeless and Foster Youth

Timeline

8/13/2024– 5/29/2025

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	9,000
Source	LCFF - Supplemental
Description	Kid Connection/Elementary Counseling

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Parent and Community Engagement and Communication

Goal Statement

Enhance parent and community engagement and communication.

Basis for this Goal

Teachers utilizing online communication/gradebook Schoology
Finalsite Usage
Parent participation on site committees
Social Media use
Principal Newsletter
Other local measures
Translation services
Attendance at Parent Meetings and School Functions

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Schoology	All parents have access to student schoology accounts.	80% of parents surveyed will know how to access their student's Schoology account by the end of the 2024-2025 school year.
Finalsite/ClassDojo/Schoology/District email usage	Administration sends all general school communication via Finalsite. Individual teachers can use Finalsite, Classdojo, District email, and/or Schoology to communicate with parents.	100% of teachers surveyed will respond that they use one or more of these approved communication tools.
Attendance sheets at parent functions	It is estimated that 50% of parents attended Dual Immersion Meetings, ELAC, and Title One Nights.	Increase attendance at these activities by 5% using sign-in sheets.

Planned Strategies/Activities

Strategy/Activity 1

Enhance Parent and Community Engagement:

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

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

Continued updates of school website, Facebook, Finalsite and Schoology communications in English and Spanish.

Coordination of parent workshops through the Junction Avenue Parent Center.

School site coordination of parent volunteers.

Facilitation of Dual Immersion Meetings.

Coordination of ELAC and DELAC meetings with Site Council.

Students to be Served by this Strategy/Activity

General education students, Socioeconomically Disadvantaged students, Special Education students, English Learners, Homeless and Foster Youth

Timeline

8/13/2024– 5/29/2025

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Source	None Specified

Strategy/Activity 2

Title One Reading Nights

Students to be Served by this Strategy/Activity

General education students, Socioeconomically Disadvantaged students, Special Education students, English Learners, Homeless and Foster Youth

Timeline

8/13/2024– 5/29/2025

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I
Description	Materials, supplies and incentives for Title One Reading NIghts.

Amount	7,436
Source	Title I
Description	Parent Workshops, substitutes for ELAC meetings, childcare and interpreters for parent meetings, and supplies for ELAC and DI meetings.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$181,593
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	199,088.21

Allocations by Funding Source

Funding Source	Amount	Balance
Discretionary	$72,751	72,751.00
Title I	177,588	55,493.47
Title II Part A: Improving Teacher Quality	$4,005	5.00
Other	14,418	14,418.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	55,993.68
LCFF - Supplemental	17,000.00
Title I	122,094.53
Title II Part A: Improving Teacher Quality	4,000.00

Expenditures by Budget Reference

Budget Reference	Amount
None Specified	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	55,993.68
	LCFF - Supplemental	17,000.00
	Title I	112,094.53
None Specified	Title I	10,000.00
	Title II Part A: Improving Teacher Quality	4,000.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Jeannette Garza	Principal
Veronica Torres	Other School Staff
Holly Barker	Classroom Teacher
Deana Bartolotto	Classroom Teacher
Jack Wu	Classroom Teacher
Jessica Stewart	Classroom Teacher
Jessica Dickerson	Parent or Community Member
Tiana Megofma	Parent or Community Member
Natalie Duterte	Parent or Community Member
Avery Dehl	Secondary Student
Jocelyn Garcia	Secondary Student
Adalia Godinez	Secondary Student

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

Recommendations and Assurances

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

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	Other:

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

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

This SPSA was adopted by the SSC at a public meeting on 11/12/24.

