

Junction Avenue TK-8 School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

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| Admission Requirements for the University of California (UC) | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ . |
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ . |

2024-25 School Contact Information

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|--|-----------------------------------|
| School Name | Junction Avenue TK-8 School |
| Street | 298 Junction Avenue |
| City, State, Zip | Livermore, CA 94551 |
| Phone Number | (925) 606-4720 |
| Principal | Jeannette Garza |
| Email Address | jgarza@lvjUSD.org |
| School Website | www.livermoreschools.org/junction |
| Grade Span | K-8 |
| County-District-School (CDS) Code | 01-61200-6001234 |

2024-25 District Contact Information

| | |
|-------------------------|--|
| District Name | Livermore Valley Joint Unified School District |
| Phone Number | (925) 606-3200 |
| Superintendent | Torie F. Gibson Ed.D. |
| Email Address | tgibson@lvjUSD.org |
| District Website | www.livermoreschools.org |

2024-25 School Description and Mission Statement

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| <p>Core Values for Teaching and Learning</p> <p>PREAMBLE</p> <p>The Governing Board of the Livermore Valley Joint Unified School District (LVJUSD) embraces as our mission that each student will graduate with the skills needed to contribute and thrive in a changing world and pledges:</p> <ul style="list-style-type: none"> To continually develop and support a high-quality staff that is committed to innovative teaching. |
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2024-25 School Description and Mission Statement

- To insist on continuous improvement to ensure successful learning outcomes for all LVJUSD students.

CORE VALUES

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

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

District Mission and Vision Statements

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

District Goals

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

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

Goal 3: Enhance parent and community engagement and communication.

Principal's Message

Welcome to Junction Avenue TK-8 School. Our school is the center of the Junction Avenue community. We welcome the community and share the varied cultures through curriculum, after-school activities, classes, music, food, and community events. Teachers, students, and families are working very hard to make our school academically and culturally enriching, as well as meeting the social and emotional needs of our students. At Junction Avenue TK-8 School, we believe children deserve an education that is engaging and relevant to their lives, and we strive to provide it.

In addition to the rigorous TK-8 curriculum, our school also provides a Spanish-English Dual Immersion Bilingual program in grades TK-8. This unique program offers the opportunity to learn all of the grade-level standards in both Spanish and English. The goal for students in the Dual Immersion Program is to become bilingual, biliterate, and culturally competent by the eighth grade.

Located on a 27-acre campus in one of Livermore's older, more established neighborhoods, Junction Avenue TK-8 School is composed of 861 students of diverse, multicultural backgrounds. As a Title I school, the staff is committed to providing a wide range of educational opportunities to assist students in finding success in learning. With math-assistance programs, reading intervention classes, and English Language Development classes, we strive to meet the needs of all of our students. We also provide a strong, academically challenging program for students in English language arts, social studies, science, mathematics, and physical education. The staff of Junction Avenue TK-8 offers electives for students at sixth, seventh, and eighth grades. We also offer a wide array of after-school enrichment clubs open to all grade levels in order to engage students in school programs including, ballet folklórico and team sports. We are committed to finding ways to connect with every family at our school, and these clubs offer one such connection.

School Mission Statement

To empower our students to develop academically as lifelong learners while acquiring social-emotional behavioral skills necessary to succeed, contribute, and thrive in a changing world.

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 75 |
| Grade 1 | 50 |
| Grade 2 | 42 |
| Grade 3 | 50 |
| Grade 4 | 56 |
| Grade 5 | 63 |
| Grade 6 | 153 |
| Grade 7 | 170 |
| Grade 8 | 144 |
| Total Enrollment | 803 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 51.9 |
| Male | 48.1 |
| Asian | 2.6 |
| Black or African American | 2.5 |
| Filipino | 1.9 |
| Hispanic or Latino | 72.2 |
| Native Hawaiian or Pacific Islander | 0.1 |
| Two or More Races | 2.5 |
| White | 18.2 |
| English Learners | 31 |
| Foster Youth | 0.2 |
| Homeless | 2 |
| Migrant | 3.4 |
| Socioeconomically Disadvantaged | 57.5 |
| Students with Disabilities | 16.3 |

