School Year: **2023-24**

School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Junction Avenue K-8 School
Address	298 Junction Avenue Livermore, CA 94551
County-District-School (CDS) Code	01-61200-6001234
Principal	Jeannette Garza
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	10/26/2023
Schoolsite Council (SSC) Approval Date	10/24/2023
Local Board Approval Date	11/14/2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

SPSA Title Page 1
Table of Contents....3
School Vision and Mission 5
School Profile....5
Educational Partner Involvement 6
School and Student Performance Data 7
Student Enrollment....7
CAASPP Results....9
ELPAC Results 14
Physical Fitness Test Results (PFT) 2021-2022 18
California Healthy Kids Survey....19
Student Population 20
Overall Performance 22
Academic Performance 23
Academic Engagement 28
Conditions & Climate....30
Annual Review and Update 32
Goal 1....32
Goal 2....36
Goal 3....42
Goals, Strategies, & Proposed Expenditures....45
Goal 1....45
Goal 2....49
Goal 3....53
Budget Summary and Consolidation 56
Budget Summary 56
Allocations by Funding Source....56
Expenditures by Budget Reference 57
Expenditures by Budget Reference and Funding Source 58
School Site Council Membership 59
Recommendations and Assurances 60
Addendum....61
Instructions: Linked Table of Contents....61
Appendix A: Plan Requirements for Schools Funded Through the ConApp....64
Appendix B: Select State and Federal Programs....66
Appendix C: Centralized Services for Planned Improvements in Student Performance....67

Appendix D: Programs Included in this Plan 68
Appendix E: Planned Improvements in Student Performance 69
Appendix F 71
Appendix G: Title I School-Level Parental Involvement Policy 72
Appendix H 76
Appendix I 77
Appendix J 79
What data did you use to form this goal? Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations. 79
What were the findings from the analysis of this data? Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement. 79
How will the school evaluate the progress of this goal? Local assessments, staff, parent, and student surveys, as well as attendance logs. 79

School Vision and Mission

Mission: Each student will graduate with the skills needed to contribute and thrive in a changing world.

Junction Avenue's Vision:
The vision statement of Junction Avenue K-8 School is reflected in PAWS: Partnership, Accountability, Wellness, and Safety.

Partnership

School will facilitate a collaborative culture between staff, students, parents, and community members.
Junction welcomes and encourages outside community group partnerships.
Families will be offered a variety of services to address needs in the areas of counseling, after-school intervention, bilingual and family services, special education services, community wellness, and other academic and mental health support.

Accountability

Students will work to their maximum potential by studying rigorous curriculum through differentiated instruction and critical thinking.
Students will attain knowledge, skills, and strategies necessary to succeed and thrive in a changing world.
Students will be supported by the staff and the leadership team through the implementation of a schoolwide positive behavior intervention system.
School will provide Standards-aligned curriculum and assessments by credentialed staff.
In addition, students in our Dual Immersion program will build the skills necessary to meet the academic standards while simultaneously becoming bilingual and biliterate in Spanish and English.

Wellness

All students are offered nutritious “free and reduced” breakfast and lunch. All students will receive an education regarding positive nutrition choices.
Students are provided with skills that focus on mindfulness, metacognition, social interaction, and other positive behavioral support.
Staff will support and provide interventions based on students' individual needs.
Students will be taught and encouraged to have a growth mindset, where they believe their talents can be developed through hard work, effective strategies, and input from others.
Students will have opportunities for team and intramural sports during lunchtime and after school.

Safety

All students will receive character building education through Positive Behavioral Interventions and Supports.
Staff will provide a safe, supportive, and enriching learning environment made up of a diverse population of global citizens.
Junction will be an equitable, safe, nurturing, supportive, and inclusive school.

School Profile

Junction Avenue is located in north Livermore, quite close to downtown. It is one of the older schools in Livermore, opening in 1951 as Junction Street School. In its history, it has been Junction Street Elementary School, Junction Avenue Middle School, and then, in 2010-2011, Don Gaspar de Portola Elementary School was consolidated with Junction Avenue Middle School to form the new Junction Avenue TK-8 School. The new combined site is home to a Spanish-English Dual Immersion (DI) Pathway program.

Junction Avenue TK-8 School continues to grow in educational programs offered before, during, and after school. The staff embraces, and is committed to continuous learning through collaborative partnerships in a Professional Learning Community that mirrors the educational ideals of Livermore Valley Joint Unified School District.

Currently, Junction Avenue TK-8 School serves approximately 861 students. All of our students receive free breakfast and lunch. Our student population is comprised of 32.9% English Learners, 73.4% Hispanic/Latino, 17.6% White, 2.56% Asian, 2% African American, and 0% American Indian/Native American.

Junction has an active Parent Teacher Association (PTA) that supports educational goals and objectives. Through coordination of the Junction Avenue TK-8 Parent Center, the parent community supports important enrichment programs such as Ballet Folklorico, Bilingual Family Nights, Positive Behavioral Interventions and Supports (PBIS), "Choose Love," Social-Emotional Curriculum, Music, and Fifth Grade Science Camp.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) and English Language Advisory Committee (ELAC) are school community members who have been intricately involved in the development, review and approval of the School Plan for Student Achievement (SPSA). The SPSA is monitored by review of school, local, and State assessment data that provide insight into the effectiveness of the school plan. The School Site Council must approve the Plan. We have members on our SSC that are also in our ELAC group. They advocate for English Language Learners. In addition, Junction presents its plan to ELAC for feedback and input.

Our administration and the Title One teacher work together to assess the data collection and monitor the achievement of Junction students. The SSC is provided updates during the school year. We hold regularly scheduled meetings where our school community members meet to review data and check the status of our plan where we celebrate our successes and determine where we need to improve. This is usually done through our Instructional Leadership Team and then shared with our School Site Council.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.7%	0.70%	0%	6	6	0
African American	1.3%	0.81%	2.09%	12	7	18
Asian	2.7%	3.13%	2.56%	25	27	22
Filipino	3.6%	2.20%	1.63%	33	19	14
Hispanic/Latino	67.2%	71.96%	73.4%	623	621	632
Pacific Islander	0.3%	0.46%	0.23%	3	4	2
White	20.4%	17.38%	17.54%	189	150	151
Multiple/No Response	3.8%	3.24%	2.56%	35	28	22
			Total Enrollment	927	863	861

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	60	51	64
Grade 1	72	60	46
Grade 2	69	68	54
Grade3	82	60	69
Grade 4	69	82	62
Grade 5	61	59	86
Grade 6	164	152	172
Grade 7	168	160	155
Grade 8	182	171	153
Total Enrollment	927	863	861

Conclusions based on this data:

1. The Asian population decreased by 1.64% from the previous year.
2. The two predominant student groups at Junction K-8 are Hispanic/Latino (73.4.%) and White (17.5%).
3. The overall student population has remained the same from the previous year (one less student)

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	298	298	283	32.10%	34.5%	32.9%
Fluent English Proficient (FEP)	242	236	236	26.10%	27.3%	27.4%
Reclassified Fluent English Proficient (RFEP)	22	20		7.4%	2.31%	

Conclusions based on this data:

1. The English Learner population decreased by 1.6% from the previous year.
2. Students classified as Fluent English Proficient in the 2023 school year gained 0.1% points from the 21-22 school year

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	83	59	67	78	57	67	78	57	67	94.0	96.6	100.0
Grade 4	69	80	63	67	78	61	67	78	61	97.1	97.5	96.8
Grade 5	63	63	87	56	63	85	56	63	85	88.9	100.0	97.7
Grade 6	168	150	173	154	143	172	153	143	172	91.7	95.3	99.4
Grade 7	169	154	153	151	149	146	151	149	146	89.3	96.8	95.4
Grade 8	181	168	157	166	157	151	165	157	151	91.7	93.5	96.2
All Grades	733	674	700	672	647	682	670	647	682	91.7	96.0	97.4

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2384.	2370.	2384.	10.26	19.30	19.40	16.67	15.79	11.94	33.33	8.77	17.91	39.74	56.14	50.75
Grade 4	2406.	2427.	2417.	8.96	14.10	16.39	11.94	20.51	11.48	23.88	19.23	21.31	55.22	46.15	50.82
Grade 5	2448.	2466.	2462.	12.50	11.11	11.76	16.07	19.05	23.53	23.21	28.57	24.71	48.21	41.27	40.00
Grade 6	2491.	2515.	2518.	10.46	13.29	16.28	26.14	33.57	30.23	25.49	28.67	27.33	37.91	24.48	26.16
Grade 7	2543.	2523.	2537.	15.23	13.42	12.33	35.76	26.85	32.88	23.18	26.85	25.34	25.83	32.89	29.45
Grade 8	2579.	2558.	2527.	23.03	17.20	9.27	30.30	32.48	26.49	23.64	23.57	26.49	23.03	26.75	37.75
All Grades	N/A	N/A	N/A	14.63	14.68	13.64	25.97	27.20	25.66	25.07	24.11	24.93	34.33	34.00	35.78

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	15.38	17.54	19.40	61.54	36.84	44.78	23.08	45.61	35.82
Grade 4	8.96	10.26	11.48	62.69	65.38	54.10	28.36	24.36	34.43
Grade 5	8.93	11.11	11.76	57.14	63.49	60.00	33.93	25.40	28.24
Grade 6	12.42	19.58	15.12	49.67	51.75	54.65	37.91	28.67	30.23
Grade 7	15.89	14.77	13.70	59.60	56.38	65.75	24.50	28.86	20.55
Grade 8	25.45	19.75	9.27	49.70	50.32	55.63	24.85	29.94	35.10
All Grades	16.12	16.38	13.20	55.22	53.94	56.89	28.66	29.68	29.91

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	5.13	10.53	7.46	56.41	40.35	52.24	38.46	49.12	40.30
Grade 4	4.55	10.26	11.48	50.00	48.72	39.34	45.45	41.03	49.18
Grade 5	10.71	9.52	9.41	48.21	52.38	57.65	41.07	38.10	32.94
Grade 6	10.46	17.48	15.70	51.63	53.85	58.14	37.91	28.67	26.16
Grade 7	19.33	17.45	15.07	59.33	46.98	56.16	21.33	35.57	28.77
Grade 8	26.06	22.29	12.58	53.94	53.50	52.98	20.00	24.20	34.44
All Grades	15.12	16.38	12.90	54.04	50.23	54.25	30.84	33.38	32.84

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	7.69	10.53	7.46	65.38	61.40	59.70	26.92	28.07	32.84
Grade 4	5.97	8.97	6.56	77.61	67.95	75.41	16.42	23.08	18.03
Grade 5	8.93	7.94	11.76	67.86	73.02	70.59	23.21	19.05	17.65
Grade 6	14.38	12.59	13.95	67.97	72.03	75.00	17.65	15.38	11.05
Grade 7	7.95	8.72	8.22	76.16	78.52	80.14	15.89	12.75	11.64
Grade 8	17.58	17.20	10.60	70.30	67.52	72.85	12.12	15.29	16.56
All Grades	11.64	11.75	10.41	71.04	71.10	73.61	17.31	17.16	15.98

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	11.54	15.79	11.94	64.10	42.11	52.24	24.36	42.11	35.82
Grade 4	8.96	8.97	9.84	58.21	65.38	60.66	32.84	25.64	29.51
Grade 5	10.71	7.94	9.41	57.14	61.90	65.88	32.14	30.16	24.71
Grade 6	17.65	12.59	16.28	58.17	75.52	65.12	24.18	11.89	18.60
Grade 7	22.52	14.09	12.33	61.59	63.76	69.18	15.89	22.15	18.49
Grade 8	27.27	21.66	12.58	61.21	61.78	66.89	11.52	16.56	20.53
All Grades	18.96	14.53	12.76	60.30	63.99	64.81	20.75	21.48	22.43

Conclusions based on this data:

1. 3rd, 6th, 7th, and 8th grades had an increase in the amount of students who nearly met standard in Reading than the previous year. Also, 3rd, 4th, and 5th grades had an increase in the amount of students who achieved above standard in Reading that the previous year.
2. 3rd, 5th, 6th, and 7th grades had an increase in the amount of students who nearly met standard in Writing than the previous year. Also, 4th grade had an increase in the amount of students who achieved above standard in Writing that the previous year.