Attested:

Jannette Garza	Principal, Jeannette Garza on 10/31/24
T.S.	SSC Chairperson, Tiana Megofna on 11/12/24

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.
  • Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
  • Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
  • Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
  • Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
   a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      i. strategies to improve students' skills outside the academic subject areas;
      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs
Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs
After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

Appendix C: Centralized Services for Planned Improvements in Student Performance

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2024-2025
State and Federally – Funded Categorical Programs

Title I, Part A, Improving the Academic Achievement of the Disadvantaged:
Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.
- *Funds are allocated for kinder readiness, supplemental intervention and summer programs for targeted students, homeless students.*
- ***Supporting our District SPSA Goals.***
- *$84,562*

Title II, Part A, Supporting Effective Instruction:
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 **supporting our District SPSA Goals**.*
- *Private school staff will have the opportunity to participate in professional development activities funded with*
- *Title II.*
- *$92,858*

Title III, Language Instruction for English Learners (EL):
Provides funding for supplementary programs and services for English Learner (EL) students. Programs must provide staff development opportunities to school staff assigned to EL student populations. Funds may also be used for parental involvement and related EL student program activities.
- *Partially funds Districtwide EL Instructional Assistant.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, **supporting our District SPSA Goals**.*
- *Supplemental materials to support immigrant and EL students.*
- *$153,655*

Title III, Language Instruction for Immigrant Students
Provides funding for activities that provide enhanced instructional opportunities for immigrant children and youth. Supplemental materials to support immigrant and EL students.
- *Funds are used for tutoring and counseling, materials and technologies, supplies, transportation, and instructional services to support immigrant children and youth Districtwide.*
- *Family literacy, outreach, and community services.*
- *$32,434*

Title IV, Part A, Student Support and Academic Enrichment:
Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.
- *Funds are allocated for after-school elementary math programs for at-risk students, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology, **supporting our District SPSA Goals**.*
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- *$66,107*

Appendix D: Programs Included in this Plan

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

Federal Programs		Allocation
X	**Title I, Part A: Allocation** Purpose: To improve basic programs operated by local educational agencies (LEAs)	$177,588
X	**Title II, Part A: Improving Teacher Quality** Purpose: Improve and increase the number of highly qualified teachers and principals	$4,005
	Total amount of federal categorical funds allocated to this school	$181,593

State Programs		Allocation
X	**Local Control Funding Formula (LCFF) Base** Purpose: Support the needs of all students and student groups	$72,751
	Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	$
	Total amount of federal categorical funds allocated to this school	$181,593

Local Funding		
X	**Technology Funds – Local Parcel Tax**	$14,418

Appendix F

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

$177,588.21 Projected Title I Funds

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

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged Students	Timeline/ Accountability	Person(s) Responsible	Estimated Cost
High quality, supplemental direct language, reading and writing instruction: Two Instructional Assistants - 30 hours per week each to assist with targeted small-group support. Will provide targeted small-group intervention and classroom support, with continued emphasis on vocabulary.	August 2024- May 2025	Principal and Vice Principas	$90,226.53
Supplemental materials, computers, software, books, supplies may be purchased: Reading Intervention and support supplemental materials and supplies such as 95% Phonics Booster, Explorelearning, IStation, Pearson Tell, Get Ready English Language Development (ELD) reading intervention and support supplemental materials and supplies such as Explorelearning, IStation, Pearson Tell, Get Ready Technology to support staff and classroom needs of Title I Students (Computers, Projectors, Software, and Hardware) PBIS Supplies, incentives and materials for Positive Behavior Interventions and Supports (PBIS) strategies such as posters, lamination, school wide expectation student incentives, carbon copy forms, stickers, trainings and conferences if available	August 2024- May 2025	Principal and Vice Principal	$23,932

PBIS assemblies			
Staff Development and Professional Collaboration, training costs, substitute costs: Substitutes for Universal Screening, Multi-Tiered Systems of Support (MTSS), Positive Behavioral Interventions and Supports (PBIS), and General Testing Substitutes for Literacy/language training Literacy/language professional development or training such as Kevin Clark Consulting, Pearson, IStation, California Association of Bilingual Education (CABE) conference attendance.	August 2024 - May 2025	Principal and Vice Principals	$55,993.68
Parental Involvement: Title I Intervention Night Kindergarten Orientation and School Schoolwide Bilingual Celebrations and Family Nights Academic & Social Emotional and Behavior (MTSS) Parent Workshops Parent Center Workshop Academic Workshops Translations for Schoolwide Family Events	August 2024 - May 2025	Principal and Vice Principals	$7,436
Total:			$177,588.21

