

Junction Avenue TK-8 School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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.

2025-26 School Contact Information

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	TK-8
County-District-School (CDS) Code	01-61200-6001234

2025-26 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

2025-26 School Description and Mission Statement

Core Values for Teaching and Learning

PREAMBLE

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:

- 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.

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

2025-26 School Description and Mission Statement

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 heart of the Junction Avenue community, and we proudly celebrate the rich diversity of our families. Through our curriculum, after-school activities, cultural events, music, food, and community partnerships, we strive to create a vibrant learning environment that reflects and honors the cultures we serve. Our teachers, students, and families work collaboratively to ensure our school is academically strong, culturally inclusive, and responsive to the social and emotional needs of every student. At Junction Avenue TK-8 School, we believe all children deserve an education that is both engaging and relevant, and we are deeply committed to providing exactly that.

In addition to a rigorous TK-8 academic program, we offer a Spanish-English Dual Immersion Bilingual Program across all grade levels. This distinctive program provides students with the opportunity to learn all grade-level standards in both Spanish and English. Our goal is for students to graduate from the program bilingual, biliterate, and culturally competent by the end of eighth grade.

Situated on a 27-acre campus in one of Livermore’s most established neighborhoods, Junction Avenue TK-8 School serves 803 students from diverse and multicultural backgrounds. As a Title I school, we are committed to providing a wide range of supports and learning opportunities to ensure every student can thrive. Our programs include math-assistance classes, reading intervention, and English Language Development, along with a strong, academically challenging curriculum in English language arts, social studies, science, mathematics, and physical education.

We also provide a robust selection of electives for students in grades six through eight, as well as numerous enrichment clubs open to all grade levels, including ballet folklórico and team sports. These programs play an important role in helping students connect with school, discover their interests, and strengthen their sense of belonging.

We remain dedicated to building meaningful partnerships with every family and ensuring that every student feels supported, challenged, and inspired.

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

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	70
Grade 1	51
Grade 2	46
Grade 3	40
Grade 4	37
Grade 5	55
Grade 6	184
Grade 7	155
Grade 8	163
Total Enrollment	801

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	52.2
Male	47.7
Non-Binary	0.1
Asian	3.9
Black or African American	2.2
Filipino	2.5
Hispanic or Latino	68
Native Hawaiian or Pacific Islander	0.1
Two or More Races	3.5
White	19.7
English Learners	31
Foster Youth	0.1
Homeless	1.7
Migrant	2.7
Socioeconomically Disadvantaged	49.8
Students with Disabilities	14.7

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.

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)	38.3	83.48	548.8	86.43	234405.2	84
Intern Credential Holders Properly Assigned	0.5	1.15	9.5	1.5	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.5	9.81	32.5	5.12	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.35	10.7	1.69	11953.1	4.28
Unknown/Incomplete/NA	1.4	3.18	33.3	5.25	15831.9	5.67
Total Teaching Positions	45.8	100	635	100	279044.8	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.

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)	35.9	85.13	538.8	85.23	231142.4	83.24
Intern Credential Holders Properly Assigned	1	2.53	11.2	1.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	7.2	27.7	4.38	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	10.1	1.6	11746.9	4.23
Unknown/Incomplete/NA	2.1	5.11	44.3	7.02	14303.8	5.15
Total Teaching Positions	42.2	100	632.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	33.4	86.33	544.4	87.01	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3.9	0.63	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	2.58	15.7	2.52	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	8	1.28	12112.8	4.34
Unknown/Incomplete/NA	4.3	11.09	53.5	8.55	13705.8	4.91
Total Teaching Positions	38.7	100	625.6	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	0
Misassignments	4.50	2	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.50	3	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	1.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.7	4.6	4.4
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	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>.

2025-26 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 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, and 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	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2018 Becnmark, Adelante, 2018	0

	Study Sync, McGraw-Hill, 2019	
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	0
Science	TWIG Science 2022 Discovery Education 2021	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	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
- 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.

