

# East Avenue Middle School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	East Avenue Middle School
<b>Street</b>	3951 East Avenue
<b>City, State, Zip</b>	Livermore, CA 94550
<b>Phone Number</b>	(925) 606-4711
<b>Principal</b>	Jesse Hansen
<b>Email Address</b>	jhansen@lvjUSD.org
<b>School Website</b>	www.livermoreschools.org/east
<b>County-District-School (CDS) Code</b>	01-61200-60012452

## 2022-23 District Contact Information

<b>District Name</b>	Livermore Valley Joint Unified School District
<b>Phone Number</b>	(925) 606-3200
<b>Superintendent</b>	Chris Van Schaack
<b>Email Address</b>	cvanschaack@lvjUSD.org
<b>District Website Address</b>	www.livermoreschools.org

## 2022-23 School Overview

### 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.

Board Approved 6-26-18

#### Principal's Message

##### Mission:

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

## 2022-23 School Overview

### Vision:

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

East Avenue has an enrollment of approximately 570 students. There is great diversity among our student population at 40% White, 40% Hispanic or Latino, 9% Asian, 1% African-American. 9% report two or more races. 12% percent of our students are English learners (EL), 18% are Students with Disabilities (SWD), and 33% are Socioeconomically Disadvantaged (SED).

East Avenue operates on a six-period schedule. To accommodate students who wish to take electives that do not fit into their six-period day, we offer several classes before school during Zero Period. In 2021-2022, we are offering Zero Period classes in physical education and band, as well as a math support class.

Built in 1958, East Avenue has recently completed an intensive update to campus facilities. Thanks to the generosity of Livermore families, whose support of Bond Measure J made the work possible, the campus boasts a brand new two-story classroom building and a new quad, both completed within the last year. A thorough update and modernization of the A and B buildings (administration and classroom spaces) was completed in Spring 2022. The result is a revitalization in a literal sense, but also in terms of a growing sense among staff, students, and the community that East Avenue will achieve great things. The physical revitalization of the campus, paired with the deep diversity of the student body and the committed engagement of our community partners, make this an exciting time at East Avenue. Support from our District has also allowed each student to have an assigned chromebook to use all year. Facilities include a well-equipped Science, Technology, Engineering, and Mathematics (STEM) facility; an exceptional library; and very clean grounds. Our state-of-the-art electronic marquee keeps the community informed of what is happening "On the Avenue."

East Avenue curriculum includes Core (English Language Arts and Social Science), science, math, and physical education classes. Honors Core and accelerated versions of math are offered. Our electives include classes in STEM, Spanish, vocal and instrumental music, art (including digital photography and computer animation), strength and conditioning, study hall, academic support classes, and leadership. Several classes are also designated to support our vibrant community of students who speak English as a second (or third, or fourth) language. Special interest clubs, including clubs for academic enrichment such as MathCounts and Science Odyssey, a drama program, athletics, and a variety of offerings in partnership with community powerhouses like the Lawrence Livermore National Laboratory, round out the offerings.

The goal in offering a diverse curriculum is to provide each student a bridge to academic engagement and success. Our teachers are focused on implementing instructional strategies that emphasize critical thinking and a growth mindset in support of the California State Standards (CSS). We believe in teaching students to stretch themselves beyond their comfort zones, to realize that effort grows abilities, and to understand that intelligence is worth the effort.

We continue our work to engage students in evidence-based conversations around literary and informational text; help students produce narrative writing that incorporates effective techniques, well-chosen details, and well-structured event sequences; and increase students' vocabularies by reading increasingly complex texts. In math, students will engage in evidence-based conversations to: communicate results of their investigations and mathematical thinking; produce clear and coherent writing in various formats (e.g., diagrams, tables, graphs, etc.); and build their math vocabularies to justify their conclusions and communicate them to others. Staff members have made the highest commitment to ensuring all students succeed, evident not only in the top-flight lessons provided in classrooms but also in teachers' dedication to to post all daily objectives on the board in student-friendly language, to make calls home each week and to track these calls with the goal that at least half of our families will receive personal phone calls from teachers each trimester, and in several key initiatives, including the identification of power standards, the use of data and summative and formative assessments to track student progress on these standards, and on the incorporation of our AVID program and AVID strategies into all classrooms. Staff continue to deeply integrate Multi-Tiered Systems of Support (MTSS) and positive means of behavior intervention in all facets of our daily work.