3. Overall, 3rd, 4th, 5th, and 6th grades had an increase in the amount of students who exceeded standards in English Language Arts than the previous year. Also, 5th and 7th grade had an increase in the amount of students who met standards in English Language Arts than the previous year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	83	59	67	78	59	67	78	59	67	94.0	100.0	100.0
Grade 4	69	80	62	67	79	60	67	79	60	97.1	98.8	96.8
Grade 5	63	63	87	56	62	86	55	62	86	88.9	98.4	98.9
Grade 6	168	150	173	154	146	172	153	146	172	91.7	97.3	99.4
Grade 7	169	154	153	151	150	148	150	150	148	89.3	97.4	96.7
Grade 8	181	168	157	166	161	152	166	161	152	91.7	95.8	96.8
All Grades	733	674	699	672	657	685	669	657	685	91.7	97.5	98.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2387.	2375.	2386.	6.41	8.47	5.97	16.67	22.03	25.37	35.90	18.64	19.40	41.03	50.85	49.25
Grade 4	2402.	2426.	2416.	7.46	5.06	6.67	4.48	20.25	11.67	34.33	26.58	35.00	53.73	48.10	46.67
Grade 5	2417.	2426.	2443.	5.45	3.23	9.30	7.27	8.06	13.95	21.82	16.13	23.26	65.45	72.58	53.49
Grade 6	2453.	2464.	2477.	7.84	5.48	11.05	8.50	12.33	10.47	24.84	32.19	29.07	58.82	50.00	49.42
Grade 7	2503.	2493.	2484.	10.67	8.67	8.78	17.33	12.67	10.81	28.67	34.00	32.43	43.33	44.67	47.97
Grade 8	2543.	2514.	2483.	22.29	11.80	8.55	13.86	16.77	9.21	23.49	21.74	23.03	40.36	49.69	59.21
All Grades	N/A	N/A	N/A	11.66	7.76	8.91	12.26	14.92	12.26	27.35	26.64	27.30	48.73	50.68	51.53

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	7.79	11.86	14.93	50.65	35.59	37.31	41.56	52.54	47.76
Grade 4	7.46	8.86	5.00	25.37	43.04	40.00	67.16	48.10	55.00
Grade 5	3.64	3.23	5.81	32.73	33.87	39.53	63.64	62.90	54.65
Grade 6	4.58	4.11	11.05	35.29	41.78	34.30	60.13	54.11	54.65
Grade 7	14.67	10.67	9.46	44.67	47.33	37.84	40.67	42.00	52.70
Grade 8	24.10	9.94	8.55	43.37	44.10	34.87	32.53	45.96	56.58
All Grades	12.28	8.22	9.34	39.97	42.47	36.64	47.75	49.32	54.01

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	10.26	10.17	11.94	47.44	42.37	38.81	42.31	47.46	49.25
Grade 4	5.97	5.06	3.33	52.24	48.10	56.67	41.79	46.84	40.00
Grade 5	5.45	0.00	9.30	36.36	41.94	47.67	58.18	58.06	43.02
Grade 6	3.27	6.16	8.14	43.79	46.58	47.67	52.94	47.26	44.19
Grade 7	10.00	8.00	6.76	60.00	51.33	51.35	30.00	40.67	41.89
Grade 8	21.69	13.04	6.58	46.99	49.69	51.97	31.33	37.27	41.45
All Grades	10.61	7.91	7.59	48.88	47.79	49.34	40.51	44.29	43.07

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	11.69	11.86	10.45	54.55	49.15	56.72	33.77	38.98	32.84
Grade 4	5.97	5.06	8.33	46.27	63.29	48.33	47.76	31.65	43.33
Grade 5	1.82	1.61	9.30	58.18	51.61	47.67	40.00	46.77	43.02
Grade 6	8.50	4.79	11.63	56.21	58.90	55.81	35.29	36.30	32.56
Grade 7	12.00	8.67	7.43	64.00	60.00	61.49	24.00	31.33	31.08
Grade 8	16.27	11.80	7.89	65.66	62.73	57.89	18.07	25.47	34.21
All Grades	10.78	7.76	9.20	59.28	59.06	55.91	29.94	33.18	34.89

Conclusions based on this data:

1. 3rd, 4th, 5th, and 6th grades had a decrease in the amount of students who did not meet standards than the previous year.
2. 3rd and 5th grades had an increase in the amount of students who met standards than the previous year.
3. 4th, 5th, 6th and 7th grades had an increase in the amount of students who exceeded standards than the previous year.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1398.1	1401.2	1375.5	1419.9	1419.5	1389.0	1347.3	1358.5	1343.6	28	15	19
1	1439.2	1414.8	1407.3	1465.2	1438.4	1423.8	1412.8	1390.7	1390.6	33	30	12
2	1463.5	1475.7	1449.8	1477.6	1495.3	1471.8	1449.0	1455.7	1427.3	28	33	27
3	1488.3	1447.5	1485.6	1498.8	1452.9	1506.5	1477.2	1441.6	1464.3	32	28	29
4	1497.1	1501.4	1485.7	1506.6	1506.3	1498.4	1487.2	1495.9	1472.6	28	32	29
5	1524.3	1517.0	1509.2	1536.2	1523.6	1524.6	1511.8	1509.8	1493.3	28	22	33
6	1517.5	1514.5	1518.7	1526.3	1516.5	1526.5	1508.2	1512.0	1510.4	49	48	50
7	1524.4	1526.1	1527.7	1537.4	1526.4	1532.8	1510.8	1525.3	1522.2	40	41	44
8	1537.6	1499.5	1551.5	1537.8	1502.4	1572.2	1536.7	1496.0	1530.3	28	35	39
All Grades										294	284	282

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	13.33	5.26	35.71	26.67	21.05	39.29	26.67	31.58	25.00	33.33	42.11	28	15	19
1	6.06	0.00	0.00	24.24	16.67	8.33	42.42	36.67	50.00	27.27	46.67	41.67	33	30	12
2	3.57	9.09	0.00	50.00	42.42	33.33	32.14	39.39	51.85	14.29	9.09	14.81	28	33	27
3	0.00	0.00	3.45	50.00	21.43	37.93	40.63	39.29	51.72	9.38	39.29	6.90	32	28	29
4	3.57	9.38	3.45	39.29	43.75	44.83	46.43	43.75	34.48	10.71	3.13	17.24	28	32	29
5	10.71	9.09	12.12	42.86	40.91	45.45	46.43	36.36	27.27	0.00	13.64	15.15	28	22	33
6	6.12	14.58	6.00	48.98	33.33	38.00	30.61	39.58	48.00	14.29	12.50	8.00	49	48	50
7	22.50	2.44	20.45	30.00	51.22	34.09	17.50	39.02	27.27	30.00	7.32	18.18	40	41	44
8	7.14	5.71	20.51	50.00	20.00	35.90	35.71	42.86	38.46	7.14	31.43	5.13	28	35	39
All Grades	7.14	7.04	9.57	41.16	33.80	35.82	35.71	39.08	39.36	15.99	20.07	15.25	294	284	282

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.71	26.67	5.26	46.43	13.33	31.58	21.43	26.67	21.05	21.43	33.33	42.11	28	15	19
1	24.24	13.33	8.33	36.36	36.67	41.67	36.36	30.00	16.67	3.03	20.00	33.33	33	30	12
2	25.00	39.39	14.81	39.29	33.33	48.15	28.57	21.21	22.22	7.14	6.06	14.81	28	33	27
3	34.38	10.71	48.28	56.25	28.57	24.14	9.38	39.29	27.59	0.00	21.43	0.00	32	28	29
4	32.14	28.13	41.38	50.00	59.38	34.48	10.71	9.38	10.34	7.14	3.13	13.79	28	32	29
5	50.00	40.91	48.48	46.43	40.91	36.36	0.00	13.64	3.03	3.57	4.55	12.12	28	22	33
6	32.65	31.25	32.00	44.90	47.92	52.00	8.16	10.42	14.00	14.29	10.42	2.00	49	48	50
7	47.50	21.95	36.36	22.50	58.54	40.91	10.00	12.20	6.82	20.00	7.32	15.91	40	41	44
8	25.00	14.29	43.59	53.57	40.00	43.59	14.29	22.86	7.69	7.14	22.86	5.13	28	35	39
All Grades	31.97	25.00	34.40	43.20	42.61	40.43	14.97	19.37	13.12	9.86	13.03	12.06	294	284	282

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00	0.00	10.71	20.00	0.00	50.00	33.33	47.37	39.29	46.67	52.63	28	15	19
1	0.00	0.00	0.00	21.21	0.00	0.00	27.27	23.33	25.00	51.52	76.67	75.00	33	30	12
2	0.00	9.09	0.00	28.57	27.27	7.41	50.00	30.30	48.15	21.43	33.33	44.44	28	33	27
3	0.00	0.00	0.00	18.75	0.00	10.34	56.25	42.86	31.03	25.00	57.14	58.62	32	28	29
4	3.57	0.00	0.00	7.14	25.00	6.90	42.86	37.50	34.48	46.43	37.50	58.62	28	32	29
5	7.14	4.55	0.00	10.71	22.73	6.06	53.57	36.36	45.45	28.57	36.36	48.48	28	22	33
6	0.00	0.00	2.00	14.29	18.75	8.00	42.86	45.83	54.00	42.86	35.42	36.00	49	48	50
7	5.00	4.88	4.55	17.50	14.63	15.91	27.50	51.22	40.91	50.00	29.27	38.64	40	41	44
8	3.57	0.00	5.13	21.43	11.43	12.82	53.57	31.43	46.15	21.43	57.14	35.90	28	35	39
All Grades	2.04	2.11	1.77	16.67	15.49	8.87	43.88	38.03	43.26	37.41	44.37	46.10	294	284	282