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 43.90 | 91.66 | 546.10 | 87.09 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.50 | 1.04 | 9.20 | 1.48 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.50 | 1.04 | 20.40 | 3.26 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.00 | 2.08 | 21.10 | 3.37 | 12115.80 | 4.41 |
| Unknown/Incomplete/NA | 2.00 | 4.17 | 30.10 | 4.80 | 18854.30 | 6.86 |
| Total Teaching Positions | 47.90 | 100.00 | 627.00 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 38.30 | 83.48 | 548.80 | 86.43 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.50 | 1.15 | 9.50 | 1.50 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 4.50 | 9.81 | 32.50 | 5.12 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.00 | 2.35 | 10.70 | 1.69 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 1.40 | 3.18 | 33.30 | 5.25 | 15831.90 | 5.67 |
| Total Teaching Positions | 45.80 | 100.00 | 635.00 | 100.00 | 279044.80 | 100.00 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 35.90 | 85.13 | 538.80 | 85.23 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 1.00 | 2.53 | 11.20 | 1.77 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 3.00 | 7.20 | 27.70 | 4.38 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 10.10 | 1.60 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 2.10 | 5.11 | 44.30 | 7.02 | 14303.80 | 5.15 |
| Total Teaching Positions | 42.20 | 100.00 | 632.20 | 100.00 | 277698 | 100 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Permits and Waivers | 0.00 | 0.00 | 1 |
| Misassignments | 0.50 | 4.50 | 2 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.50 | 4.50 | 3 |

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 1.00 | 1.00 | 0 |
| Local Assignment Options | 0.00 | 0.00 | 0 |
| Total Out-of-Field Teachers | 1.00 | 1.00 | 0 |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.60 | 10.7 | 4.6 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 3.60 | 0 | 0 |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

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

The final book selection is based on input from a district committee. Staff development is provided for all new textbook adoptions. Districtwide adoptions include elementary English language arts and English language development in 2018-19 and secondary in 2019-20, history/social science in 2005-06, elementary science in 2022, grades 6 - 8 science in 2021, grades 9-12 math in 2007-08, grade 6-8 math in 2014, and grade K-5 math and algebra 1 in 2016. Textbooks are available, without charge, for all students. Each student receives a book for his or her own use. Students are responsible for keeping textbooks in good condition and for returning them promptly at the end of the school year.

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

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

Year and month in which the data were collected

9/2024

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|-----------------------------|--|
| Reading/Language Arts | Benchmark Advance, 2018 Becnmark, Adelante, 2018 Study Sync, McGraw-Hill, 2019 | Yes | 0 |
| Mathematics | Investigations 3, Pearson 2016 Big Ideas Math: Course 1, Big Ideas Learning 2014 Big Ideas Math: Course 2, Big Ideas Learning 2014 Big Ideas Math: Course 3, Big Ideas Learning 2014 Big Ideas Math: Math Advanced 1, Big Ideas Learning 2014 Big Ideas Math: Math Advanced 2, Big Ideas Learning 2014 Big Ideas Algebra 1, Big Ideas Learning 2016 Big Ideas Math Geometry, Big Ideas Learning 2019 | Yes | 0 |
| Science | TWIG Science 2022 Discovery Education 2021 | Yes | 0 |
| History-Social Science | History-Social Science for California, Scott Foresman - Adopted 2006 World History: Ancient Civilizations, McDougal Littell - Adopted 2006 World History: Medieval and Early Modern Times, McDougal Littell - Adopted 2006 Creating America: A History of the United States; Creating America: Beginnings Through World War I; McDougal Littell - Adopted 2006 History Alive!, TCI - Adopted History Alive!, TCI | Yes | 0 |

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Junction Avenue TK-8 School was built in 1951 and had renovations to 28 classrooms, the library/multi-media room, and courtyard made in 1995. Over the past decade, Junction's school enrollment has increased due to the expanding Spanish Dual Immersion Program. In 2013 the school added ten new portable classrooms. Also housed on the Junction campus are the After School Education and Safety (ASES) buildings, after-school program, and the Parent Center.