About this School

2021-22 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	174
Grade 7	186
Grade 8	208
Total Enrollment	568

2021-22 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	47.4
Male	52.6
American Indian or Alaska Native	0.2
Asian	6.2
Black or African American	1.1
Filipino	2.6
Hispanic or Latino	40.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	9.0
White	40.1
English Learners	11.3
Foster Youth	0.2
Homeless	1.1
Migrant	0.2
Socioeconomically Disadvantaged	30.5
Students with Disabilities	18.7



**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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.10	86.13	546.10	87.09	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	9.20	1.48	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	20.40	3.26	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	2.70	10.61	21.10	3.37	12115.80	4.41
<b>Unknown</b>	0.80	3.23	30.10	4.80	18854.30	6.86
<b>Total Teaching Positions</b>	25.70	100.00	627.00	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.30	84.83	548.80	86.43	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	9.50	1.50	4853.00	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.70	6.29	32.50	5.12	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	10.70	1.69	11953.10	4.28
<b>Unknown</b>	2.40	8.84	33.30	5.25	15831.90	5.67
<b>Total Teaching Positions</b>	27.40	100.00	635.00	100.00	279044.80	100.00

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.70
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	<b>1.70</b>

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	2.70	0.00
<b>Total Out-of-Field Teachers</b>	<b>2.70</b>	<b>0.00</b>

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	6.90
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

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

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

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

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

Year and month in which the data were collected

10/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, McGraw-Hill, 2019	Yes	0
Mathematics	Big Ideas Math: Course 1, Big Ideas Learning 2014 Big Ideas Math: Course 2, Big Ideas Learning 2014 Big Ideas Math: Course 3, Big Ideas Learning 2014 Big Ideas Math: Math Advanced 1, Big Ideas Learning 2014 Big Ideas Math: Math Advanced 2, Big Ideas Learning 2014 Big Ideas Algebra 1, Big Ideas Learning 2016 Big Ideas Math Geometry, Big Ideas Learning 2019	Yes	0
Science	Discovery Education, 2021	Yes	0
History-Social Science	World History: Ancient Civilizations, McDougal Littell 2006	Yes	0

	World History: Medieval and Early Modern Times, 2006 McDougal Littell		
	Creating America: A History of the United States; Creating 2006 America: Beginnings Through World War I; McDougal Littell		
	History Alive!, TCI 2006		
<b>Foreign Language</b>	Senderos 1 Spanish for a Connected World, Vista Higher Learning 2018	Yes	0

## School Facility Conditions and Planned Improvements

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

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

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

**Year and month of the most recent FIT report**

7/20/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			None observed
<b>Interior:</b> Interior Surfaces		X		Multi-purpose Room - Chipped Tile WO #155694; Rm. 26 Missing cover on ceiling fan - replaced; Rm. 25 hole in wall @ baseboard - repaired while on site
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Boys Locker Room Urinal screen very rusty - replaced; Boys RR by 29 faucet missing top piece - WO#154588;
<b>Safety:</b> Fire Safety, Hazardous Materials	X			None observed
<b>Structural:</b>	X			None observed

School Facility Conditions and Planned Improvements

Structural Damage, Roofs				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None observed

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	49	N/A	60	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	36	N/A	47	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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.

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
<b>All Students</b>	567	555	97.88	2.12	48.56
<b>Female</b>	263	258	98.10	1.90	54.86
<b>Male</b>	303	296	97.69	2.31	43.24
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	34	34	100.00	0.00	67.65
<b>Black or African American</b>	13	11	84.62	15.38	36.36
<b>Filipino</b>	15	15	100.00	0.00	46.67
<b>Hispanic or Latino</b>	238	236	99.16	0.84	30.64
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	49	47	95.92	4.08	57.45
<b>White</b>	217	211	97.24	2.76	63.98
<b>English Learners</b>	65	65	100.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	181	178	98.34	1.66	24.29
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	103	97	94.17	5.83	9.28

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	568	549	96.65	3.35	35.88
<b>Female</b>	264	255	96.59	3.41	34.90
<b>Male</b>	303	293	96.70	3.30	36.86
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	34	34	100.00	0.00	44.12
<b>Black or African American</b>	13	13	100.00	0.00	23.08
<b>Filipino</b>	15	15	100.00	0.00	33.33
<b>Hispanic or Latino</b>	238	230	96.64	3.36	21.30
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	49	45	91.84	8.16	42.22
<b>White</b>	218	211	96.79	3.21	49.76
<b>English Learners</b>	66	64	96.97	3.03	4.69
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	181	173	95.58	4.42	12.72
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	103	96	93.20	6.80	5.21

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)						

## 2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	204	197	96.57	3.43	37.56
<b>Female</b>	96	93	96.88	3.12	39.78
<b>Male</b>	108	104	96.3	3.7	35.58
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	80	79	98.75	1.25	20.25
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	23	21	91.3	8.7	42.86
<b>White</b>	85	81	95.29	4.71	54.32
<b>English Learners</b>	19	19	100	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	59	59	100	0	13.56
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	41	36	87.8	12.2	5.56