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.71	20.00	5.26	71.43	46.67	63.16	17.86	33.33	31.58	28	15	19
1	27.27	16.67	33.33	60.61	70.00	33.33	12.12	13.33	33.33	33	30	12
2	7.14	18.18	7.41	82.14	78.79	85.19	10.71	3.03	7.41	28	33	27
3	6.25	14.29	10.34	68.75	35.71	62.07	25.00	50.00	27.59	32	28	29
4	14.81	31.25	13.79	66.67	59.38	58.62	18.52	9.38	27.59	27	32	29
5	25.00	13.64	15.15	75.00	68.18	63.64	0.00	18.18	21.21	28	22	33
6	8.16	14.58	4.00	63.27	70.83	82.00	28.57	14.58	14.00	49	48	50
7	7.50	2.44	9.09	60.00	60.98	59.09	32.50	36.59	31.82	40	41	44
8	3.57	5.71	12.82	64.29	57.14	61.54	32.14	37.14	25.64	28	35	39
All Grades	11.95	14.44	10.64	67.24	62.32	65.96	20.82	23.24	23.40	293	284	282

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.43	26.67	5.26	60.71	40.00	63.16	17.86	33.33	31.58	28	15	19
1	24.24	23.33	25.00	69.70	53.33	50.00	6.06	23.33	25.00	33	30	12
2	46.43	45.45	55.56	46.43	51.52	33.33	7.14	3.03	11.11	28	33	27
3	78.13	39.29	68.97	21.88	39.29	27.59	0.00	21.43	3.45	32	28	29
4	67.86	46.88	68.97	32.14	50.00	20.69	0.00	3.13	10.34	28	32	29
5	89.29	77.27	84.85	7.14	22.73	3.03	3.57	0.00	12.12	28	22	33
6	83.67	58.33	68.00	6.12	29.17	30.00	10.20	12.50	2.00	49	48	50
7	70.00	82.93	75.00	10.00	12.20	13.64	20.00	4.88	11.36	40	41	44
8	84.62	37.14	84.62	7.69	40.00	12.82	7.69	22.86	2.56	26	35	39
All Grades	64.04	50.70	66.31	27.40	36.62	24.11	8.56	12.68	9.57	292	284	282

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00	0.00	67.86	60.00	68.42	32.14	40.00	31.58	28	15	19
1	9.09	3.33	0.00	36.36	16.67	8.33	54.55	80.00	91.67	33	30	12
2	7.14	9.09	0.00	67.86	57.58	48.15	25.00	33.33	51.85	28	33	27
3	0.00	0.00	0.00	61.29	28.57	31.03	38.71	71.43	68.97	31	28	29
4	0.00	0.00	0.00	51.85	46.88	37.93	48.15	53.13	62.07	27	32	29
5	7.14	0.00	0.00	53.57	54.55	48.48	39.29	45.45	51.52	28	22	33
6	2.04	2.08	2.00	20.41	37.50	18.00	77.55	60.42	80.00	49	48	50
7	7.50	4.88	6.82	25.00	39.02	34.09	67.50	56.10	59.09	40	41	44
8	7.41	2.86	12.82	25.93	14.29	20.51	66.67	82.86	66.67	27	35	39
All Grades	4.47	2.82	3.19	42.96	37.68	33.69	52.58	59.51	63.12	291	284	282

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	20.00	0.00	35.71	40.00	52.63	57.14	40.00	47.37	28	15	19
1	0.00	0.00	0.00	57.58	46.67	58.33	42.42	53.33	41.67	33	30	12
2	3.57	12.12	0.00	60.71	60.61	74.07	35.71	27.27	25.93	28	33	27
3	6.25	0.00	6.90	75.00	60.71	65.52	18.75	39.29	27.59	32	28	29
4	3.70	6.25	3.45	70.37	78.13	51.72	25.93	15.63	44.83	27	32	29
5	7.14	13.64	6.06	78.57	68.18	78.79	14.29	18.18	15.15	28	22	33
6	4.17	8.33	12.00	91.67	81.25	80.00	4.17	10.42	8.00	48	48	50
7	7.50	4.88	11.36	67.50	87.80	70.45	25.00	7.32	18.18	40	41	44
8	0.00	0.00	0.00	89.29	71.43	97.44	10.71	28.57	2.56	28	35	39
All Grades	4.45	6.34	5.67	70.89	69.37	73.05	24.66	24.30	21.28	292	284	282

Conclusions based on this data:

1. English Learners who progressed at least one ELPAC level increased from 26% to 37%. This is an 11% increase.
2. Out of the 282 students who took the ELPAC (summative) in 2022-2023, 15% of students are at a Level One, 40% of students are at a Level Two, 36% of students are at a Level Three, 10% of students are at a Level Four.
3. Out of the 282 students who took the ELPAC (summative) in 2022-2023, kindergarten has the most students at a Level One with 42.11%, 2nd grade has the most students at a Level Two with 51.85%, fifth grade has the most students at a Level Three with 45.45%, and 8th grade has the most students at a Level Four with 20.51%.

School and Student Performance Data

Physical Fitness Test Results (PFT)

	Number of Students Tested
Total student tested = 87	87
Total student tested = 152	152

Physical Fitness Test Results (PFT) 2021-2022

	Number of Students Tested
Total student tested = 61	21%
Aerobic Capacity	60
Body Composition	60
Abdominal Strength and Endurance	61
Trunk Extensor Strength and Flexibility	61
Upper Body Strength and Endurance	61
Flexibility	61
Total student tested = 136	27%
Aerobic Capacity	135
Body Composition	134
Abdominal Strength and Endurance	136
Trunk Extensor Strength and Flexibility	136
Upper Body Strength and Endurance	136
Flexibility	136

Conclusions based on this data:

1. Based on available data, 236 out of 239 students in 5th and 7th graders participated in the California Physical Fitness Exam. This is a 98.7% participation rate. This is a 1.4% participation rate increase from last year.

California Healthy Kids Survey

Elementary Schools Grade 5:		Table
• School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time”	81 %	4.7
• Feel Safe at School – sites will report percent of students Do you feel safe at school? Students reporting “Yes, most of the time” and “Yes, all of the time”	83 %	4.7
• Students treated with respect – sites will report percent of students Do teachers and other grown-ups at school treat students with respect? Students reporting “Yes, most of the time” and “Yes, all of the time”	84 %	6.1

1. The California Healthy Kids Survey was not given last school year. In the survey given in the 2021-2022 school year, 84% of students feel that they are treated with respect. This is a 6% decrease from the prior survey. Our staff has received training PBIS techniques, including redirecting behaviors with positive statements and acknowledging good behavior.
2. The California Healthy Kids Survey was not given last school year. In the survey given in the 2021-2022 school year, in the survey given in the 2021-2022 school year, 83% of students feel safe at school. This is an 8% increase from the prior survey. We are continuing with Choose Love to help with our SEL needs.
3. The California Healthy Kids Survey was not given last school year. In the survey given in the 2021-2022 school year, in the survey given in the 2021-2022 school year, 66% of students feel connected to school. This is a 15% increase from the prior survey. We are adding more school assemblies to create a sense of community.

Middle Schools Grade 7 and High Schools Grades 9 and 11:	7th or 9th Grade	11th Grade
1. School Connectedness – sites will report percent of students Average reporting “Agree” or “Strongly Agree”	61 %	%
2. Perceived Safety at School – sites will report percent of students Students reporting “Very safe” or “Safe”	58 %	%
3. Caring Adult Relationships – site will report percent of students Average reporting “Pretty much true” or “Very much true”	52 %	%

1. The California Healthy Kids Survey was not given last school year. In the survey given in the 2021-2022 school year, 61% of 7th grade students feel connected to Junction K-8. We are adding more lunchtime activities to create a sense of community.
2. The California Healthy Kids Survey was not given last school year. In the survey given in the 2021-2022 school year, 58% of 7th grade students report feeling safe on Junction K-8 school's campus. We are holding three assemblies in middle school: 6th grade will have one on regulating emotions, 7th grade will have one on technology and social media and 8th grade will have one on making, maintaining, and mending healthy relationships.
3. The California Healthy Kids Survey was not given last school year. In the survey given in the 2021-2022 school year, 52% of 7th grade students report that they feel like they have caring relationships with adults on campus. Our staff has received training on trauma-informed schools and PBIS techniques, and will apply that knowledge to their classes.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
863	**56.7**	**34.5**	**0.1**
Total Number of Students enrolled in Junction Avenue K-8 School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	298	34.5
Foster Youth	1	0.1
Homeless	9	1.0
Socioeconomically Disadvantaged	489	56.7
Students with Disabilities	152	17.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	0.8
American Indian	6	0.7
Asian	27	3.1
Filipino	19	2.2
Hispanic	621	72.0
Two or More Races	28	3.2
Pacific Islander	4	0.5
White	150	17.4

Conclusions based on this data:

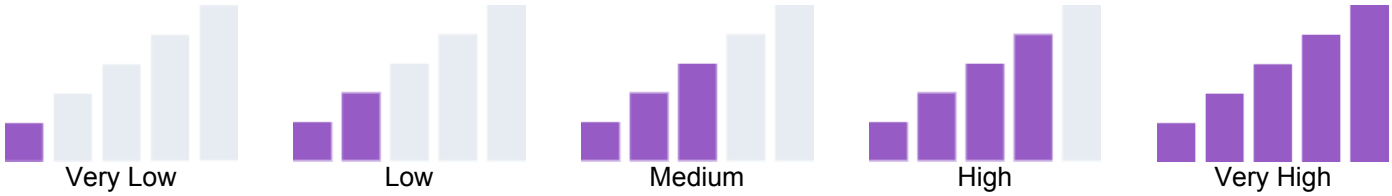
1. We saw a slight increase in the total population by one student from the 2021-2022 school year to the 2022-2023 school year.
2. Our English Learner population increased by 1.6% in the 2022-2023 school year
3. Our Hispanic/Latino population stayed the same in the 2022-2023 school year

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Medium
Mathematics: Low		
English Learner Progress: VeryLow		

Conclusions based on this data:

1. Based on 2022-2023 results, 43% of our tested students are proficient in ELA.
2. Based on 2022-2023 results, 22% of our tested students are proficient in Math

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

Very Low	Low	Medium	High	Very High
2	2	0	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
26.2 points below standard	91.6 points below standard	2 Students
626 Students	250 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
5 Students	58.0 points below standard	99.1 points below standard
	393 Students	130 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 6 Students		No Performance Level 78.5 points above standard 23 Students	No Performance Level 19.1 points below standard 16 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low 49.3 points below standard 459 Students	No Performance Level 22.9 points above standard 19 Students	No Performance Level 4 Students	High 32.8 points above standard 103 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
114.3 points below standard 192 Students	16.4 points below standard 58 Students	23.1 points above standard 221 Students

Conclusions based on this data:

1. Our English learners scored 91.6 points below standard in English Language Arts.
2. Our socially disadvantaged students scored 58.0 points below standard in English Language Arts.
3. Our students with disabilities scored 99.1 points below standard in English Language Arts.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

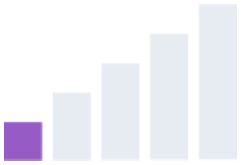
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
4	0	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
74.1 points below standard	127.6 points below standard	2 Students
627 Students	251 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
5 Students	102.4 points below standard	137.4 points below standard
	394 Students	130 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 6 Students		No Performance Level 34.9 points above standard 23 Students	No Performance Level 57.4 points below standard 16 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 95.1 points below standard 460 Students	No Performance Level 42.8 points below standard 19 Students	No Performance Level 4 Students	Medium 20.8 points below standard 103 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
142.5 points below standard 192 Students	78.8 points below standard 59 Students	34.8 points below standard 221 Students

Conclusions based on this data:

1. 68% of our Current English Learners are below standard in math.
2. 21% of our Reclassified English Learners are below standard in math.
3. 59% of our English Only students are below standard in math.

