

Jackson Avenue Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Jackson Avenue Elementary School
Street	554 Jackson Avenue
City, State, Zip	Livermore, CA 94550
Phone Number	(925) 606-4717
Principal	Shari Johnston
Email Address	sjohnston@lvjUSD.org
Website	www.livermoreschools.org/jackson
County-District-School (CDS) Code	01-61200-6001283

Entity	Contact Information
District Name	Livermore Valley Joint Unified School District
Phone Number	(925) 606-3200
Superintendent	Kelly Bowers
Email Address	kbowers@lvjUSD.org
Website	www.livermoreschools.org

School Description and Mission Statement (School Year 2019-20)

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 to college and/or career ready.

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

Goal 3: Enhance parent and community engagement and communication.

Principal's Message

Jackson Avenue Elementary School is proud to present our annual School Accountability Report Card. We are committed to providing the best possible education for all students.

Jackson Avenue Elementary School was awarded the 2018-19 Honor Roll by the Campaign for Business and Education Excellence (previously earned 2014 and 2015 Honor Roll). We received the award for raising student achievement and closing the student achievement gap.

This 2019-20 school year, we are continuing to implement our social-emotional learning program, Choose Love, focusing on characteristics of courage, gratitude, forgiveness and compassion. We are strengthening our school wide expectations of being a Stingray STAR: Be Scholarly, Be Trustworthy, Be Accepting, and Be Responsible. We are explicitly teaching students expectations of behavior in all areas of the campus (hallways, office, makerspace, library, kid connection, classroom, playground, lunch room, etc). We have weekly Wednesday morning meetings to celebrate students, build school spirit, reinforce expectations, and reinforce Choose Love characteristics (Courage, Gratitude, Forgiveness and Compassion).

Jackson Avenue began a new procedure for lunches this year. In reviewing our data from last year, we found a lot of students hurrying to eat so they could leave to play, lots of food was being wasted, and increased behaviors in the lunchroom. Our teacher leaders and administration looked into the research of students playing and then eating. Articles published in the National Education Association and the New York Times talk about the benefits of playing before eating. A study by the Journal of Child Nutrition and Management (2006) indicates that schools who schedule recess before lunch found students eat more fruits and vegetables, waste less food, and are better behaved on the playground, in the lunchroom, and in the classroom. Nurses also reported a decrease in students complaining of headaches and stomachaches. We instituted "play and then eat" program so our students are hungry when they sit down to eat and then are in a calmer place to go back to class.

We began our work with Advancement Via Individual Determination (AVID). This year, we are focusing on goal setting and writing strategies. We are piloting this in a few classes (3rd and 5th grade). We are showcasing various colleges and careers to inspire students of what they want to aspire to do when they are adults. We will be expanding this program next school year. AVID complements similar work we are doing around personalized learning. Jackson Avenue Elementary School received a grant for over \$25,000 from Silicon Schools to continue our work on supporting student agency and personalized learning. We have focused on developing student agency, specifically in goal setting, tracking and planning for success as well as student choice in work tasks. We also changed our classroom environments to include flexible seating (standing desks, hokki stools, stadium chairs, etc.).

We have created two additional learning environments for students. Our Makerspace is a place for students to build, create art, and learn to use a variety of digital tools such as bee bots for coding and green screens. With the support of our Parent Teacher Organization and a grant from Whole Foods, we have an outdoor classroom in our garden with space to grow plants in a greenhouse, learn about composting, and use the area for painting and exploring. We have a very active parent/teacher Green Team that supports our afterschool Garden Club, recycling in our lunch room, and various projects around our campus.

We screen all our students in reading and then do more specific assessments for those students who have gaps in reading. We then provide reading intervention to students 4 days a week. We also are fortunate to have some community volunteers who come to our school to support small group or individual students in mathematics.

We also received the United States Department of Agriculture (USDA) HealthierUS School Challenge Bronze Award 2015-2019 for excellence in nutrition and physical activity.

