



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Livermore Valley Joint Unified School District

CDS Code: 0161200

School Year: 2024-25

LEA contact information:

Melissa Theide

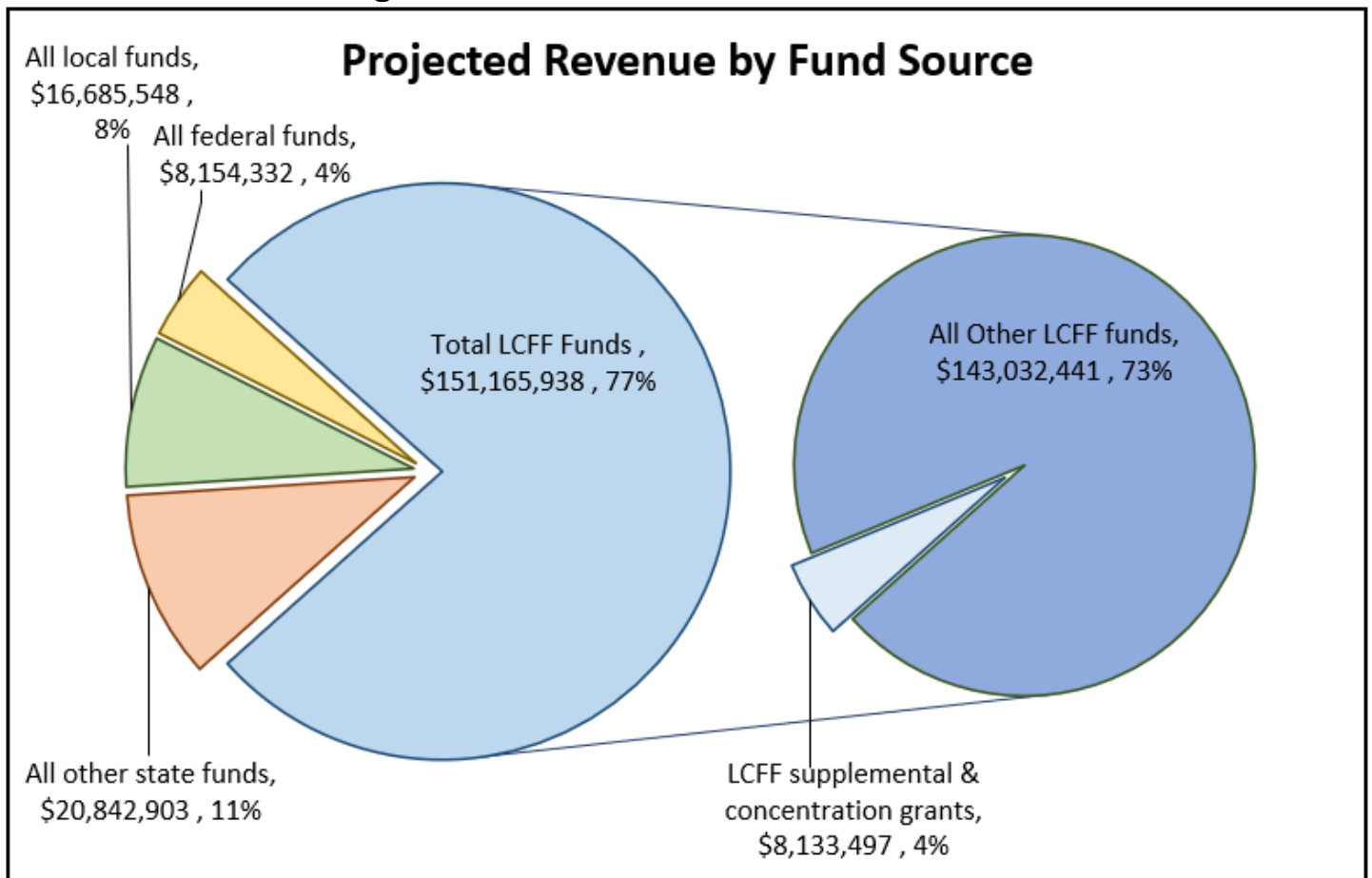
Assistant Superintendent

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925-606-3224

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

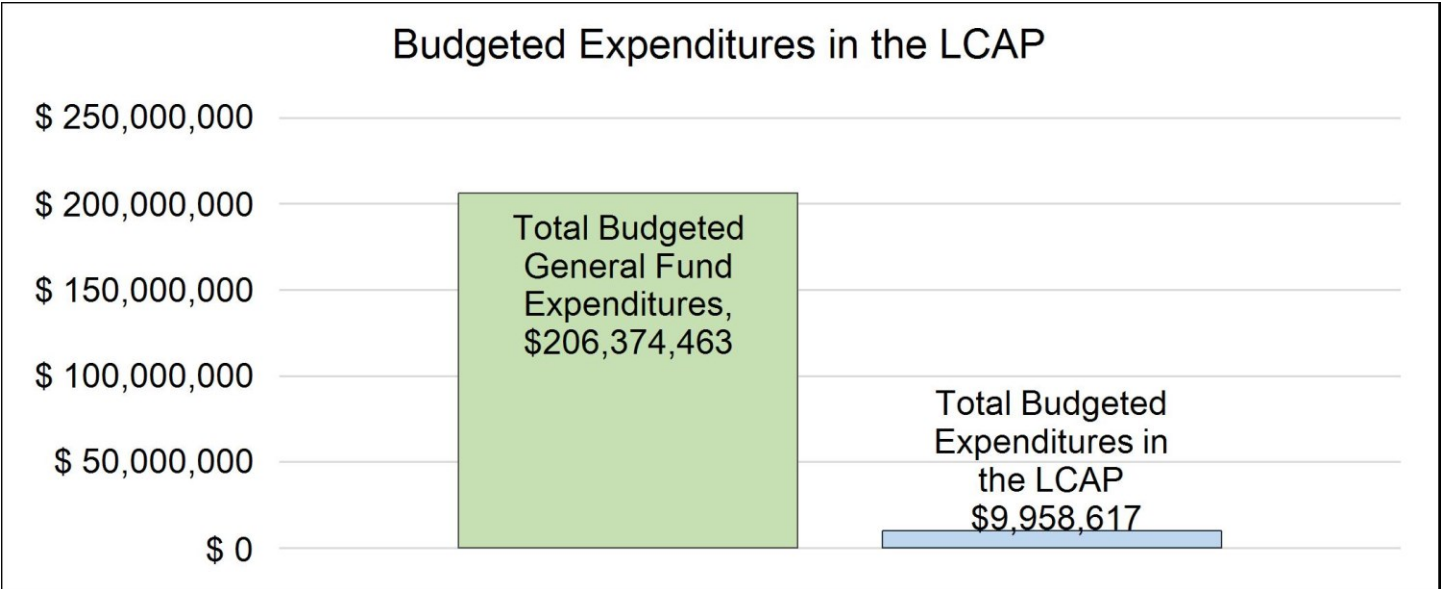


This chart shows the total general purpose revenue Livermore Valley Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Livermore Valley Joint Unified School District is \$196,848,721, of which \$151,165,938 is Local Control Funding Formula (LCFF), \$20,842,903 is other state funds, \$16,685,548 is local funds, and \$8,154,332 is federal funds. Of the \$151,165,938 in LCFF Funds, \$8,133,497 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Livermore Valley Joint Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Livermore Valley Joint Unified School District plans to spend \$206,374,463 for the 2024-25 school year. Of that amount, \$9,958,617 is tied to actions/services in the LCAP and \$196,415,846 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

