

East Avenue Middle 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.

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

School Name	East Avenue Middle School
Street	3951 East Avenue
City, State, Zip	Livermore, CA 94550
Phone Number	(925) 606-4711
Principal	Mark E. Neal
Email Address	Mneal@lvjUSD.org
School Website	www.livermoreschools.org/east
Grade Span	6-8
County-District-School (CDS) Code	01-61200-60012452

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

<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 To insist on continuous improvement to ensure successful learning outcomes for all LVJUSD students
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2024-25 School Description and Mission Statement

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

Board Approved 6-26-18

Principal's Message

Mission: As a Livermore Valley Joint Unified School District (LVJUSD) school, East Avenue Middle School's mission is to provide tuition-free, equitable, well-rounded, standards-based instruction in a safe and supportive learning environment that supports the intellectual, physical, social, and emotional growth of all students. Data drawn from formative and summative assessments informs our teaching strategies, and the faculty actively collaborates on a consistent basis to increase student achievement.

Vision: East Avenue Middle School provides a safe, inspiring, and up-to-date learning environment in which students, staff, parents, and community members provide support to all students in developing the skills, attitudes, and motivation to succeed in school and beyond. Students strive to promote from East Avenue as academically and socially responsible youth who value critical thinking, creativity, integrity, diversity, and service to others.

East Avenue has an 2024-2025 enrollment of approximately 583 students. There is great diversity among our student population at 36% Hispanic or Latino, 42% White, 9% Asian, and 2% African-American or Black, with 9% of our student identifying as reporting two or more races. 9% percent of our students are English Learners (ELs), 18% are Students with Disabilities (SWD), and 32% are Socioeconomically Disadvantaged (SED). This diversity helps promote creativity and innovation at East Avenue by providing rich opportunities to consider a wide range of thoughts and approaches.

East Avenue operates on a six-period schedule. The East Avenue curriculum includes Core (English language arts and social science), science, math, and physical education classes. Honors Core and accelerated versions of math are offered. To accommodate students who wish to take electives that do not fit into their six-period day, we offer physical education classes before school during Zero Period. Our electives include classes in Science, Technology, Engineering, and Mathematics (STEM), Spanish, vocal and Instrumental music, art (including digital photography and computer animation), strength and conditioning, study hall, academic support classes, and leadership. Several classes are also designated to support our vibrant community of students who speak English as a second (or third, or fourth) language. Special interest clubs, including clubs for academic enrichment such as MathCounts, a drama program, athletics, and a variety of offerings in partnership with notable community institutions, including the Lawrence Livermore National Laboratory, round out the offerings.

The goal in offering a varied curriculum is to provide each student a bridge to academic engagement and success. Our teachers are focused on implementing instructional strategies that emphasize critical thinking and a growth mindset in support of the California State Standards (CSS). We believe in teaching students to stretch themselves beyond their comfort zones, to realize that effort grows abilities, and to understand that intelligence is worth the effort. Staff members have made the highest commitment to student learning, including use of formative and summative assessments and resulting data in collaborative consideration of the following four essential questions that drive our instruction: 1) What do we want all students to know and be able to do?; 2) How will we know if they learn it?; 3) How will we respond when some students do not learn?; and 4) How will we extend the learning for students who are already proficient?

In English and social studies, we will continue our work to engage students in evidence-based conversations around literary and informational text; increase students' vocabularies; and help students produce clear, logical, and compelling written pieces. In math and science, students will engage in conversations to communicate results of their investigations and thinking; produce clear and coherent writing in various formats (e.g., diagrams, tables, graphs, etc.); and build their math and science vocabularies to justify their conclusions and communicate them to others.

We are continuing to expand our Positive Behavioral Interventions and Supports (PBIS) framework, focusing on proactive practices to keep students in the classroom and learning. We have determined behavioral expectations and supports for

2024-25 School Description and Mission Statement

increased consistency across the school to continuously improve the efficiency and effectiveness of the learning environment for all students. This year, our focus on behaviors will include efforts to eradicate hate speech, profanity, and vulgarity, while praising students in their efforts to show kindness in thoughts, words, and actions; to make good choices; and to be safe.