Through a grant from Kaiser Permanente, we have been able to focus on nutritional and physical health of students. We were able to install two water-filtration systems for students, provide organized physical activities on the playground to support students in being active, and nutritional information for students and families. We continue to be supported through Kaiser grants to support health and wellness programs on our site. We also received a grant from the San Jose Earthquakes and Wells Fargo to purchase soccer goal stands.

We continue to participate in the Safe Routes to School program. We encourage students to walk, bike, or carpool to school. We have provided assemblies to students on street safety. We also won the Fire Up Your Feet activity challenge two years in a row.

Our Science Specialist implements Project Lead the Way (PLTW). PLTW is a science program that focuses on engineering. It provides the opportunity for students to utilize critical-thinking, science, and math skills to apply and implement solutions to engineering problems. Jackson Avenue's middle and high school feeder schools also offer PLTW programs. Jackson Avenue Elementary does whatever it takes to support students in succeeding. We have a team approach (Coordination of Services Team, Student Success Teams, and Grade Level Teams) to ensure students receive the additional targeted support they may need to grow and excel. We value parent participation, support and input. We also have additional counseling opportunities for students going through difficult transitions, offered by Hume Center. We have incorporated mindfulness strategies to help support student self-regulation, increasing their ability to focus and succeed. We also teach students strategies to promote a growth mindset, which will provide a path to being a lifelong learner.

Jackson Avenue offers the following programs and opportunities to students:

- Transitional kindergarten: Prepares younger students (chronologically or developmentally) for success in kindergarten for the following school year by using active learning with a focus on science, technology, engineering and math (STEM). Curriculum includes: Great Explorations in Math and Science (GEMS), Zoo-phonics, Handwriting Without Tears, and Math Their Way.
- Kindergarten: We offer an extended-day kindergarten (from 8:30 a.m. to 1:30 p.m.) for all our students.
- Reading Block: Provides opportunities for small-group reading instruction across all grade levels. Our reading specialist provides direct small-group instruction to those students who require more support in developing their reading skills.
- Character Education: Students learn conflict resolution strategies and how to foster an inclusive environment.
- Kid Connection: Students are provided individual and small-group instruction and support to improve in the areas of social and emotional growth.
- Gifted and Talented Education (GATE): In addition to individual enrichment in the classrooms, we provide social opportunities outside of school for students to interact and get to know one another. We offer after-school activities in conjunction with another school site.

We provide children with a supportive educational environment that fosters responsibility, goal setting, and a dedication to learning. In addition to building academic skills and providing a challenging curriculum, we strive to guide all children in developing self-respect and respect for others. We believe education is a cooperative effort of the school, home, and community. Our primary goal is to prepare students to become responsible members of their immediate community and, ultimately, the global community. The years from grades TK-5 are a time of uninhibited wonder, enthusiasm for learning, and rapid intellectual growth. We take advantage of this unique window to help every child obtain the best possible start as a lifelong learner.

Our goals for the 2019-20 school year include the following:

LCAP Goal #1

- Literacy/Reading Comprehension: To increase by at least 3% the number of students who score at grade level in the area of reading comprehension.
- Mathematics: To increase by at least 3% the number of students who are at grade level/proficient in math.
- Writing: To have all students grow (or maintain if at the highest score) in the area of writing as measured by our district benchmark assessments.
- Articulation: To continue to implement a well-articulated and coherent academic program between grade levels and disciplines.

LCAP Goal #2

- Use of social/emotional strategies with students.
- To decrease chronic absenteeism by 1%.
- To increase overall physical fitness of students in 5th grade by 5%.

LCAP Goal #3

- An increase of parent participation in school activities.

School Mission Statement

Jackson Avenue Elementary School, in partnership with the community, will provide all students with a rigorous education, including problem-solving, character-building, and 21st century skills, to successfully prepare them for roles as productive citizens.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	111
Grade 1	92
Grade 2	87
Grade 3	68
Grade 4	91
Grade 5	77
Total Enrollment	526

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.2
Asian	8
Filipino	3.8
Hispanic or Latino	40.7
Native Hawaiian or Pacific Islander	0.2
White	39.2
Two or More Races	6.7
Socioeconomically Disadvantaged	39.7
English Learners	18.8
Students with Disabilities	14.8
Homeless	0.2