School Facility Conditions and Planned Improvements

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

7/29/2025

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		girls and boys locker room ceilings have abandoned electrical boxes from the old lights that need covered, room 40 torn wall at left as you enter, missing small tiles under wall mounted toilets in restrooms by 34/35, 41 stained carpets-work orders placed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None observed
Electrical	X			Kitchen rr missing cover on electrical outlet, gym girls restroom needs new lights-work order placed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			26,35 bubbler doesn't work, boys locker room drinking fountain low pressure, girls locker room rr two stalls need new latches, sink needs caulked in girls rr at gym. Work orders placed.
Safety: Fire Safety, Hazardous Materials	X			Rooms 15, 26, 27, 35, 36, 38, 39 and 18-items under sink marked "keep out of reach of children" -emailed principal.
Structural: Structural Damage, Roofs	X			None observed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 40 door handle loose, girls restroom by 34 stall 4 latch broken-work orders placed.

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	32	36	60	62	47	48
Mathematics (grades 3-8 and 11)	20	26	49	50	35	37

2024-25 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

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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	621	614	98.87	1.13	36.16
Female	320	315	98.44	1.56	38.73
Male	300	298	99.33	0.67	33.22
American Indian or Alaska Native	0	0	0	0	0
Asian	27	26	96.30	3.70	57.69
Black or African American	11	11	100.00	0.00	9.09
Filipino	20	20	100.00	0.00	55.00
Hispanic or Latino	410	409	99.76	0.24	22.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	22	95.65	4.35	81.82
White	129	125	96.90	3.10	68.00
English Learners	186	186	100.00	0.00	3.76
Foster Youth	0	0	0	0	0
Homeless	17	17	100.00	0.00	5.88
Military	0	0	0	0	0
Socioeconomically Disadvantaged	330	328	99.39	0.61	21.04
Students Receiving Migrant Education Services	19	19	100.00	0.00	26.32
Students with Disabilities	97	94	96.91	3.09	6.38

2024-25 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	621	614	98.87	1.13	25.57
Female	320	315	98.44	1.56	23.81
Male	300	298	99.33	0.67	27.18
American Indian or Alaska Native	0	0	0	0	0
Asian	27	27	100.00	0.00	59.26
Black or African American	11	11	100.00	0.00	0.00
Filipino	20	20	100.00	0.00	35.00
Hispanic or Latino	410	409	99.76	0.24	13.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	22	95.65	4.35	54.55
White	129	124	96.12	3.88	52.42
English Learners	186	186	100.00	0.00	2.15
Foster Youth	0	0	0	0	0
Homeless	17	17	100.00	0.00	5.88
Military	0	0	0	0	0
Socioeconomically Disadvantaged	330	328	99.39	0.61	13.41
Students Receiving Migrant Education Services	19	19	100.00	0.00	10.53
Students with Disabilities	97	94	96.91	3.09	8.51

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	24.62	32.39	45.05	48.66	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	216	213	98.61	1.39	32.39
Female	117	115	98.29	1.71	28.70
Male	99	98	98.99	1.01	36.73
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	147	146	99.32	0.68	22.60
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	42	97.67	2.33	52.38
English Learners	62	61	98.39	1.61	1.64
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	114	114	100.00	0.00	15.79
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	29	93.55	6.45	10.34

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.

2024-25 California Physical Fitness Test Participation Rates					
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	100	100	100	100	100
Grade 7	98.7	98.0	99.3	98.0	98.7

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.

2025-26 Opportunities for Parental Involvement
<p>Parent Involvement</p> <p>Livermore Valley Joint Unified School District (LVJUSD) values meaningful parent engagement and recognizes families as essential partners in student success. Board Policy 6020 emphasizes that parents/guardians are their children’s first teachers and that sustained involvement greatly contributes to academic achievement and a positive school environment.</p> <p>Families are encouraged to participate in a variety of district and school-level opportunities, including PTAs/PFAs, booster organizations, School Site Councils (SSC), and English Learner Advisory Committees (ELAC). Districtwide collaboration occurs monthly through the Parent Communication and Information Council (PCIC), where parent leaders meet with the Superintendent to receive district updates and share school-based concerns and ideas. Representatives from SSC and ELAC also contribute to district planning through the LCAP Advisory Committee and DELAC.</p> <p>Junction Avenue TK-8 School</p> <p>Junction Avenue TK-8 School is committed to strong home–school partnerships that support student achievement. Our School-Home Compact, Parent Involvement Policy, and online grading system help ensure families remain informed and engaged in their child’s learning. All communications, meetings, and publications are translated into Spanish to support full participation from all families.</p> <p>Parents and guardians can participate through:</p> <p>Volunteering in classrooms, the school office, or the Parent Center</p> <p>Chaperoning field trips and student events</p> <p>Supporting extracurricular programs such as Academic Olympics and Math Counts</p>