Built in 1958, East Avenue has recently undergone an extensive update to campus facilities. Thanks to the generosity of Livermore residents, whose support of Bond Measure J made the work possible, the campus boasts a new two-story classroom building and a new quad, both completed within the last two years. A thorough update and modernization of the remaining classrooms and administrative spaces was completed in Spring 2022. Facilities include a well-equipped STEM space; an exceptional library; and very clean grounds. The physical revitalization of the campus, paired with the deep diversity of the student body and the committed engagement of our community partners, make this an exciting time at East Avenue. Our principal's messages and our electronic marquee will keep the community informed of what is happening.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	195
Grade 7	184
Grade 8	181
Total Enrollment	560

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.1
Male	47.7
Non-Binary	0.2
Asian	6.6
Black or African American	3.4
Filipino	3.6
Hispanic or Latino	35.4
Two or More Races	8.9
White	42.1
English Learners	10
Foster Youth	0.4
Homeless	2.5
Migrant	0.2
Socioeconomically Disadvantaged	27.3
Students with Disabilities	17.5

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)	22.10	86.13	546.10	87.09	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	9.20	1.48	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	20.40	3.26	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.70	10.61	21.10	3.37	12115.80	4.41
Unknown/Incomplete/NA	0.80	3.23	30.10	4.80	18854.30	6.86
Total Teaching Positions	25.70	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)	23.30	84.83	548.80	86.43	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.50	1.50	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.70	6.29	32.50	5.12	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	10.70	1.69	11953.10	4.28
Unknown/Incomplete/NA	2.40	8.84	33.30	5.25	15831.90	5.67
Total Teaching Positions	27.40	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)	23.20	86.22	538.80	85.23	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	11.20	1.77	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.40	5.48	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	2.20	8.26	44.30	7.02	14303.80	5.15
Total Teaching Positions	26.90	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	0.9
Misassignments	0.00	1.70	0.4
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	1.70	1.4

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	0.00	0.00	0
Local Assignment Options	2.70	0.00	0
Total Out-of-Field Teachers	2.70	0.00	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)	0.00	6.9	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	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 to date.

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	StudySync, McGraw-Hill, 2019	Yes	0
Mathematics	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	Discovery Education, 2021	Yes	0
History-Social Science	World History: Ancient Civilizations, McDougal Littell 2006 World History: Medieval and Early Modern Times, 2006 McDougal Littell Creating America: A History of the United States; Creating 2006 America: Beginnings Through World War I; McDougal Littell History Alive!, TCI 2006	Yes	0
Foreign Language	Senderos 1 Spanish for a Connected World, Vista Higher Learning 2018	Yes	0

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

School Facility Conditions and Planned Improvements

East Avenue was originally established as an elementary school in 1957, but now serves as a middle school. We have 28 classrooms situated on 10.3 acres. In addition to the classrooms, students have access to a spacious music room, a gymnasium, a multipurpose room, and an extraordinary library. The school also has administrative offices and conference rooms. Over the past two years, Measure J funds (thank you, community!) were used to complete a brand new two story building, including two maker spaces and 12 other highly modern instructional spaces. The center of our quad area has also been modernized, with an updated quad and landscaping, and several classrooms outside of the two story building have also been recently modernized.

Also thanks to these same Measure J funds, a renovation of the A and B buildings provides a much improved front office, classroom spaces including an updated art teaching space, a redesigned façade, and an updated parking lot with better traffic flow, improved safety, and more 'curb appeal.'".

Facilities are maintained through the diligent efforts of the site custodial crews and the district maintenance staff. Our Board of Education has adopted cleaning standards for all 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 emergency repairs are given the highest priority.

Year and month of the most recent FIT report

7/17/2024

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Boys restroom by Room 21-fan very loud work order #194501
Interior: Interior Surfaces		X		Missing tiles girls locker room work order #194498, gym boys restroom missing soap disp. work order #194500, Room 31 tackboard torn, 200 boys restroom tp dispenser broken in first stall work order#194500, girls restroom by 21 hole in wall work order #194502, boys restroom by library hole in wall under sink work order #194502
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None observed
Electrical	X			None observed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Kitchen restroom missing floor tiles under sink work order #194498, Room 100 bubbler not working work order #194499.
Safety: Fire Safety, Hazardous Materials	X			None observed
Structural: Structural Damage, Roofs	X			None observed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None observed

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)	58	58	62	60	46	47
Mathematics (grades 3-8 and 11)	40	43	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	580	549	94.66	5.34	57.95
Female	306	284	92.81	7.19	63.96
Male	273	264	96.70	3.30	51.33
American Indian or Alaska Native	0	0	0	0	0
Asian	43	40	93.02	6.98	72.50
Black or African American	16	16	100.00	0.00	25.00
Filipino	20	20	100.00	0.00	80.00
Hispanic or Latino	214	196	91.59	8.41	39.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	52	49	94.23	5.77	57.14
White	235	228	97.02	2.98	71.49
English Learners	69	51	73.91	26.09	6.00
Foster Youth	--	--	--	--	--
Homeless	14	13	92.86	7.14	7.69
Military	--	--	--	--	--
Socioeconomically Disadvantaged	183	167	91.26	8.74	30.91
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	98	90	91.84	8.16	20.00