In the 2018-2019 school year, we installed solar panels on our blacktop and parking lot, providing shade for students and solar energy for our school. Security cameras were installed for extra safety and two new playgrounds were installed.

During school hours, the Junction campus is closed, and visitors enter and check in at our office in the front of the school. Staff members monitor the playground, lunchroom, and crosswalks in front of the school to ensure the safety of each child before and after school.

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

Measure J funds are being used to:

- Modernize classrooms, science labs and educational technology for 21st century instruction
- Repair aging infrastructure: roofs, plumbing, HVAC and electrical systems

School Facility Conditions and Planned Improvements

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

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

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

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

Year and month of the most recent FIT report

8/12/2024

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | None observed |
| Interior: Interior Surfaces | | X | | MPR boys and girls restrooms and girls restroom by the gym ceiling peeling, Room 17 ceiling tile out of place, Room 40 ceiling tiles down on the floor, port boys restroom missing tp dispenser, girls restroom boys restroom by 34 missing tp dispenser-wo placed #197626 |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | MPR boys restroom, wad of paper stuck on skylight-had custodians clean it |
| Electrical | X | | | None observed |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | Boys restroom by 14, one urinal not working wo#197628,hydration station needs serviced by MPR, Room 17 and 27 bubblers not working, 197629 |
| Safety: Fire Safety, Hazardous Materials | X | | | Rooms 17 and 18-items under sink marked "keep out of reach of children" -Removed items and emailed principal. |
| Structural: Structural Damage, Roofs | X | | | None observed |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Wellness Center has no room ID on the door (ordered and installed), Girls restroom by 34, broken stall latch wo#197630, Room 42 needs door stop adjusted (repaired on site) |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 39 | 32 | 62 | 60 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 21 | 20 | 50 | 49 | 34 | 35 |

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 636 | 624 | 98.11 | 1.89 | 31.89 |
| Female | 319 | 311 | 97.49 | 2.51 | 36.01 |
| Male | 317 | 313 | 98.74 | 1.26 | 27.80 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 22 | 22 | 100.00 | 0.00 | 40.91 |
| Black or African American | 12 | 12 | 100.00 | 0.00 | 16.67 |
| Filipino | 16 | 16 | 100.00 | 0.00 | 31.25 |
| Hispanic or Latino | 460 | 455 | 98.91 | 1.09 | 23.74 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 14 | 13 | 92.86 | 7.14 | 61.54 |
| White | 111 | 105 | 94.59 | 5.41 | 63.81 |
| English Learners | 209 | 208 | 99.52 | 0.48 | 1.92 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 15 | 13 | 86.67 | 13.33 | 23.08 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 386 | 381 | 98.70 | 1.30 | 20.21 |
| Students Receiving Migrant Education Services | 20 | 20 | 100.00 | 0.00 | 25.00 |
| Students with Disabilities | 109 | 107 | 98.17 | 1.83 | 11.21 |

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 636 | 627 | 98.58 | 1.42 | 19.97 |
| Female | 319 | 313 | 98.12 | 1.88 | 17.25 |
| Male | 317 | 314 | 99.05 | 0.95 | 22.68 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 22 | 22 | 100.00 | 0.00 | 45.45 |
| Black or African American | 12 | 12 | 100.00 | 0.00 | 0.00 |
| Filipino | 16 | 16 | 100.00 | 0.00 | 31.25 |
| Hispanic or Latino | 460 | 457 | 99.35 | 0.65 | 12.72 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 14 | 14 | 100.00 | 0.00 | 42.86 |
| White | 111 | 105 | 94.59 | 5.41 | 43.81 |
| English Learners | 209 | 209 | 100.00 | 0.00 | 0.96 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 15 | 15 | 100.00 | 0.00 | 6.67 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 386 | 384 | 99.48 | 0.52 | 10.44 |
| Students Receiving Migrant Education Services | 20 | 20 | 100.00 | 0.00 | 10.00 |
| Students with Disabilities | 109 | 108 | 99.08 | 0.92 | 4.63 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 26.05 | 24.62 | 45.77 | 45.05 | 30.29 | 30.73 |