School and Student Performance Data

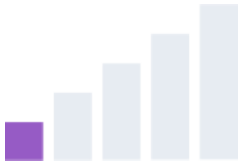
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



VeryLow

34.0 making progress towards English language proficiency

Number of EL Students: 247 Students

Performance Level: 1

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
33.2%	32.8%	0.0%	34.0%

Conclusions based on this data:

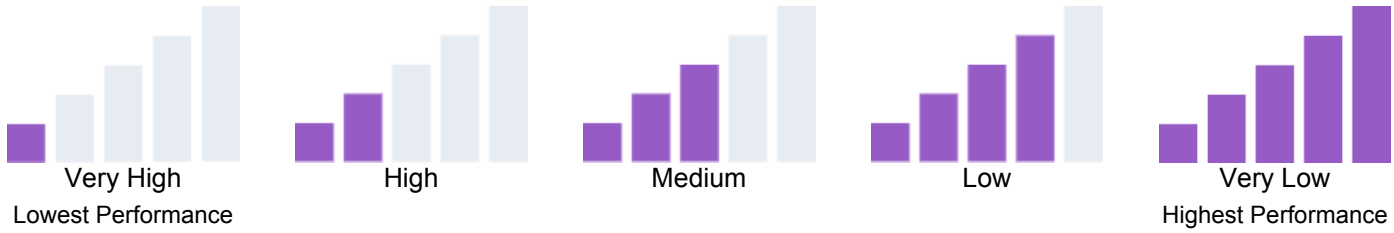
1. In the 2022-2023 year, 39% of ELs progressed at least one ELPAC level. This is an 11% improvement over the 2021-2022 school year.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

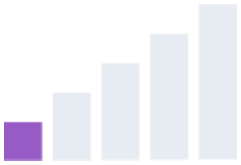
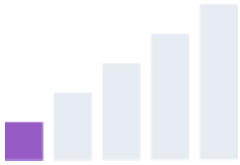


This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
32.2% Chronically Absent	37.6% Chronically Absent	Less than 11 Students
889 Students	327 Students	4 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
63.6% Chronically Absent	36.4% Chronically Absent	39.6% Chronically Absent
11 Students	544 Students	164 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 31.3% Chronically Absent 16 Students		No Performance Level 13.8% Chronically Absent 29 Students	No Performance Level 26.3% Chronically Absent 19 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very High 34% Chronically Absent 639 Students	No Performance Level 35.7% Chronically Absent 28 Students	No Performance Level Less than 11 Students 4 Students	 Very High 29.2% Chronically Absent 154 Students

Conclusions based on this data:

1. Our 2022-2023 daily average attendence rate was 93.8%

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

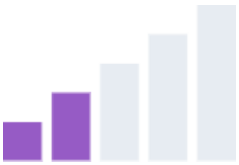
Very High	High	Medium	Low	Very Low
1	3	3	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
2.7% suspended at least one day	2.7% suspended at least one day	Less than 11 Students
911 Students	332 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	Very High
8.3% suspended at least one day	3.2% suspended at least one day	6.5% suspended at least one day
12 Students	559 Students	170 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	High	No Performance Level
11.1% suspended at least one day	Less than 11 Students	3.2% suspended at least one day	5.3% suspended at least one day
18 Students	1 Student	31 Students	19 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Medium	High	No Performance Level	Medium
2.5% suspended at least one day	3.1% suspended at least one day	Less than 11 Students	2.5% suspended at least one day
648 Students	32 Students	4 Students	158 Students

Conclusions based on this data:

1. Junction increased its overall suspension rate for students from 2.7 to 9.1% in 2022-2023 school year.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Smarter Balanced Performance Summary ELA	The percentage of all students scoring "Standards Met or Exceeded" on the ELA CAASPP will increase 5%, including EL Learners will also increase 5%.	In the 2022-2023 school year, 37.5% of our students were proficient on the English Language Arts CAASPP. This is a 4.5 decrease from the year before.
Smarter Balanced Performance Summary Mathematics	The percentage of all students scoring "Standards Met or Exceeded" on the Mathematics CAASPP will increase 5%, including EL Learners will also increase 5%	In the 2022-2023 school year, 49.24% were at or near standard. This was an 1.55% increase from the previous year.
Smarter Balanced Performance Summary Writing Claim	The writing performance in the CAASPP will improve in each subgroup, including English Language Learners by 5%.	In the 2022-2023 school year, 54.25% achieved at or near standard on the writing performance in the CAASPP. This was a 4.02% increase from the previous year.
LVJUSD Spanish Placement Test	100 percent of our promoting 8th grade Dual Immersion students will be prepared for the IB Pathway by placing them at a Spanish Level 2 or above.	100% percent of our promoting 8th grade Dual Immersion students were prepared for the IB Pathway by placing them at a Spanish Level 2 or above.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELA Strategy 2022-2023: Two Bilingual Literacy Aides in Title One Intervention class Implementation of English Language Arts Curriculum Benchmark and Study Sync (Use of EL component within the curriculums) Strategic intervention K-5 material Heggerty, Estrellitas, Lunita, Sonday, Lexia ILit GLAD strategies	Two Bilingual Literacy Aides in Title One Intervention class Implementation of English Language Arts Curriculum Benchmark and Study Sync (Use of EL component within the curriculums) Strategic intervention K-5 material Heggerty, Estrellitas, Lunita, Sonday, Lexia ILit GLAD strategies	Benchmark Curriculum or Materials Study Sync Curriculum or Materials Universal Screener: easyCBM Unite Team Support District Funded 0	Benchmark Curriculum or Materials Study Sync Curriculum or Materials Universal Screener: easyCBM Unite Team Support District Funded 0
		Two Bilingual Literacy Aides in Title One Intervention Class Title I 111,746	Two Bilingual Literacy Aides in Title One Intervention Class Title I 117,718

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Universal Screener easyCBM, Sonday Structuring supports on MTSS model District and site sponsored PD in focusing on ELA, SLA, Math, PBL, and DI District and site provide professional development and collaboration for TK-8th grade teachers from August 2022-2023.	Universal Screener easyCBM, Sonday Structuring supports on MTSS model District and site sponsored PD in focusing on ELA, SLA, Math, PBL, and DI District and site provide professional development and collaboration for TK-8th grade teachers from August 2022-2023.	Supplemental materials for EL students and reading intervention, Literacy technology software, Staff Development & Parental Involvement Title I 575	Supplemental materials for EL students and reading intervention, Literacy technology software, Staff Development & Parental Involvement Title I 297
Mathematics Strategy 2022-23 Big Ideas Math (6th-8th Grade) and Investigations3 Support with TSA Using student assessment data to drive instruction Use of released test questions for Problem of the Week and warm-ups District provided mathematics Professional Development for K-8 District provided Coaches/Teachers on Special Assignment for mathematics instruction Grade-level Data Teams & PLCs Professional development for K-8 teachers in implementing math curriculum and supporting math materials in 2023-2024 Continued participation in LVJUSD District-approved Math Counts program Anchor Charts, GLAD strategies, academic language and SVMI	Big Ideas Math (6th-8th Grade) and Investigations3 Support with TSA Used student assessment data to drive instruction Used released test questions for Problem of the Week and warm-ups District provided mathematics Professional Development for K-8 District provided Coaches/Teachers on Special Assignment for mathematics instruction Grade-level Data Teams & PLCs Professional development for K-8 teachers in implementing math curriculum and supporting math materials in 2022-2023 Continued participation in LVJUSD District-approved Math Counts program Anchor Charts, GLAD strategies, academic language and SVMI	Big Ideas Math Curriculum (6-8) Investigations3 Mathematics Curriculum (K-5) Counting Collections TK-1 Training District-Provided Math Support: TSA Professional Development Implementing the Mathematics Curriculum Math Counts DreamBox Curriculum District Funded 0	Big Ideas Math Curriculum (6-8) Investigations3 Mathematics Curriculum (K-5) Counting Collections TK-1 Training District-Provided Math Support: TSA Professional Development Implementing the Mathematics Curriculum Math Counts DreamBox Curriculum District Funded 0
Writing Strategy 2022-2023: Writer's Workshop Benchmark Advance Curriculum	Writer's Workshop Benchmark Advance Curriculum Glad PD	Writers Workshop Professional Development GLAD Training	Writers Workshop Curriculum, PD and Materials Benchmarks Curriculum

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Glad PD All Title One ELA Strategies Mentioned Above English Language Learner supports	All Title One ELA Strategies Mentioned Above English Language Learner supports	Title II Part A: Improving Teacher Quality 4,365	GLAD Training Title II Part A: Improving Teacher Quality 2,475
Articulation Strategy 2022-2023 Professional Development for Dual Immersion Teachers Vertical Alignment from TK-8th grade in Dual Immersion classes Common Pacing Guides	Professional Development for Dual Immersion Teachers Common Pacing Guides	Dual Immersion Professional Development Trainings Vertical Alignment Work-Common Pacing (Substitute Pay) Training in Café, Study Sync, Literacy K-5th, CABE, BeGlad, Benchmarks, Investigations LCFF - Supplemental 15,000	BeGLAD, CABE, and EL strategies Professional Development Trainings, and DI program analysis (Substitute Pay) LCFF - Supplemental 15,000
		Supplemental materials, computers, software, books and supplies to enhance learning opportunities for at-risk learners. LCFF - Supplemental 43,000	39,000