2025-26 Opportunities for Parental Involvement

Participating in Dual Immersion parent meetings and community nights

Assisting with fundraising and athletics programs

For more information about parent involvement opportunities, please contact Parent Center Coordinator Maricela Jimenez at (925) 606-4720, ext. 6304, or mjimenez@lvjUSD.org

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	819	808	108	13.4
Female	428	422	60	14.2
Male	390	385	48	12.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	33	31	2	6.5
Black or African American	19	19	6	31.6
Filipino	20	20	0	0.0
Hispanic or Latino	558	551	83	15.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	30	28	2	7.1
White	158	158	15	9.5
English Learners	275	272	45	16.5
Foster Youth	--	--	--	--
Homeless	20	20	11	55.0
Socioeconomically Disadvantaged	444	441	71	16.1
Students Receiving Migrant Education Services	27	27	2	7.4
Students with Disabilities	141	138	17	12.3

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.53	2.57	4.03	3.19	2.79	2.26	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.23	0	0.1	0.07	0.1	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.03	0.00
Female	3.04	0.00
Male	5.13	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	15.79	0.00
Filipino	5.00	0.00
Hispanic or Latino	4.30	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.67	0.00
White	1.90	0.00
English Learners	5.09	0.00
Foster Youth	0.00	0.00
Homeless	15.00	0.00
Socioeconomically Disadvantaged	5.41	0.00
Students Receiving Migrant Education Services	7.41	0.00
Students with Disabilities	1.42	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.

2025-26 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 January 2026.

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.

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	0
1	23	0	4	0
2	27	0	4	0
3	23	0	6	0
4	21	4	2	0
5	21	0	8	0
6	21	19	31	2
Other	0	0	0	0

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	0	2	0
1	25	0	4	0
2	21	2	2	0
3	33	0	2	1
4	28	0	4	0
5	32	2	1	1
6	19	23	25	1
Other	14	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	0	2	0
1	26	0	4	0
2	23	0	4	0
3	20	2	2	0
4	19	4	0	0
5	28	0	4	0
6	22	21	30	3
Other	10	1	0	0

2024-25 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	803

2024-25 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)	
Psychologist	1.1
Social Worker	0.2
Nurse	0.4
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$11,040.07	\$2,074.52	\$8,965.55	\$103,178.50
District	N/A	N/A	\$8,316.92	\$106,158
Percent Difference - School Site and District	N/A	N/A	8.5	-2.8
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-21.7	-0.5

Fiscal Year 2024-25 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.

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.
- Special education funds provide staffing, including program specialists, psychologists, therapists, professional development, transportation, and supplementary materials for special needs students.
- 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.
- Local Control Funding Formula Supplemental funds provide resources for a broad array of district and school support systems, all intended to help English Learners, Socioeconomically disadvantaged students, Foster Youth, and other vulnerable student groups that show a need for assistance as demonstrated through various state accountability measures. These programs include staffing, professional development, clothing and transportation for students,

Fiscal Year 2024-25 Types of Services Funded

induction support for new teachers, software used to manage student achievement data, and intervention support materials for math and literacy, among many other actions.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$55,149	\$62,783
Mid-Range Teacher Salary	\$101,579	\$97,783
Highest Teacher Salary	\$129,512	\$128,020
Average Principal Salary (Elementary)	\$161,696	\$160,224
Average Principal Salary (Middle)	\$165,546	\$166,992
Average Principal Salary (High)	\$179,268	\$180,971
Superintendent Salary	\$358,487	\$313,465
Percent of Budget for Teacher Salaries	34.22%	30.05%
Percent of Budget for Administrative Salaries	6.36%	5%

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.

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 Professional Learning Communities 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, and International Baccalaureate.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	2	2