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	30	27	29	642
Without Full Credential	1	2	1	26
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	8

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 11/2019

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, science in 2006-07, 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2018	Yes	0%
Mathematics	Investigations 3, Pearson 2016	Yes	0%
Science	California Edition, Macmillan/McGraw-Hill 2007	Yes	0%
History-Social Science	History-Social Science for California, Scott Foresman 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Jackson Avenue Elementary School first opened in 1963. The facility has been expanded and remodeled over the past 50 years. The school completed construction of the rest of the school in September 2008, funded by a local bond. Gates were installed enclosing the campus in the 2012-13 school year. There is a new kindergarten playground, two new K-5 playgrounds, and extensive field areas for student play and physical education that were installed in 2018-19 thanks to the Measure J Bond.

All classrooms have networked computers with printers, a digital projector, sound system and a document camera. The library has eight Mac computers to access an electronic card catalog. We have a Chromebook cart in each 1-5 grade class. Kindergarten shares seven Chromebooks. Many teachers also have iPads for small group or individual work. Many classrooms have added technology such as iPads and flat-screen TVs through grants. There is also a multipurpose room with a stage and a kitchen facility.

A head custodian maintains the site from early morning to afternoon, and 1.5 full time equivalent night custodians work from afternoon to late night. The custodial staff work to develop cleaning schedules to keep the site clean and safe.

We have two gardens on campus. One garden is maintained by parent volunteers and is used as an outside classroom. Another garden is maintained by a Girl Scout troop. They grow vegetables to provide to families in need.

Measure J supported the installation of a new digital marquee for our school site. We also have recently installed solar panels in the parking lot and on our blacktop to provide shade during recess and PE. We installed three new playground structures through Measure J funding. We also have updated our field. All classrooms have ceiling mounted projectors and sound systems (installed in 2018-19). Security cameras were installed in 2018-19 as well.

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 will be 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 newschools following the Facilities Master Plan.

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 8/6/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Good	None
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None
Electrical: Electrical	Fair	Rm. 23 - light out, work order #106745 - Completed 8/13
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Boys RR B Wing East End urinal not working, work order #106746 - Completed 8/13; Rm. 10 Bubbler needs adjusted, Rm. 23 bubbler not working, Work order 106747 - completed 8/19
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None

System Inspected	Rating	Repair Needed and Action Taken or Planned
Overall Rating	Good	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	56	61	62	63	50	50
Mathematics (grades 3-8 and 11)	56	54	51	50	38	39

Note: Percentages are not calculated 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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	242	238	98.35	1.65	60.50
Male	126	125	99.21	0.79	55.20
Female	116	113	97.41	2.59	66.37
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	19	18	94.74	5.26	83.33
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	115	113	98.26	1.74	42.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	84	83	98.81	1.19	77.11
Two or More Races	16	16	100.00	0.00	75.00
Socioeconomically Disadvantaged	115	113	98.26	1.74	46.02
English Learners	84	82	97.62	2.38	40.24
Students with Disabilities	55	54	98.18	1.82	33.33
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	242	238	98.35	1.65	54.43
Male	126	125	99.21	0.79	52.80
Female	116	113	97.41	2.59	56.25
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	19	18	94.74	5.26	64.71
Filipino	--	--	--	--	--
Hispanic or Latino	115	113	98.26	1.74	38.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	84	83	98.81	1.19	71.08
Two or More Races	16	16	100.00	0.00	68.75
Socioeconomically Disadvantaged	115	113	98.26	1.74	42.48

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	84	82	97.62	2.38	39.02
Students with Disabilities	55	54	98.18	1.82	37.74
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					

Note: 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.

Note: 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.

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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	23.1	25.6	20.5

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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 the 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 Councils (SSCs) and English Learner Advisory Committees (ELACs) 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 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.

Parents are an integral part of our Jackson Avenue Elementary School environment. We have several opportunities for parents to become involved and are open to additional ideas and suggestions. We appreciate the dedication of parents who support their students’ learning in a variety of ways. Parents volunteer in classrooms and make many field trips possible by driving and chaperoning students.