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

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

Involvement of Parents in the Title I Program

Junction Avenue TK-8 School
Parent Involvement Policy 2023-2024

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

Junction Avenue TK-8 School convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
Advertised through flyers, phone calls, website
Held every Fall
Refreshments and child care provided

Junction Avenue TK-8 School offers a flexible number of meetings for Title I parents:

Annual meetings are held in the morning and in the evening
Junction Avenue TK-8 School involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.
Monthly School Site Council meetings

The school provides parents of Title I students with timely information about Title I programs:
School Newsletters/Emails
Teacher Newsletter/ Emails

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

Teacher Informational Meeting When Enrolled
Goal setting conferences
SSC meetings
ELAC meetings
PTA meetings

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

If the Schoolwide Plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.
(20 U.S.C. Section 63 C 5)

School-Parent Compact

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

SCHOOL-PARENT COMPACT

Junction Avenue TK-8 School and the parents of the students participating in activities, services, and programs funded by Title I, Part A, of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

Junction Avenue TK-8 School WILL:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic content standards as follows:

Staff will:

Teach classes through interesting and challenging lessons based on the rigorous State standards within a high-quality curriculum that promotes student achievement.
Motivate students to learn and develop a love of learning by maintaining high expectations and support of every child in a supportive and effective learning environment.
Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
Communicate with parents on an ongoing basis through parent teacher conferences and frequent reports, and annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.
Ensure a regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
Ensure a warm, safe, and caring learning environment.
Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
Fall parent-teacher conferences will be held between October 9- 20, for all elementary students.
Spring parent-teacher conferences will be held during the week of March 11 – 15 for elementary students at-risk or upon parent request.
Other opportunities for conferences.
Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
Report cards will be mailed/emailed home to parents three times a year.
Middle School Progress reports will be sent mid way through each trimester.
Parents can access Middle School student grades and progress through (PowerTeacher/Schoology)

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
Parent-Teacher conferences
Teachers are available to parents through email, phone, before and after school hours. Teachers respond to email within 48 hours.
Teacher websites
The administrative staff is available to parents through email, phone 925-606-4720, before, during and after school hours.
Parent Resource Center - Community Liaison via phone or email.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

During distance and hybrid learning, parents may participate as a classroom virtual parent volunteer.
Parents may virtually attend PTA meetings, the annual Title I meetings, parent education workshops.
Distance learning provides parents the opportunity to observe synchronous lessons daily. When in-class instruction resumes, parents participation and observation is welcome as safely allowed by the Alameda County Health Department and Livermore Valley Joint Unified School District Board of Education.
Ensure regular two-way, meaningful communication between family members and school staff, and, the extent practicable, in a language that family members can understand.

PARENT/FAMILY RESPONSIBILITIES

We, as parents, will support our children's learning in the following ways:

Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
Regularly monitoring my child's progress in school and communicating the importance of education and learning to my child.
Make sure that homework is completed.
Monitor the amount of time my child spends on electronic devices or watching television.
Volunteer in my children's classrooms.
Participate, as appropriate, in decisions relating to my children's education.
Promote positive use of my child's extracurricular time.
Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail or electronically, and responding, as appropriate.
Serve, to the extent possible, on policy advisory groups, such as being the School Site Council, English Learning Advisory Committee, Parent/Teacher Association, or other site and district committees.

STUDENT RESPONSIBILITIES

As a student, I agree to:
Attend school ready to learn and work hard.
Participate in my learning by paying attention to lessons and asking questions when I need help.
Complete all assigned homework including reading time.
Know and follow school and class rules.
Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
Respect the school, classmates, staff and families.