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

To increase the percentage of students who have the skills and knowledge to graduate from high school, college, or career ready, Junction has worked to implement several strategies. To provide more support for our students in English Language Arts and Writing, we offered many options to increase literacy. We had three staff members in our Title One Reading Intervention program, offering small-group support in increasing language skills from K-3rd. Furthemore, there are reading interventions groups in 4th and 5th grades. We provided Universal Access time in kindergarten through fifth grades where students are grouped by ability and are provided intervention with various materials. In middle school, there were many alternatives to offer students, for example ELD, Dual immersion and honors core. We have had numerous professional development opportunities in English, writing, and math. In terms of articulating to the high school, we have focused on preparing our middle school dual immersion classes for the challenges of the high school International Baccalaureate program. This preparation included many meetings with the high school and parents and students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

In elementary school, our ELA CAASPP score decreased from 34% in the 2021-2022 school year to 32% in the 2022-2023 school year. Also, our Math CAASPP score increased from 22% in the 2021-2022 school year to 25% in the 2022-2023 school year. 38% of our English Learners progressed at least one ELPAC level. This was an increase from 28% the year prior. Keep in mind that our 3rd grade reading assessment through EasyCBM overall result decreased from 85% in the 2021-2022 school year to 61.2 % in the 2022-2023 school year. Furthermore, the 1st grade fluency assessment on EasyCBM overall result decreased from 84% in the 2021-2022 school year to 66.7% in the 2022-2023 school year. This dramatic decrease is attributed to our lower grades focusing on developing literacy in the student's native language during Universal Access time. In middle school, our ELA CAASPP score decreased from 46% in the 2021-2022 school year to 43% in the 2022-2023 school year. Also, our Math CAASPP score increased from 23% in the

2021-2022 school year to 20% in the 2022-2023 school year. 24% of our English Learners progressed at least one ELPAC level. This was an increase from 35% the year prior. Our middle school was still developing their essential standards in preparation of intervention.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was little change between the proposed expenditures and the actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Much of the funding support revolves around our MTSS levels of intervention. If any changes result, they would be written in the SPSA to support that initiative.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
PBIS Training and Implementation	100% of staff will teach and support the schoolwide expectations and Coordination of Services Team (COST) referral process.	100% of staff taught and supported the schoolwide expectations. 97% of staff followed the Coordination of Services Team (COST) referral process.
Suspension Data	Decrease overall suspensions in 6th-8th grade by 10% and elementary by 50%, including EL students.	We had an increase in total suspensions of 6.4%
Attendance Records	Maintain at least a 96% or above daily average attendance rate for all K-8 students. Improve the rates of absenteeism, including EL and African American students, by 5%.	We had a 94.4% daily average attendance rate in the 2022-2023 school year. This is an increase of 1.21% from the previous year
Physical Fitness Exam	Increase the percentage of students scoring 5/6 & 6/6 on the California Physical Fitness Exam by 5%.	Based on available data, 236 out of 239 students in 5th and 7th graders participated in the California Physical Fitness Exam. This is a 98.7% participation rate. This is a 1.4% participation rate increase from last year.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Positive Behavioral Interventions and Supports Strategy 2022-2023: Participate in Year Five Implementation of Positive Behavioral Interventions and Supports Update School-wide Expectations called "Be a Bulldog, Be Safe, Be Respectful, Be Responsible."	Participated in Year Five Implementation of Positive Behavioral Interventions and Supports Updated School-wide Expectations called "Be a Bulldog, Be Safe, Be Respectful, Be Responsible." Parents Academy for Youth Mental Health (In Spanish)	Positive Behavioral Interventions and Supports (PBIS) materials and supplies Choose Love Materials and Supplies PBIS Assemblies None Specified LCFF - Supplemental 5,000	Positive Behavioral Interventions and Supports (PBIS) materials and supplies Choose Love Materials and Supplies None Specified LCFF - Supplemental 4,073
		PBIS Professional Development for Staff LCFF - Supplemental	PBIS Professional Development for Staff LCFF - Supplemental 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parents Academy for Youth Mental Health (In Spanish) Kid Connection/ Counseling for Elementary	Kid Connection/ Counseling for Elementary		
Suspension Strategy 2022-2023 Review of discipline data and referrals Review results from school site-based surveys Review Healthy Kid Surveys Review data compiled from site administration review of discipline SST Review information from Coordination of Services Team (COST) Meetings Continuation of PBIS for all K-8 students. The continued implementation of a 7th and 8th grade Leadership class that focuses middle school leadership designed to increase K-8 Character Education/PBIS and campus environment and beautification Counseling Services provided by our District, five days a week Kid Connection Counseling for K-5, two days a week Parent communication about PBIS Expectations in English and Spanish	Reviewed discipline data and referrals Reviewed results from school site-based surveys Reviewed Healthy Kid Surveys Reviewed data compiled from site administration review of discipline SST Reviewed information from Coordination of Services Team (COST) Meetings Continuation of PBIS for all K-8 students. The continued implementation of a 7th and 8th grade Leadership class that focuses middle school leadership designed to increase K-8 Character Education/PBIS and campus environment and beautification Counseling Services provided by our District, five days a week Kid Connection Counseling for K-5, two days a week Parent communication about PBIS Expectations in English and Spanish	Intervention Wednesday School LCFF - Supplemental 4,000	Intervention Friday School LCFF - Supplemental 1,105
Attendance /Chronic Absenteeism: Junction Avenue K-8 School will continue to adhere to the following practice to support positive student attendance:	Junction Avenue K-8 School continued to adhere to the following practice to support positive student attendance: • Provided monthly/quarterly reports to parents	Attendance Incentives through Child Welfare Attendance and Student Services District Funded 1,000	Attendance Incentives through Child Welfare Attendance and Student Services District Funded 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
• Provide monthly/quarterly reports to parents regarding importance of attending school • Attendance incentives and trophies • In cooperation with our Child Welfare and Attendance liaison, establish schoolwide monthly attendance incentives for positive school attendance • Investigate and resolve incorrect telephone numbers in PowerSchool and School Messenger • Maintain an early warning system of Student Attendance Review Teams after first progress report periods • Conduct class presentations to reinforce the impact of positive and punctual school attendance on academic achievement • Intensive intervention for chronically tardy students • Phone Calls and Emails in Spanish for Attendance	regarding importance of attending school • Attendance incentives and trophies • In cooperation with our Child Welfare and Attendance liaison, established schoolwide monthly attendance incentives for positive school attendance • Investigated and resolved incorrect telephone numbers in PowerSchool and School Messenger • Maintained an early warning system of Student Attendance Review Teams after first progress report periods • Conducted class presentations to reinforce the impact of positive and punctual school attendance on academic achievement • Intensive intervention for chronically tardy students • Phone Calls and Emails in Spanish for Attendance		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
• SARB Process in Spanish and English • Bilingual Child Welfare and Attendance Aide (CWA)	• SARB Process in Spanish and English • Bilingual Child Welfare and Attendance Aide (CWA)		
Physical Fitness Strategy 2022-2023 The school will monitor and evaluate the progression toward this goal by evaluating student progress toward mastery of levels each trimester as measured by California Physical Education standards and the California Physical Fitness Test in grades 5 and 7 • In grades K-6, teachers deliver 200 minutes of required instruction in physical education every ten days of school that focus on team building activities and aerobic and strength building exercises. Students also complete various units of study such as basketball, futsal, soccer, and kickball. • In grades 7 and 8, students receive 400 minutes of physical education every ten days of school.	• In grades K-6, teachers delivered 200 minutes of required instruction in physical education every ten days of school that focus on team building activities and aerobic and strength building exercises. Students also complete various units of study such as basketball, futsal, soccer, and kickball. • In grades 7 and 8, students received 400 minutes of physical education every ten days of school. • In 6th-8th grades, students received physical education instruction in the various units of study. 6th-8th grade students can also	Kid Connection/Elementary Counseling LCFF - Supplemental 8,000	Kid Connection/Elementary Counseling LCFF - Supplemental 8,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
• In 6th-8th grades, students receive physical education instruction in the various units of study. 6th-8th grade students can also participate in after school sports. • Professional Development to 4th and 5th grade teachers, increasing their knowledge of physical demands of the test. • PE Practice for 4th and 5th graders on standards.	participate in after school sports. • Professional Development to 4th and 5th grade teachers, increasing their knowledge of physical demands of the test. • PE Practice for 4th and 5th graders on standards.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

To produce an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels, Junction has worked on different strategies. We were in our 6th year of implementing PBIS and have been utilizing preemptive strategies to prevent behavior issues. We also utilized alternatives to suspension such as "Wednesday School" to avoid missing classroom time, but offered options in reform and reflection. It has been successful over the years. We have a Child Welfare Attendance Coordinator once a week and an Attendance Secretary that works with families to support issues of truancy. Although attendance has seen a drop since the COVID-19 Pandemic, we increased our daily average attendance rate by 1.21 percentage points.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Although we did see a rise in suspensions, we are still making progress in our goals in providing an engaging, clean, healthy, physically and emotionally safe environment for our students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We spent less money in after-school behavior interventions as we had less opportunities to offer Wednesday School due to the nature of the suspensions.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In addition to updates to our behavior matrix for safe and appropriate language for school, we are introducing restorative practices in an effort to reduce the behavior incidents on campus.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

Enhance parent and community engagement and communication.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Schoology	50% of parents surveyed will know how to access their student's Schoology account by the end of the 2022-2023 school year.	82%of parent who responded stated knowing how to access their student's Schoology
Blackboard/ClassDojo/Schoology/District email usage	100% of teachers surveyed will respond that they use one or more of these approved communication tools.	100% of teachers surveyed responded that they use one or more of these approved communication tools.
Attendance sheets at parent functions	Increase attendance at these activities by 5% using sign-in sheets.	We had a 37.2% increase in parent participation in the 2023-2024 school year.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Enhance Parent and Community Engagement: The school will evaluate this goal by receiving consistent feedback from the parent center, PTA, School Site Council and ELAC members and the school community at large. The school will conduct surveys that solicit parent and community response on all aspects of school communication and engagement with the parent and school community to improve practice. Continued updates of school website, Facebook, Blackboard	Conducted surveys that solicited parent and community response on all aspects of school communication and engagement with the parent and school community to improve practice. Continued updates of school website, Facebook, Blackboard and SchoolLoop communications in English and Spanish. Coordination of parent workshops through the Junction Avenue Parent Center.	Bilingual Instructional Assistant LCFF 62,000	Bilingual Instructional Assistant LCFF 57,050