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 203 | 199 | 98.03 | 1.97 | 24.62 |
| Female | 89 | 86 | 96.63 | 3.37 | 18.60 |
| Male | 114 | 113 | 99.12 | 0.88 | 29.20 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 159 | 157 | 98.74 | 1.26 | 17.20 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 24 | 22 | 91.67 | 8.33 | 68.18 |
| English Learners | 62 | 62 | 100.00 | 0.00 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 129 | 128 | 99.22 | 0.78 | 14.84 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 37 | 36 | 97.30 | 2.70 | 8.33 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | 98.4 | 100 | 100 | 98.4 | 100 |
| Grade 7 | 97.6 | 98.8 | 97.6 | 96.4 | 98.2 |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

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

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

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

At Junction Avenue TK-8 School, we are committed to working in partnership with parents to ensure our students achieve to

2024-25 Opportunities for Parental Involvement

the best of their ability. To that end, we have a School-Home Compact and a parent involvement policy that outlines our responsibilities to students and their families. We have an online grading program to keep parents and students fully informed about student progress.

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

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

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

For more information on how to become involved, please contact Parent Center Coordinator Maricela Jimenez at (925) 606-4720, extension 6304; or mjimenez@lvjUSD.org.

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 856 | 825 | 114 | 13.8 |
| Female | 437 | 426 | 66 | 15.5 |
| Male | 418 | 399 | 48 | 12.0 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 26 | 23 | 0 | 0.0 |
| Black or African American | 21 | 20 | 6 | 30.0 |
| Filipino | 17 | 16 | 1 | 6.3 |
| Hispanic or Latino | 610 | 595 | 86 | 14.5 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 25 | 22 | 4 | 18.2 |
| White | 156 | 148 | 17 | 11.5 |
| English Learners | 291 | 284 | 46 | 16.2 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 21 | 19 | 11 | 57.9 |
| Socioeconomically Disadvantaged | 511 | 497 | 78 | 15.7 |
| Students Receiving Migrant Education Services | 32 | 29 | 2 | 6.9 |
| Students with Disabilities | 147 | 146 | 34 | 23.3 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 2.74 | 5.53 | 2.57 | 2.64 | 3.19 | 2.79 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | 0.23 | 0 | 0.1 | 0.07 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 2.57 | 0.23 |
| Female | 1.37 | 0.00 |
| Male | 3.83 | 0.48 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 14.29 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 2.62 | 0.33 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 1.92 | 0.00 |
| English Learners | 2.06 | 0.34 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 19.05 | 0.00 |
| Socioeconomically Disadvantaged | 3.13 | 0.39 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 3.40 | 0.68 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Junction Avenue TK-8 School Safety Plan is reviewed and updated yearly by our site Safety Committee and our District Maintenance Operations and Facilities Department. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2024.

2024-25 School Safety Plan

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

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

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 26 | | 2 | |
| 1 | 17 | 4 | 2 | |
| 2 | 20 | 1 | 6 | |
| 3 | 18 | 5 | 2 | |
| 4 | 20 | 5 | 4 | |
| 5 | 20 | 4 | 2 | |
| 6 | 17 | 26 | 30 | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 21 | 1 | 2 | |
| 1 | 23 | | 4 | |
| 2 | 27 | | 4 | |
| 3 | 23 | | 6 | |
| 4 | 21 | 4 | 2 | |
| 5 | 21 | | 8 | |
| 6 | 21 | 19 | 31 | 2 |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 26 | | 2 | |
| 1 | 25 | | 4 | |
| 2 | 21 | 2 | 2 | |
| 3 | 33 | | 2 | 1 |
| 4 | 28 | | 4 | |
| 5 | 32 | 2 | 1 | 1 |
| 6 | 19 | 23 | 25 | 1 |
| Other | 14 | 1 | | |

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|---------|
| Pupils to Academic Counselor | 2676.67 |

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.3 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.2 |
| Social Worker | |
| Nurse | 0.4 |
| Speech/Language/Hearing Specialist | 0.3 |
| Resource Specialist (non-teaching) | |
| Other | |