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	580	564	97.24	2.76	42.53
Female	306	296	96.73	3.27	44.75
Male	273	267	97.80	2.20	40.23
American Indian or Alaska Native	0	0	0	0	0
Asian	43	43	100.00	0.00	60.47
Black or African American	16	15	93.75	6.25	20.00
Filipino	20	20	100.00	0.00	75.00
Hispanic or Latino	214	210	98.13	1.87	22.97
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	52	49	94.23	5.77	34.69
White	235	227	96.60	3.40	57.52
English Learners	69	68	98.55	1.45	4.41
Foster Youth	--	--	--	--	--
Homeless	14	13	92.86	7.14	7.69
Military	--	--	--	--	--
Socioeconomically Disadvantaged	183	177	96.72	3.28	18.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	98	90	91.84	8.16	13.48

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)	37.50	24.87	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	193	189	97.93	2.07	24.87
Female	99	97	97.98	2.02	22.68
Male	94	92	97.87	2.13	27.17
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	23.53
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	82	80	97.56	2.44	15.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	15.38
White	70	68	97.14	2.86	41.18
English Learners	23	22	95.65	4.35	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	64	95.52	4.48	6.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	33	94.29	5.71	9.09

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 7	82.1	81.1	81.1	81	81.1

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 East Avenue Middle School, we believe that family and community involvement is paramount to student achievement and college and career readiness. Through many fundraising activities, our parent-run Booster Club provides significant financial

2024-25 Opportunities for Parental Involvement

support for classroom supplies; technology; our library; and a variety of programs including drama, music, sports, and Homework Hall. Our School Site Council (SSC) meets four times per school year and is a collaborative effort between parents, teachers, students, and administrators to help develop and monitor our plan for student achievement.

Parents are also an integral part of our school community. They volunteer on campus, drive students to and from sporting events and field trips, and provide special luncheons and events for our faculty and staff throughout the year. They play a major role in the eighth-grade promotion celebrations, school dances, school fundraisers, and orientation for new and currently enrolled students.

For more information on how to become involved, contact East Avenue Middle School at (925) 606-4711 or visit our home page at livermoreschool.org/east

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	612	599	85	14.2
Female	321	317	46	14.5
Male	290	281	39	13.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	43	43	3	7.0
Black or African American	20	20	7	35.0
Filipino	20	20	1	5.0
Hispanic or Latino	230	222	39	17.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	54	54	9	16.7
White	245	240	26	10.8
English Learners	82	78	17	21.8
Foster Youth	--	--	--	--
Homeless	16	15	6	40.0
Socioeconomically Disadvantaged	197	189	48	25.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	106	104	25	24.0

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
9.67	7.32	9.48	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	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	9.48	0.00
Female	5.30	0.00
Male	14.14	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.65	0.00
Black or African American	35.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	11.30	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.26	0.00
White	7.35	0.00
English Learners	10.98	0.00
Foster Youth	0.00	0.00
Homeless	25.00	0.00
Socioeconomically Disadvantaged	14.72	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	16.98	0.00

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

School safety is a high priority at East Avenue Middle School and in our District. Our school safety plan is reviewed and updated yearly by our site Safety Committee and our district's Maintenance, Operations, and Facilities Department. The plan was reviewed and updated in September 2024. It is available at the site for review and addresses preparedness and response to earthquakes, fires, and intruders on campus. We conduct practice drills monthly and solicit student and staff response after each one. Scenarios cover earthquake, fire, shelter-in-place, and lockdown, including how to evacuate the building. We also review the roles and responsibilities for our Search and Rescue, Safety and Security, First Aid, and Student Supervision teams. Each October for The Great California ShakeOut, students and staff receive scenarios to act out to assess our teams' preparedness.

East Avenue is a closed campus, and all visitors are required to sign in at the school office. The staff, administration, and trained yard supervisors monitor passing times and lunch periods, ensuring a safe and orderly environment for our entire student body. All coaches are required to have CPR and first-aid training.

We are fortunate to have a full-time counselor on campus to assist with students. Our counselor is available daily to work with students who are experiencing challenges with friends, academics, and/or in their social emotional growth.

We work very closely with our District's Department of Student Services to ensure that East Avenue is in compliance with State regulations regarding discipline, suspensions, and expulsions. We employ disciplinary practices that enable students to reflect on their decisions and to make better choices in the future.

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	9	12	
Mathematics	23	5	12	
Science	23	6	11	
Social Science	24	4	12	

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	6	12	
Mathematics	20	9	9	
Science	21	7	10	
Social Science	23	3	12	

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	5	9	3
Mathematics	23	5	11	
Science	24	5	10	
Social Science	26	2	9	3

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	583

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1.5
Social Worker	.2
Nurse	
Speech/Language/Hearing Specialist	1
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	\$10,935.67	\$2,833.64	\$8,102.03	\$95,159.05
District	N/A	N/A	\$7,927.24	\$102,699
Percent Difference - School Site and District	N/A	N/A	4.5	-7.6
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-28.3	-2.7

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

Fiscal Year 2023-24 Types of Services Funded

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.

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. 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 2024-2025 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 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