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and SchoolLoop communications in English and Spanish. Coordination of parent workshops through the Junction Avenue Parent Center. School site coordination of parent volunteers. Facilitation of Dual Immersion Meetings. Coordination of ELAC and DELAC meetings with Site Council.	School site coordination of parent volunteers. Facilitation of Dual Immersion Meetings. Coordination of ELAC and DELAC meetings with Site Council		
Title One Reading NIghts	Held two Title One Reading Nights.	Materials, supplies and incentives for Title One Reading NIghts. Title I 575 Parent Workshops, substitutes for ELAC meetings, childcare and interpreters for parent meetings, and supplies for ELAC and DI meetings. LCFF 6,100	Materials, supplies and incentives for Title One Reading NIghts. Title I 191 0

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Junction offers many ways to enhance parent and community engagement and communication. We offer written forms of communication to our school community on our school website, Junction Facebook account, Principal's newsletter, and PTA newsletter. Junction also coordinates parent workshops through the Junction Avenue Parent Center. Parents at Junction can serve on the ELAC, DELAC, PTA, School Site Council (SSC) as well as volunteer at many school events or in the Parent Center. Parents are invited to attend PTA meetings, Dual Immersion parent meetings, Title I parent nights, as well as our bilingual cultural nights.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We have made many advances over the past few years with our parent communication. Through Blackboard, we not only sent email, but we sent text messages which is a form of communication prefered by our responding parents in a PBIS survey conducted last May.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We did not need translators as we have staffed our office and parent center with all bilingual staff. We were able to offer workshops through grant programs and did not need to pay for them.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There have not been any changes to this goal.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academics

Goal Statement

Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready

Basis for this Goal

Smarter Balanced Assessment ELA
Smarter Balanced Assessment Math
Smarter Balanced Assessment ELA Writing Claim
District Writing Assessment
ELPAC
EL Reclassification
LVJUSD Spanish Placement Test
Writing Assessments
Other local assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Smarter Balanced Performance Summary ELA	In the 2022-2023 school year, 37.5% of our students were proficient on the English Language Arts CAASPP. This is a 4.5 decrease from the year before.	The percentage of all students scoring "Standards Met or Exceeded" on the ELA CAASPP will increase 5%, including EL Learners will also increase 5%.
Smarter Balanced Performance Summary Mathematics	In the 2022-2023 school year, 23.5% of our students were proficient on the Mathematics CAASPP. This is a .5% increase from the year before.	The percentage of all students scoring "Standards Met or Exceeded" on the Mathematics CAASPP will increase 5%, including EL Learners will also increase 5%
Smarter Balanced Performance Summary Writing Claim	NEED RESULTS 12.90% students were Above Standard. 54.25% were At or Near Standard and 32.84% were Below Standard on the 2022-2023 Smarter Balanced Assessment in summary Writing performance task.	The writing performance in the CAASPP will improve in each subgroup, including English Language Learners by 5%.
LVJUSD Spanish Placement Test	The Spanish Placement baseline for the 2022-2023 school year results are: 75% of students passed both written and oral assessment. 70% of students passed the written section. 78% passed the oral assessment.	100% percent of our promoting 8th grade Dual Immersion students will be prepared for the IB Pathway by placing them at a Spanish Level 2 or above.

Planned Strategies/Activities

Strategy/Activity 1

ELA Strategy 2023-2024:
Two Bilingual Literacy Aides in Title One Intervention class
Implementation of English Language Arts Curriculum Benchmark Advance and Study Sync (Use of EL component within the curriculums)
Strategic intervention; E.L.Achieve, ILIT, Heggerty, Estrellitas, Lunitas, Sonday
GLAD strategies
Universal Screener EasyCBM
Structuring supports on MTSS model
District and sponsored PD in focusing on following district initiatives
District and site provide professional development and collaboration for TK-8th grade teachers from August 2023-2024.

Students to be Served by this Strategy/Activity

General education students, Socioeconomically Disadvantaged students, Special Education students, English Learners, Homeless, and Foster Youth

Timeline

8/23/2023– 6/08/2024

Person(s) Responsible

Principal/ General Education Teachers/Title One Teacher/Literacy Coach/Bilingual Aides/Special Education Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Description	Benchmark Curriculum or Materials Study Sync Curriculum or Materials Universal Screener: EasyCBM Unite Team Support
Amount	126,424
Source	Title I
Description	Two Bilingual Literacy Aides in Title One Intervention Class
Amount	600
Source	Title I
Description	Supplemental materials for EL students and reading intervention, Literacy technology software, Staff Development & Parental Involvement

Strategy/Activity 2

Mathematics Strategy 2023-24
Big Ideas Math (6th-8th Grade) and Investigations3 Support with TSA

Using student assessment data to drive instruction
Use of released test questions for Problem of the Week and warm-ups
District provided mathematics Professional Development for K-8
District provided Coaches/Teachers on Special Assignment for mathematics instruction
Grade-level Data Teams & PLCs
Professional development for K-8 teachers in implementing math curriculum and supporting math materials in 2022-2023
Continued participation in LVJUSD District-approved Math Counts program
Anchor Charts, GLAD and SDAIE strategies and academic language

Students to be Served by this Strategy/Activity

General education students, Socioeconomically Disadvantaged students, Special Education students, English Learners, Homeless, and Foster Youth

Timeline

8/23/2023– 6/08/2024

Person(s) Responsible

Principal/ General Education Teachers/Title One Teacher/Literacy Coach/Bilingual Aides/Special Education Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Description	Big Ideas Math Curriculum (6-8) Investigations3 Mathematics Curriculum (K-5) Counting Collections TK-1 Training District-Provided Math Support: TSA Professional Development Implementing the Mathematics Curriculum Math Counts DreamBox Curriculum

Strategy/Activity 3

Writing Strategy 2023-2024:
Writer's Workshop
Benchmark Advance Curriculum
Glad PD
All Title One ELA Strategies Mentioned Above
English Language Learner support

Students to be Served by this Strategy/Activity

General education students, Socioeconomically Disadvantaged students, Special Education students, English Learners, Homeless and Foster Youth

Timeline

8/23/2023– 6/08/2024

Person(s) Responsible

Principal/ General Education Teachers/Title One Teacher/Literacy Coach/Bilingual Aides/Special Education Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4,005
Source	Title II Part A: Improving Teacher Quality
Description	Writers Workshop Professional Development GLAD Training

Strategy/Activity 4

Articulation Strategy 2023-2024
Professional Development for Dual Immersion Teachers
Vertical Alignment from TK-8th grade in Dual Immersion classes
Common Pacing Guides

Students to be Served by this Strategy/Activity

General Education students, Socioeconomically Disadvantaged students, Special Education students, English Learners, Homeless, and Foster Youth

Timeline

8/23/2023– 6/08/2024

Person(s) Responsible

Principal/ General Education Teachers/Title One Teacher/Literacy Coach/Bilingual Aides/Special Education Teachers

Proposed Expenditures for this Strategy/Activity

Amount	24,000
Source	LCFF - Supplemental
Description	Dual Immersion Professional Development Trainings Vertical Alignment Work- Common Pacing (Substitute Pay) Training in Café, Study Sync, Literacy K-5th, CABE, BeGlad, Benchmarks, Investigations
Amount	41,500
Source	LCFF - Supplemental
Description	Supplemental materials, computers, software, books and supplies to enhance learning opportunities for at-risk learners.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Conditions for Learning

Goal Statement

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

Basis for this Goal

FitnessGram – Grades 5 and 7
Healthy Kids Survey – Grades 5, and 7 (every other year)
Annual attendance rate/chronic absenteeism
Suspension rate
PBIS Data
Positive Behavioral Interventions and Supports
Other local measures

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
PBIS Training and Implementation	Junction is in seventh year of our Positive Behavioral Interventions and Supports (PBIS) Cohort: Students at Junction know and can repeat the three schoolwide expectations, all teachers are supporting the program.	100% of staff will teach and support the schoolwide expectations and Coordination of Services Team (COST) Referral process.
Suspension Data	In 2022-2023, 51 students were suspended (one elementary school student and fifty middle school students). This was for a total of one hundred forty seven days.	Decrease overall suspensions in 6th-8th grade by 10% and elementary by 50%, including EL students.
Attendance Records	The data shows that we had a 94% daily average attendance in the 2022-2023 school year.	Maintain at least a 96% or above daily average attendance rate for all K-8 students. Improve the rates of absenteeism, including EL and African American students, by 5%.
Physical Fitness Exam	Based on available data, 236 out of 239 students in 5th and 7th graders participated in the California Physical Fitness Exam. This is a 98.7% participation rate. This is a 1.4% participation rate increase from last year.	Increase the percentage of students participating on the California Physical Fitness Exam to 100%.

Planned Strategies/Activities

Strategy/Activity 1

Positive Behavioral Interventions and Supports Strategy 2022-2023:
Participate in Year Five Implementation of Positive Behavioral Interventions and Supports
Update School-wide Expectations called "Be a Bulldog, Be Safe, Be Respectful, Be Responsible."
Parents Academy for Youth Mental Health (In Spanish)
Kid Connection/ Counseling for Elementary

Students to be Served by this Strategy/Activity

General education students, Socioeconomically Disadvantaged students, Special Education students, English Learners, Homeless and Foster Youth

Timeline

8/23/2023– 6/08/2024

Person(s) Responsible

Principal/ General Education Teachers/Title One Teacher/Literacy Coach/Bilingual Aides/Special Education Teachers

Proposed Expenditures for this Strategy/Activity

Amount	8,000
Source	LCFF - Supplemental
Budget Reference	None Specified
Description	Positive Behavioral Interventions and Supports (PBIS) materials and supplies Choose Love Materials and Supplies PBIS Assemblies
Source	LCFF - Supplemental
Description	PBIS Professional Development for Staff

Strategy/Activity 2

Suspension Strategy 2023-2024
Review of discipline data and referrals
Review results from school site-based surveys
Review Healthy Kid Surveys
Review data compiled from site administration review of discipline
SST
Review information from Coordination of Services Team (COST) Meetings
Continuation of PBIS for all K-8 students.
The continued implementation of a 7th and 8th grade Leadership class that focuses middle school leadership designed to increase K-8 Character Education/PBIS and campus environment and beautification
Counseling Services provided by our District, five days a week
Kid Connection Counseling for K-5, two days a week
Parent communication about PBIS Expectations in English and Spanish

Students to be Served by this Strategy/Activity

General education students, Socioeconomically Disadvantaged students, Special Education students, English Learners, Homeless and Foster Youth

Timeline

8/23/2023– 6/08/2024

Person(s) Responsible

Principal/ General Education Teachers/Title One Teacher/Literacy Coach/Bilingual Aides/Special Education Teachers

Proposed Expenditures for this Strategy/Activity

Amount	8,000
Source	LCFF - Supplemental
Description	Intervention Wednesday School

Strategy/Activity 3

Attendance /Chronic Absenteeism:

Junction Avenue K-8 School will continue to adhere to the following practice to support positive student attendance:

- Provide monthly/quarterly reports to parents regarding importance of attending school
- Attendance incentives and trophies
- In cooperation with our Child Welfare and Attendance liaison, establish schoolwide monthly attendance incentives for positive school attendance
- Investigate and resolve incorrect telephone numbers in PowerSchool and School Messenger
- Maintain an early warning system of Student Attendance Review Teams after first progress report periods
- Conduct class presentations to reinforce the impact of positive and punctual school attendance on academic achievement
- Intensive intervention for chronically tardy students
- Phone Calls and Emails in Spanish for Attendance
- SARB Process in Spanish and English
- Bilingual Child Welfare and Attendance Aide (CWA)

Students to be Served by this Strategy/Activity

General education students, Socioeconomically Disadvantaged students, Special Education students, English Learners, Homeless and Foster Youth

Timeline

8/23/2023– 6/08/2024

Person(s) Responsible

Principal/ General Education Teachers/Title One Teacher/Literacy Coach/Bilingual Aides/Special Education Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	District Funded
Description	Attendance Incentives through Child Welfare Attendance and Student Services

Strategy/Activity 4

Physical Fitness Strategy 2023-2024
The school will monitor and evaluate the progression toward this goal by evaluating student progress toward mastery of

levels each trimester as measured by California Physical Education standards and the California Physical Fitness Test in grades 5 and 7

- In grades K-6, teachers deliver 200 minutes of required instruction in physical education every ten days of school that focus on team building activities and aerobic and strength building exercises. Students also complete various units of study such as basketball, futsal, soccer, and kickball.
- In grades 7 and 8, students receive 400 minutes of physical education every ten days of school.
- In 6th-8th grades, students receive physical education instruction in the various units of study. 6th-8th grade students can also participate in after school sports.
- Professional Development to 4th and 5th grade teachers, increasing their knowledge of physical demands of the test.
- PE Practice for 4th and 5th graders on standards.

Students to be Served by this Strategy/Activity

General education students, Socioeconomically Disadvantaged students, Special Education students, English Learners, Homeless and Foster Youth

Timeline

8/23/2023– 6/08/2024

Person(s) Responsible

Principal/ General Education Teachers/Title One Teacher/Literacy Coach/Bilingual Aides/Special Education Teachers

Proposed Expenditures for this Strategy/Activity

Amount	9,000
Source	LCFF - Supplemental
Description	Kid Connection/Elementary Counseling

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Parent and Community Engagement and Communication

Goal Statement

Enhance parent and community engagement and communication.

Basis for this Goal

Teachers utilizing online communication/gradebook Schoology
Blackboard Usage
Parent participation on site committees
Social Media use
Principal Newsletter
Other local measures
Translation services
Attendance at Parent Meetings and School Functions

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Schoology	All parents have access to student schoology accounts.	80% of parents surveyed will know how to access their student's Schoology account by the end of the 2023-2024 school year.
Blackboard/ClassDojo/Schoology/District email usage	Administration sends all general school communication via Blackboard. Individual teachers can use Blackboard, Classdojo, District email, and/or Schoology to communicate with parents.	100% of teachers surveyed will respond that they use one or more of these approved communication tools.
Attendance sheets at parent functions	It is estimated that 40% of parents attend Dual Immersion Meetings, ELAC, and Title One Nights.	Increase attendance at these activities by 5% using sign-in sheets.

Planned Strategies/Activities

Strategy/Activity 1

Enhance Parent and Community Engagement:

The school will evaluate this goal by receiving consistent feedback from the parent center, PTA, School Site Council and ELAC members and the school community at large.

The school will conduct surveys that solicit parent and community response on all aspects of school communication and engagement with the parent and school community to improve practice.

Continued updates of school website, Facebook, Blackboard and Schoology communications in English and Spanish.

Coordination of parent workshops through the Junction Avenue Parent Center.

School site coordination of parent volunteers.

Facilitation of Dual Immersion Meetings.

Coordination of ELAC and DELAC meetings with Site Council.

Students to be Served by this Strategy/Activity

General education students, Socioeconomically Disadvantaged students, Special Education students, English Learners, Homeless and Foster Youth

Timeline

8/23/2023– 6/08/2024

Person(s) Responsible

Principal/ General Education Teachers/Title One Teacher/Literacy Coach/Bilingual Aides/Special Education Teachers

Proposed Expenditures for this Strategy/Activity

Amount	50,000
Source	LCFF - Supplemental
Description	Bilingual Instructional Assistant

Strategy/Activity 2

Title One Reading NIghts

Students to be Served by this Strategy/Activity

General education students, Socioeconomically Disadvantaged students, Special Education students, English Learners, Homeless and Foster Youth

Timeline

8/23/2022– 6/08/2023

Person(s) Responsible

Principal/ General Education Teachers/Title One Teacher/Literacy Coach/Bilingual Aides/Special Education Teachers

Proposed Expenditures for this Strategy/Activity

Amount	903
Source	Title I
Description	Materials, supplies and incentives for Title One Reading NIghts.
Amount	2,600
Source	LCFF - Supplemental

Description	Parent Workshops, substitutes for ELAC meetings, childcare and interpreters for parent meetings, and supplies for ELAC and DI meetings.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	109,765
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	276,032.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	$92,304	92,304.00
LCFF - Supplemental	$143,100	0.00
Title I	$127,927	0.00
Title II Part A: Improving Teacher Quality	$4,365	360.00
Other	$15,714	15,714.00

Expenditures by Budget Reference

Budget Reference	Amount
None Specified	8,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	1,000.00
	LCFF - Supplemental	135,100.00
None Specified	LCFF - Supplemental	8,000.00
	Title I	127,927.00
	Title II Part A: Improving Teacher Quality	4,005.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

2 Secondary Students

Name of Members	Role
Jeannette Garza	Principal
Veronica Torres	Other School Staff
Brenda Lang	Classroom Teacher
Karina Del Rio	Classroom Teacher
Michele Brecht	Classroom Teacher
Gabriela Sevillano	Parent or Community Member
Kara Blair	Parent or Community Member
Tiana Megofma	Parent or Community Member
	Parent or Community Member
	Classroom Teacher
	Secondary Student
	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other:

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/17/21.

Attested:

	Principal, Jeannette Garza on 10/25/23
	SSC Chairperson, Kara Blair on 10/19/22

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

Appendix C: Centralized Services for Planned Improvements in Student Performance

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2023-2024
State and Federally – Funded Categorical Programs

Title I, Part A, Improving the Academic Achievement of the Disadvantaged:
Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- *Funds are allocated for kinder readiness, supplemental Intervention and summer programs for targeted students, homeless students.*
- ***Supporting our District SPSA Goals.***
- *$98,677*

Title II, Part A, Preparing, Training, and Recruiting High Quality Teachers and Principals:
Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality, increasing the number of highly qualified teachers and principals in the schools, and to hold Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development for new teacher support, to Improve teacher and principal quality*
- ***supporting our District SPSA Goals****.*
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- *$138,502*

Title III, Language Instruction for Limited English Proficient (LEP):
Provides funding for supplementary programs and services for LEP and immigrant students. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities. *Supplemental materials to support immigrant and EL students.*

- *Partially funds Districtwide ELD Coordinator, Community Liaison, and Instructional Assistant*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters,* ***supporting our District SPSA Goals****.*
- *$157,783*

Title IV-A, Student Support and Academic Enrichment:
Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.

- *Funds are allocated for after-school elementary math programs for at-risk students, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology,* ***supporting our District SPSA Goals.***
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- *$34,456*

Appendix D: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Federal Programs		Allocation
X	**Title I, Part A: Allocation** Purpose: To improve basic programs operated by local educational agencies (LEAs)	$105,400
X	**Title II, Part A: Improving Teacher Quality** Purpose: Improve and increase the number of highly qualified teachers and principals	$4,365
	Total amount of federal categorical funds allocated to this school	$107,400

State Programs		Allocation
X	**Local Control Funding Formula (LCFF) Base** Purpose: Support the needs of all students and student groups	$92,304
X	**Local Control Funding Formula (LCFF) Supplemental** Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	$143,100
	Total amount of federal categorical funds allocated to this school	$235,404

Local Funding		
X	**Technology Funds – Local Parcel Tax**	$15,714

Appendix E: Planned Improvements in Student Performance
LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth

Projected LCFF Supplemental Funds $143,100

The Local Control Accountability Plan (LCAP) designates funds be provided to sites, based on an unduplicated student formula, to be used to address site specific needs targeted to low income, English Learner, foster youth, and at-risk students for specific supports necessary to meet the LCAP Goal #1: *Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.*

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Timeline	Person(s) Responsible	Estimated Cost	Target Population
<u>Improvements or enhancement in instruction:</u>				• Socio-econ. Disadvantaged • English Learner • Foster Youth
Bilingual Instructional Assistant Support 30 hours per week	August 2023-June 2024	Principal and Vice Principals	50,000	
Instructional After-School Intervention Three hours per week of academic skills and behavioral interventions.	August 2023-June 2024	Principal and Vice Principals	8,000	
Kid Connection Counseling Elementary	August 2023-June 2024	Principal and Vice Principals	9,000	
Supplies, incentives and materials for Positive Behavioral Interventions and Supports (PBIS) strategies, Choose Love, and Schoolwide Information System (SWIS), and PBIS assemblies. Example: Posters lamination, schoolwide expectation student incentives, carbon copy forms, stickers, trainings, and conferences if available.	August 2023 - June 2024	Principal and Vice Principals	8000	
		<u>Total:</u>	75,000	
<u>Supplemental materials, computers, software, books, supplies may be purchased:</u>				• Socio-econ. Disadvantaged • English Learner • Foster Youth
Purchase supplemental materials and tools to enhance learning opportunities for at-risk learners (Example: easels, composition books, folders, binders, alphabet cards, kidney shaped tables etc.)	August 2023-June 2024	Principal and Vice Principals	8,000	
Expand classroom reading libraries and learning resources/supplemental materials to include more Spanish reading materials.	August 2023-June 2024	Principal and Vice Principals	1,500	
Scholastic Magazine Curriculum - Schoolwide	August 2023-June 2024	Principal and Vice Principals	9,000	
Supplemental materials and tools for English Language Development / Technology and electronics to support these programs (Example: Software, hardware, computer/Chromebook, projectors etc.)	August 2023-June 2024	Principal and Vice Principals	23,000	
		<u>Total:</u>	41,500	
<u>Staff Development and Professional Collaboration, training costs, substitute costs:</u>				• Socio-econ. Disadvantaged • English Learner • Foster Youth
Staff Development and Training: Cafe, Benchmark Advance, Study Sync, Investigations 3, Interventions, Dual	August 2023-June 2024	Principal and Vice Principals	24,000	