Principal SIgnature

_____   _____   _____
School   Parent(s)   Student

Building Capacity for Involvement

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

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

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
- Goal-setting conferences
- Parent informational nights
Training for parents to learn how to access online communication such as: school messaging, grade reports, classroom and   school   websites

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and how to work with parents as equal partners.
- Junction Avenue School Leadership Team
- Shared professional readings

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource center, to encourage and support parents in more fully participating in the education of their children.
- ELAC Committee meetings
- Community Liaison
The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
- All school-wide communication is translated into Spanish.

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

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

Accessibility

Junction Avenue TK-8 School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.
- All school-wide communication is translated into Spanish.
- BlackBoard phone calls are made in English and Spanish.
- All meetings are translated into Spanish, as needed
- Peachjar communications are posted in both English and Spanish

Appendix H

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

PROGRAM DESCRIPTION:

- Purchase computers with updated operating systems to run current programs
- Purchase Chromebooks to replace dated ones in the carts
- Add Chromebook carts to the school community
- Repair and replace document cameras as needed
- Purchase printers to support classrooms
- Maintain a "refresh cycle" to purchase teacher computers, as to avoid having outdated technology

Appendix I

Livermore Valley Joint Unified School District
ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN
2024-25

Elementary School Name: Junction Avenue Date October 2022 English Learner Liaison: Angelica Zanipatin-Solis

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

Guidelines:
- **Benchmark Advance ELD** component must be used K-5
- Focus on **ELD standards**, not a unit or theme
- Small groups should be kept to a maximum of 6 students
- 30 minutes of **Designated ELD** instruction per day (5 days a week)
- May be scheduled during reading and writing block (15 minutes/level)
- Students grouped by levels, For example: 1/2, 2/3, and/or 3/4.

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
K	Flores	1, 2, 3	M-F 12:00 - 12:30	
	Ibal	1, 2, 3	M-F 12:00 - 12:30	
First	Gonzalez	1, 3	M,T,TH,F 12:05 - 12:35; W 1:00 - 1:30	
	Henriquez-Palomo	1,3	M,T,TH,F 12:05 - 12:35; W 1:00 - 1:30	
Second	Amezcua	1, 2, 3	M, T, TH, F 12:05-12:35	
	Cortez	1, 2, 3	M, T, TH, F 12:05-12:35	
Third	Del Rio	1/2, 2/3, 3/4	M, T, TH, F 2:00-2:30; W 1:00-1:30	
	Hersh AM	1/2, 2/3, 3/4	M, T, TH, F 9:25-9:55; W 12:50-1:20	
	Hersh PM	1/2, 2/3, 3/4	M, T, TH, F 1:50-2:20; W 10:10-10:40	
Fourth	Brecht	2, 3	M - F 10:30-11:00;	

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
Fifth	Laney	1,2/3	M, TH, F 1:50-2:20	
	Warmerdam AM	2/3, 3/4	M-F 11:00-11:30	
	Warmerdam PM	1, 2/3	M,T,Th,F 1:50-2:20, W 11:00-11:30	

Appendix J

2024-25 AFTER SCHOOL EDUCATION AND SAFETY (ASES)
Program Description and Goal

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

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

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.	**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.	**How will the school evaluate the progress of this goal?** Local assessments, staff, parent, and student surveys, as well as attendance logs.

Date	**Person(s) Responsible**	**Task/Date**	**Funding Source**
August – June	ASES staff	1. Support and track homework completion	ASES funds LCAP Supplemental funds
September - May	ASES staff and school day staff	2. Collaborate with school day staff through staff meetings, surveys, email and feedback to ensure academic alignment.	

During the period of COVID-19 pandemic accommodation, the program listed above is functioning in a virtual mode. In all cases, fidelity to the intent of the programs has been maintained.