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$10,509.07 | \$1,869.79 | \$8,631.28 | \$95,220.93 |
| District | N/A | N/A | \$7,927.24 | \$102,699 |
| Percent Difference - School Site and District | N/A | N/A | 17.2 | -7.6 |
| State | N/A | N/A | \$10,771 | \$97,756 |
| Percent Difference - School Site and State | N/A | N/A | -22.1 | -2.6 |

Fiscal Year 2023-24 Types of Services Funded

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

District-level advisory committees such as the Local Control Accountability Plan (LCAP) District English Learner Advisory Council (DELAC), Career Technical Education (CTE) Advisory Committee, Technology Committee, Elementary Math Leads, Math Task Force, and Special Education Advisory Committee provide input and guidance to ensure compliance and ensure funds are used so that student needs are met. In addition, our District is implementing the LVJUSD Framework for Success. The framework includes Multi-Tiered Systems of Support (MTSS) for students' academic, behavioral, and social-emotional needs.

Fiscal Year 2023-24 Types of Services Funded

The following categorical programs provide the following services.

Categorical Program Funding Sources and Services:

- After School Education and Safety (ASES) funds support the Livermore ASES program at Marylin Avenue Elementary and Junction Avenue K-8 Schools by providing enrichment opportunities, homework support, and an emotionally and physically safe environment for students.
- Carl D. Perkins Career and Technical Education funds provide professional development, services, materials and resources for career technical education in our high schools.
- Tri-Valley Teacher Induction Program funds provide training and coaching for our new teaching staff and funds professional development.
- Special education funds provide staffing, including program specialists, psychologists, therapists, professional development, transportation, and supplementary materials for special needs students.
- State Assessment Apportionments are used to administer state-mandated assessments.
- Title I: Funds provide resource teachers, supplemental instructional materials and assessments, instructional aides, staff development, and parent involvement.
- Title II: Improving Teacher Quality funds provide high-quality professional development, training, and coaching to certificated staff.
- Title III: English learner funds provide EL programs, services, parent education, professional development, supplemental instructional materials, and support staff to ensure quality programs for English Learner students.
- Title IV: Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.
- Title VI: American Indian funds are used for staffing to support parent education, guest speakers, tutoring, cultural activities, and incentives for Native American students.
- ELOP: ELOP serves unduplicated students across LVJUSD with expanded learning opportunities during the school year and at least 30 intersession days.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$53,824 | \$59,551 |
| Mid-Range Teacher Salary | \$99,140 | \$93,855 |
| Highest Teacher Salary | \$126,402 | \$120,219 |
| Average Principal Salary (Elementary) | \$168,079 | \$151,525 |
| Average Principal Salary (Middle) | \$166,359 | \$158,215 |
| Average Principal Salary (High) | \$173,272 | \$171,087 |
| Superintendent Salary | \$323,586 | \$300,043 |
| Percent of Budget for Teacher Salaries | 34.27 | 31 |
| Percent of Budget for Administrative Salaries | 6.41 | 4.91 |

Professional Development

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

Professional Development

Our Board of Education and our district administration recognize that all staff members of the LVJUSD must be provided time and support to acquire, improve, and enhance professional knowledge, practices, and skills.

During the 2023-2024 school year, relevant and timely professional development will be available and delivered to employees. Three designated professional development days and a flexible professional development day for certificated staff provide the option of individualized professional growth for teachers. Employees will be able to access professional development opportunities through attendance at a conference-style professional development day; attending workshops after the instructional day; or through on-line recorded sessions.

As part of the process used in annually updating our District Professional Development Plan, staff reviewed student academic and Social-Emotional Learning data; as well as reviewed feedback/input from staff from the previous years' PD opportunities. Professional development will primarily focus on effective Tier-I instruction; Tier-II support programs; Positive Behavioral Interventions and Supports (PBIS), student and staff safety; customer service; meeting the needs of students with Individual Education Plans (IEP); effective usage of technology as an instructional tool; effective instructional practices for English learners; and implementation of specialized programs such as Dual Immersion, International Baccalaureate, Advancement Via Individual Determination (AVID), and Advanced Placement programs.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 2 |