Immersion, Literacy K-5th grade coaching, Schoology, Instructional Rounds, CABE, BeGlad (Substitute Days pending need and availability of training staff).				
		Total:	24,000	
Parent Involvement:				• Socio-econ. Disadvantaged • English Learner • Foster Youth
English Learner Advisory Committee (ELAC) Parent Workshops - Junction Avenue Parent Workshops	August 2023-June 2024	Principal and Vice Principals	600	
Substitutes for ELAC Coordinator during meeting times (Meetings are in the morning for better attendance)	August 2023-June 2024	Principal and Vice Principals	1,000	
Provide interpreters and childcare for ELAC meetings, Dual Immersion meetings, parent workshops, and conferences, and supplies	August 2023-June 2024	Principal and Vice Principals	1,000	
		Total:	2,600	
		Grand Total:	143,100	

Appendix F

School Site: Junction Avenue K-8 School
LVJUSD Site Allocation Plan for Title I

$127,927 Projected Title I Funds

Title I funds are to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged Students	Timeline/ Accountability	Person(s) Responsible	Estimated Cost
High quality, supplemental direct language, reading and writing instruction: Two Instructional Assistants - 30 hours per week each to assist with targeted small-group support. Will provide targeted small-group intervention and classroom support, with continued emphasis on vocabulary.	August 2023- June 2024	Principal	126.424
Supplemental materials, computers, software, books, supplies may be purchased: Reading Intervention supplemental materials and supplies, English Language Development (ELD) reading intervention supplemental materials and supplies.	August 2023- June 2024	Principal and Vice Principal	600
Staff Development and Professional Collaboration, training costs, substitute costs:			
Parental Involvement:			
Total:			127,927

Appendix G: Title I School-Level Parental Involvement Policy
Junction Avenue K-8 School, Livermore, CA

Junction Avenue K-8 School School has developed a written Title I parental involvement policy with input from Title I parents which was developed and revised during School Site Council (SSC) meetings. It has distributed the policy to parents of Title I students by having copies advertised and available in the school office. The policy describes the means for carrying out the following Title I parental involvement requirements [*20 USC* 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

Junction Avenue TK-8 School
Parent Involvement Policy 2023-2024

School Site Council meets to involve parents in the Title I program at Junction Avenue K-8 School, the following practices have been established:

Junction Avenue TK-8 School convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
Advertised through flyers, phone calls, website
Held every Fall
Refreshments and child care provided

Junction Avenue TK-8 School offers a flexible number of meetings for Title I parents:

Annual meetings are held in the morning and in the evening
Junction Avenue TK-8 School involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.
Monthly School Site Council meetings

The school provides parents of Title I students with timely information about Title I programs:
School Newsletters/Emails
Teacher Newsletter/ Emails

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet:

Teacher Informational Meeting When Enrolled
Goal setting conferences
SSC meetings
ELAC meetings
PTA meetings

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

If the Schoolwide Plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.
(20 U.S.C. Section 63 C 5)

School-Parent Compact

Distributed to all parents of Title I students. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the student, family and school community will partner to help children achieve the State's high academic standards to contribute and thrive in the 21st Century. It addresses the following legally-required items, as well as other items suggested by School Site Council.

SCHOOL-PARENT COMPACT

Junction Avenue TK-8 School and the parents of the students participating in activities, services, and programs funded by Title I, Part A, of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

Junction Avenue TK-8 School WILL:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic content standards as follows:

Staff will:

Teach classes through interesting and challenging lessons based on the rigorous State standards within a high-quality curriculum that promotes student achievement.
Motivate students to learn and develop a love of learning by maintaining high expectations and support of every child in a supportive and effective learning environment.
Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
Communicate with parents on an ongoing basis through parent teacher conferences and frequent reports, and annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.
Ensure a regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
Ensure a warm, safe, and caring learning environment.
Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
Fall parent-teacher conferences will be held between October 9- 20, for all elementary students.
Spring parent-teacher conferences will be held during the week of March 11 – 15 for elementary students at-risk or upon parent request.
Other opportunities for conferences.
Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
Report cards will be mailed/emailed home to parents three times a year.
Middle School Progress reports will be sent mid way through each trimester.
Parents can access Middle School student grades and progress through (PowerTeacher/Schoology)

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
Parent-Teacher conferences
Teachers are available to parents through email, phone, before and after school hours. Teachers respond to email within 48 hours.
Teacher websites
The administrative staff is available to parents through email, phone 925-606-4720, before, during and after school hours.
Parent Resource Center - Community Liaison via phone or email.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

During distance and hybrid learning, parents may participate as a classroom virtual parent volunteer.
Parents may virtually attend PTA meetings, the annual Title I meetings, parent education workshops.
Distance learning provides parents the opportunity to observe synchronous lessons daily. When in-class instruction resumes, parents participation and observation is welcome as safely allowed by the Alameda County Health Department and Livermore Valley Joint Unified School District Board of Education.
Ensure regular two-way, meaningful communication between family members and school staff, and, the extent practicable, in a language that family members can understand.

PARENT/FAMILY RESPONSIBILITIES

We, as parents, will support our children's learning in the following ways:

Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
Regularly monitoring my child's progress in school and communicating the importance of education and learning to my child.
Make sure that homework is completed.
Monitor the amount of time my child spends on electronic devices or watching television.
Volunteer in my children's classrooms.
Participate, as appropriate, in decisions relating to my children's education.
Promote positive use of my child's extracurricular time.
Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail or electronically, and responding, as appropriate.
Serve, to the extent possible, on policy advisory groups, such as being the School Site Council, English Learning Advisory Committee, Parent/Teacher Association, or other site and district committees.

STUDENT RESPONSIBILITIES

As a student, I agree to:
Attend school ready to learn and work hard.
Participate in my learning by paying attention to lessons and asking questions when I need help.
Complete all assigned homework including reading time.
Know and follow school and class rules.
Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
Respect the school, classmates, staff and families.

Principal SIgnature

_____ _____ _____
School Parent(s) Student

Building Capacity for Involvement

Junction Avenue TK-8 School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides Title I parents with assistance in understanding the State′s academic content standards, assessments, and how to monitor and improve the achievement of their children.

- Back to School Night
- Goal setting conferences

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

- Goal-setting conferences
- Parent informational nights

Training for parents to learn how to access online communication such as: school messaging, grade reports, classroom and school websites

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and how to work with parents as equal partners.

- Junction Avenue School Leadership Team
- Shared professional readings

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource center, to encourage and support parents in more fully participating in the education of their children.

- ELAC Committee meetings
- Community Liaison

The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

- All school-wide communication is translated into Spanish.

- SchoolMessenger phone calls are made in English and Spanish.
- All meetings are translated into Spanish, as needed.
- Peachjar communications are posted in both English and Spanish.

The school provides support for parental involvement activities requested by Title I parents.

Accessibility

Junction Avenue TK-8 School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- All school-wide communication is translated into Spanish.
- BlackBoard phone calls are made in English and Spanish.
- All meetings are translated into Spanish, as needed
- Peachjar communications are posted in both English and Spanish

Appendix H

Livermore Valley Joint Unified School District
Technology Funding Plan – ALL SITES
Technology Funds:

PROGRAM DESCRIPTION:

- Purchase computers with updated operating systems to run current programs
- Purchase Chromebooks to replace dated ones in the carts
- Add Chromebook carts to the school community
- Repair and replace document cameras as needed
- Purchase printers to support classrooms
- Maintain a "refresh cycle" to purchase teacher computers, as to avoid having outdated technology

Appendix I

Livermore Valley Joint Unified School District
ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN
2023-24

Elementary School Name: Junction Avenue Date October 2022 English Learner Liaison: Angelica Zanipatin-Solis

Designated ELD (D-ELD) is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. Teacher will use the CA ELD standards to develop critical English language skills. Lessons support the development of discourse practices, academic vocabulary, and grammatical structures that are necessary for participation in academic tasks across all content areas.

Guidelines:
- **Benchmark Advance ELD** component must be used K-5
- Focus on **ELD standards**, not a unit or theme
- Small groups should be kept to a maximum of 6 students
- 30 minutes of **Designated ELD** instruction per day (5 days a week)
- May be scheduled during reading and writing block (15 minutes/level)
- Students grouped by levels, For example: 1/2, 2/3, and/or 3/4.

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
TK	Pacheco	1, 2, 3	M-F 12:00 - 12:30	
K	Flores	1, 2, 3	M-F 12:00 - 12:30	
	Ibal	1, 2, 3	M-F 12:00 - 12:30	
First	Gonzalez	1, 3	M,T,TH,F 12:05 - 12:35; W 1:00 - 1:30	
	Henriquez-Palomo	1,3	M,T,TH,F 12:05 - 12:35; W 1:00 - 1:30	
Second	Amezcua	1, 2, 3	M, T, TH, F 12:05-12:35	
	Cortez	1, 2, 3	M, T, TH, F 12:05-12:35	
Third	Del Rio	1/2, 2/3, 3/4	M, T, TH, F 2:00-2:30; W 1:00-1:30	
	Hersh AM	1/2, 2/3, 3/4	M, T, TH, F 9:25-9:55; W 12:50-1:20	
	Hersh PM	1/2, 2/3, 3/4	M, T, TH, F 1:50-2:20; W 10:10-10:40	
Fourth	Brecht	2, 3	M - F 10:30-11:00;	

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
Fifth	Laney	1,2/3	M, TH, F 1:50-2:20	
	Warmerdam AM	2/3, 3/4	M-F 11:00-11:30	
	Warmerdam PM	1, 2/3	M,T,Th,F 1:50-2:20, W 11:00-11:30	

Appendix J

2023-24 AFTER SCHOOL EDUCATION AND SAFETY (ASES)
Program Description and Goal

PROGRAM DESCRIPTION:
The ASES program staff collaborates with the regular school day staff to ensure students are successful by supporting the completion of homework on a daily basis. The program also provides students with academic enrichment, character development, and physical activity. Enrichment activities include Arts Attack, Scholastic Reading, Frog Math, and SPARK PE.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.
Focus Area: After School Education and Safety (ASES) – Academic Enrichment and Support
SCHOOL GOAL: Students in the after school programs, BELIEVES and PAL, will complete 80% of their homework on a daily basis to support understanding of concepts being taught during the regular school day. School day staff will collaborate with after school staff regarding homework expectations.

What data did you use to form this goal? Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations.	**What were the findings from the analysis of this data?** Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement.	**How will the school evaluate the progress of this goal?** Local assessments, staff, parent, and student surveys, as well as attendance logs.

Date	Person(s) Responsible	Task/Date	Funding Source
August – June	ASES staff	1. Support and track homework completion	ASES funds LCAP Supplemental funds
September - May	ASES staff and school day staff	2. Collaborate with school day staff through staff meetings, surveys, email and feedback to ensure academic alignment.	

During the period of COVID-19 pandemic accommodation, the program listed above is functioning in a virtual mode. In all cases, fidelity to the intent of the programs has been maintained.