

# **Jackson Avenue Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 webpage 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.

## About This School

### School Contact Information (School Year 2020-2021)

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

### District Contact Information (School Year 2020-2021)

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 2020-2021)

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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

This 2020-21-20 school year, we are continuing to implement our social emotional learning program (Choose Love) and Positive Behavior Interventions and Supports (PBIS) structure. Our school-wide expectations of being a Stingray STAR: Be Scholarly, Be Trustworthy, Be Accepting, and Be Responsible are set in every classroom and across our campus. We explicitly teach students expectations of behavior and provide positive reinforcement for these behaviors. 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 also implements Advancement via Individual Determination (AVID) strategies school wide. Our focus is student goal setting and writing strategies. AVID complements similar work we are doing around personalized learning, supported by a grant from Silicon Schools. 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.).

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. We also received the United States Department of Agriculture (USDA) Healthier US School Challenge Bronze Award 2015-2019 for excellence in nutrition and physical activity. During in person learning, students enjoy various learning environments such as our Makerspace and outdoor classroom garden. 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.

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. Our Kid Connection Program supports our students with learning coping skills and social emotional development. 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 on a weekly basis

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 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 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 in students.
- To increase student attendance during distance learning.
- 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 2019-2020)

Grade Level	Number of Students
Kindergarten	121
Grade 1	87
Grade 2	90
Grade 3	89
Grade 4	65
Grade 5	97
<b>Total Enrollment</b>	<b>549</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.4
Asian	8.7
Filipino	4.2
Hispanic or Latino	38.4
Native Hawaiian or Pacific Islander	0.2
White	41.2
Two or More Races	6.2
Socioeconomically Disadvantaged	38.6
English Learners	17.9
Students with Disabilities	15.7
Foster Youth	0.2
Homeless	0.7

## 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

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	27	29	29	609
Without Full Credential	2	1	0	25
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	6

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

**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

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

## School Facility Conditions and Planned Improvements

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

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 7/14/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	None observed
<b>Interior: Interior Surfaces</b>	Good	Nurses office has small hole in the wall WO# 121501 (completed 10/08). Room 31 stained ceiling tiles WO# 121506 (completed 9/4).
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	None observed
<b>Electrical: Electrical</b>	Fair	None observed
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	Room 16 bubbler not working WO# 121502 (completed 8/4). Room 24 bubbler not working WO# 121503 (completed 8/6). Media Center boys restroom urinals won't flush WO# 121505 (completed 8/4).
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	None observed
<b>Structural: Structural Damage, Roofs</b>	Good	None observed
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	None observed
<b>Overall Rating</b>	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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	42	N/A	45	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 2019-2020)**

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**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 2020-2021)**

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 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. During in-person learning, 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. We have Title 1 parent academy workshops to support our parent-school collaboration.

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**

**(data collected between July through June, each full school year respectively)**

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.2	1.6	2.7	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

## Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.2	2.4	
Expulsions	0	1	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

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 Safety 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 Safety Plan was reviewed with all staff. The school safety plan was last reviewed, updated and discussed with the school faculty in August 2020.

## 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	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*			2019-20 Average Class Size	2019-20 # of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24	1	4		22		5	5	24			
1	20	2	2		23		4		22		4	
2	26		3		22		4		29	3	1	
3	22		4		23		3		18	1	4	
4	25		5		29		3		16	1	3	
5	25	1	3		21	1	3		24	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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

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	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,351	\$2,170	\$6,181	\$79,276
District	N/A	N/A	\$6,182.66	\$80,447
Percent Difference - School Site and District	N/A	N/A	0.0	-1.5
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	-25.7	-6.5

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

### Types of Services Funded (Fiscal Year 2019-2020)

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), GATE Advisory Committee, 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 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 Marylin Ave. 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 Career 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, counseling, 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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,135	\$52,484
Mid-Range Teacher Salary	\$79,455	\$81,939
Highest Teacher Salary	\$99,417	\$102,383
Average Principal Salary (Elementary)	\$132,654	\$129,392
Average Principal Salary (Middle)	\$134,358	\$136,831
Average Principal Salary (High)	\$152,576	\$147,493
Superintendent Salary	\$328,076	\$254,706
Percent of Budget for Teacher Salaries	34.0	34.0
Percent of Budget for Administrative Salaries	6.0	5.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	4

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 2020-2021 school year, relevant and timely professional development will be available and delivered to employees. Two designated professional development days and a flexible professional development day for certificated staff provide the option of individualized professional growth for teachers. Moreover, this year, in light of the COVID-19 global pandemic and distance learning requirements, an additional flexible professional development day was offered to allow time for training on a new online learning management system and to support distance learning. 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 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.