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	90%	91%	91%	91%	91%

## 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.

#### 2022-23 Opportunities for Parental Involvement

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

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

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

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

## 2022-23 Opportunities for Parental Involvement

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

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

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

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	600	590	157	26.6
Female	281	278	72	25.9
Male	318	311	84	27.0
American Indian or Alaska Native	0	0	0	0.0
Asian	36	35	6	17.1
Black or African American	16	14	4	28.6
Filipino	16	16	2	12.5
Hispanic or Latino	247	244	78	32.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	52	51	16	31.4
White	232	229	51	22.3
English Learners	77	76	38	50.0
Foster Youth	2	2	0	0.0
Homeless	7	7	5	71.4
Socioeconomically Disadvantaged	199	196	92	46.9
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	115	114	47	41.2

## 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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.22	2.30	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.33	9.67	0.05	2.64	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.67	0.00
Female	3.91	0.00
Male	14.78	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.78	0.00
Black or African American	18.75	0.00
Filipino	0.00	0.00
Hispanic or Latino	14.17	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.62	0.00
White	6.03	0.00
English Learners	18.18	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	18.09	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.91	0.00

## 2022-23 School Safety Plan

School safety is a high priority at East Avenue Middle School and in our District. Our school safety plan is reviewed and updated yearly by our site Safety Committee and our district's Maintenance, Operations, and Facilities Department. The plan was reviewed and updated in August 2021. It is available at the site for review and addresses preparedness and response to earthquakes, fires, and intruders on campus. We conduct practice drills monthly and solicit student and staff response after each one. Scenarios cover earthquake, fire, shelter-in-place, and lockdown, including how to evacuate the building. We also review the roles and responsibilities for our Search and Rescue, Safety and Security, First Aid, and Student Supervision teams. Each October for The Great California ShakeOut, students and staff receive scenarios to act out to assess our teams' preparedness.

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

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

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

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	8	11	2
Mathematics	23	7	11	
Science	25	3	13	1
Social Science	24	4	11	2

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	9	11	1
Mathematics	23	6	12	
Science	23	3	14	
Social Science	24	4	11	1

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2021-22 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	568

## 2021-22 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1.0
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.9
<b>Social Worker</b>	
<b>Nurse</b>	0.1
<b>Speech/Language/Hearing Specialist</b>	1.2
<b>Resource Specialist (non-teaching)</b>	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
<b>School Site</b>	\$8,247.10	\$1,709.01	\$6,538.09	\$88,599.49
<b>District</b>	N/A	N/A	\$8,528.74	\$88,368
<b>Percent Difference - School Site and District</b>	N/A	N/A	-26.4	0.3
<b>State</b>	N/A	N/A	\$6,594	\$88,358
<b>Percent Difference - School Site and State</b>	N/A	N/A	-31.6	0.3

## 2021-22 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, Algebra 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 (BELIEVES) program at Marylin Avenue Elementary and Junction Avenue K-8 Schools by providing enrichment opportunities, homework support, and an emotionally and physically safe environment for students.
- Carl D. Perkins Career and Technical Education funds provide professional development, services, materials and resources for career technical education in our high schools.
- Tri-Valley Teacher Induction Program funds provide training and coaching for our new teaching staff and funds professional development.
- Special education funds provide staffing, including program specialists, psychologists, therapists, professional development, transportation, and supplementary materials for special needs students.
- State Assessment Apportionments are used to administer state-mandated assessments.
- Title I: Funds provide resource teachers, supplemental instructional materials and assessments, instructional aides, staff development, and parent involvement.
- Title II: Improving Teacher Quality funds provide high-quality professional development, training, and coaching to certificated staff.
- Title III: English learner funds provide EL programs, services, parent education, professional development, supplemental instructional materials, and support staff to ensure quality programs for English Learner students.
- Title IV: Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.
- Title VI: American Indian funds are used for staffing to support parent education, guest speakers, tutoring, cultural activities, and incentives for Native American students.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$46,467	\$54,370
<b>Mid-Range Teacher Salary</b>	\$85,590	\$82,681
<b>Highest Teacher Salary</b>	\$107,094	\$106,610
<b>Average Principal Salary (Elementary)</b>	\$134,484	\$135,283
<b>Average Principal Salary (Middle)</b>	\$139,600	\$141,244
<b>Average Principal Salary (High)</b>	\$146,374	\$152,955
<b>Superintendent Salary</b>	\$340,184	\$264,367
<b>Percent of Budget for Teacher Salaries</b>	35%	33%
<b>Percent of Budget for Administrative Salaries</b>	6%	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.

During the 2022-2023 school year, relevant and timely professional development will be available and delivered to employees. Three designated professional development days and a flexible professional development day for certificated staff provide the option of individualized professional growth for teachers. Employees will be able to access professional development opportunities through attendance at a conference-style professional development day; attending workshops after the instructional day; or through on-line recorded sessions.

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

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	3	3