Parents participate in our School Site Council (SSC), Parent Teacher Organization (PTO) and English Learner Advisory Committee (ELAC) to provide input and support. Our programs are supported through volunteering, fundraising, sponsoring, conducting enrichment activities, and participating on committees. The SSC reviews and approves the School Plan for Student Achievement. The SSC also makes recommendations and reviews programs, progress, and student achievement. Our ELAC committee in partnership with our PTO organizes our annual Multicultural Night, providing a variety of homemade food for the community to eat, and a large variety of performances representing many different cultures such as Hispanic/Latino, Filipino, Native American, East Indian, Chinese, Afghan, Scottish, and more.

We have an extremely active PTO that supports our school programs both financially and through volunteer efforts. They have supported our classrooms with supplemental materials. They provided financial support for the classrooms and field trips. Our PTO also supports many community social activities. The PTO organizes our Holiday Gift Store; weekly ice cream sales; and a silent auction and carnival in the spring to raise money for additional supplies, enrichment programs, assemblies and more. For more information on how to become involved, please contact the executive assistant to the principal, at (925) 606-4717, extension 3819; or ccuneo@lvjUSD.org.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.6	3.2	1.6	2.1	2.7	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Jackson Avenue Elementary School, in conjunction with LVJUSD, provides a safe, comfortable learning environment that contributes to student academic success. The Safety Committee meets regularly to update and review the Emergency Plan. The school safety plan addresses preparedness and response for a variety of possible disasters such as earthquakes, fire, and intruders. We have regular practice drills for all three events. The school maintains emergency supplies, which are stored away from the main buildings in an emergency storage container. Visitors are all required to sign in and sign out in the school office and wear a badge when visiting the campus. All LVJUSD school personnel are asked to wear their district identification tags. Emergency first-aid information, emergency kits, and emergency-evacuation maps are posted in every classroom. Yard supervisors wear orange vests and are equipped with handheld radios. They are on campus to provide student supervision before and after school, during recess and lunchtime. All yard supervisors and office staff have been trained in the use of the EpiPen (epinephrine injection) and automated external defibrillators (AEDs) in case of an emergency. At the beginning of the year, the Emergency Plan was reviewed with all staff. The school safety plan was last reviewed, updated and discussed with the school faculty in August 2019.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		5		24	1	4		22		5	
1	26		3		20	2	2		23		4	
2	22	1	3		26		3		22		4	
3	21	1	3		22		4		23		3	
4	21	2	5		25		5		29		3	
5	25		3		25	1	3		21	1	3	
Other**					11	1						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,001	\$2,205	\$5,796	\$79,652
District	N/A	N/A	\$5,866	\$79,725.00
Percent Difference - School Site and District	N/A	N/A	-1.2	-0.1

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-25.7	-2.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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, Gifted and Talented Education (GATE) program services; 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), GATE Advisory Committee, Career Technical Education (CTE) Advisory Committee, Technology Committee, Math Leadership Committee, 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 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 BELIEVES program at Marilyn Elementary and Junction K-8 Schools and the PAL program at all middle schools, by providing enrichment opportunities, homework support and academic intervention to students.
- Carl D. Perkins Vocational and Technical Education funds provide professional development, services, materials and resources for career technical education in our high schools.
- Migrant Education program funds provide a community liaison, community outreach, instructional aides, tutors, technology-based PASS program and preschool services.
- 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 parent education, guest speakers, tutoring, cultural activities, and incentives for Native American students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,289	\$51,374
Mid-Range Teacher Salary	\$77,897	\$80,151
Highest Teacher Salary	\$97,468	\$100,143
Average Principal Salary (Elementary)	\$134,920	\$126,896
Average Principal Salary (Middle)	\$138,131	\$133,668
Average Principal Salary (High)	\$149,584	\$143,746
Superintendent Salary	\$314,959	\$245,810
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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 2019-2020 school year, relevant and timely professional development will be available and delivered to employees. In addition, two designated professional development days and the flexible professional development day for certificated staff provide the option of individualized professional growth for teachers. Professional development will primarily focus on effective tier one instruction; Positive Behavior 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, Project Lead the Way, International Baccalaureate, and Advanced Placement programs.