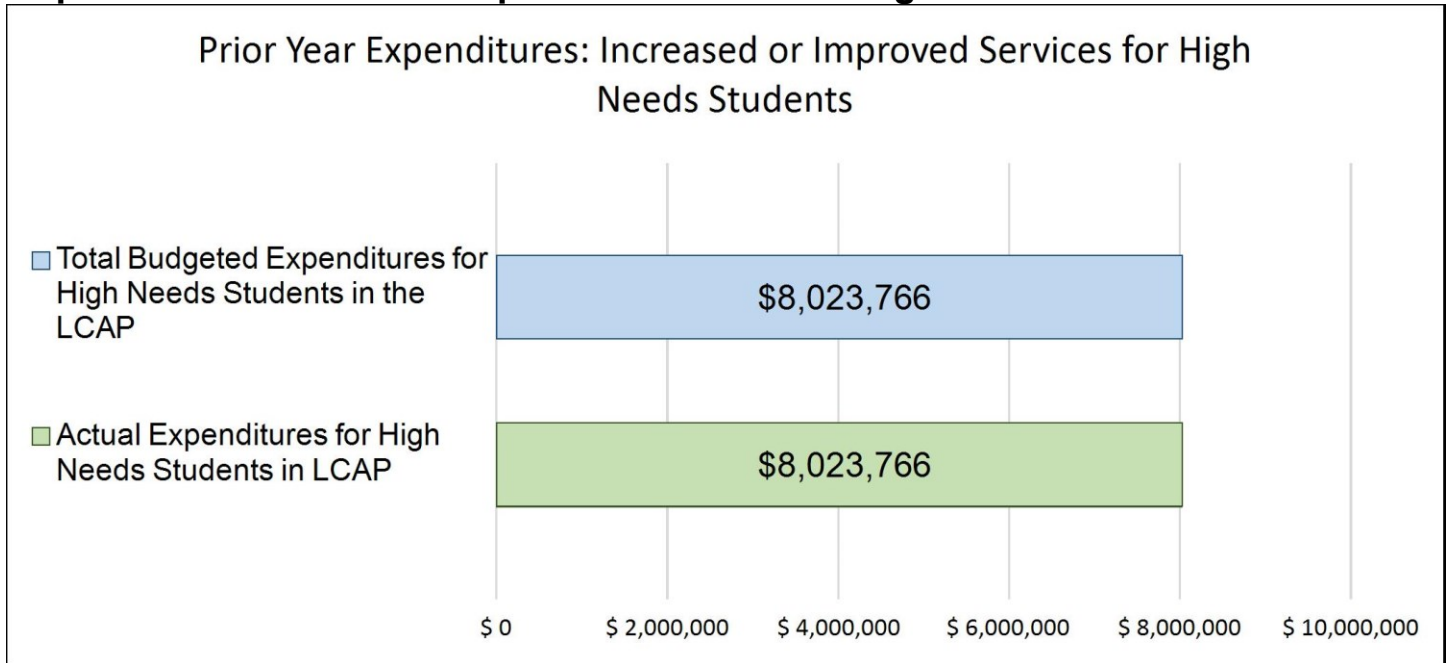
General operational costs such as general and special education teachers, site and back office administration, clerical support, custodial services, maintenance and utilities are not included in the LCAP. Most restricted State, Federal, and Local funding sources are also not included as many have their own unique plans associated with them.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Livermore Valley Joint Unified School District is projecting it will receive \$8,133,497 based on the enrollment of foster youth, English learner, and low-income students. Livermore Valley Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Livermore Valley Joint Unified School District plans to spend \$8,133,497 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Livermore Valley Joint Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Livermore Valley Joint Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Livermore Valley Joint Unified School District's LCAP budgeted \$8,023,766 for planned actions to increase or improve services for high needs students. Livermore Valley Joint Unified School District actually spent \$8,023,766 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Livermore Valley Joint Unified School District	Melissa Theide Assistant Superintendent	MTheide@lvjUSD.org 925-606-3224

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Fully Credentialed Teachers	95.2%	94.3%	84%	96%	100% Appropriately Credentialed Teachers
2. Board-Approved Standards-aligned Curriculum	100%	100%	100%	100%	100% Standards Aligned Curriculum
3. California-Aligned Professional Development	100%	100%	100%	100%	100% of the Professional Development is Standards Aligned
4. CA Dashboard SBAC ELA- Points Distance from Standard (DFS) by Student-Groups, 3-8 and grade 11	<p>(2018-2019 data) All students: Green-25.8 above</p> <p>Filipino: Green-41.6 above White: Green-42.8 above Two or More Races: Green-43.3 above Asian: Blue-75.7 above</p> <p>African American:</p>	Due to the Dashboard Data being unavailable to compare, we do not have the DFS Color indicators by race for 2020-21. We have reported the percentage of students who have met or exceeded the standards for each demographic group for 2018-19 and for 2020-21 below and	<p>(2021-2022 data) All students: 4 – 21.4 points above</p> <p>White: 4 - 35.2 above Asian: 5 – 75.9 points above African-American 2-36.8 points below Hispanic: 2 - 25.3 points below Filipino: 5 – 50.4 points above Two or more races:</p>	<p>(2022-2023 data) All students: Green-25.1 above</p> <p>Filipino: Blue-50.6 above Asian: Blue-78.6 above White: Green-41.7 above Two or More Races: Green-35.7 above</p> <p>African American:</p>	<p>All student-groups at or above (Green-Blue) DFS</p> <p>Improve all student groups below DFS by 5 points each year until at or above DFS</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Orange-10.8 below Hispanic: Yellow-15.9 below Low Income: Yellow-28.2 below English Learner: Yellow-34.7 below Homeless: Orange-38.8 below Students with Disabilities: Orange-70.9 below</p>	<p>will continue to monitor their progress. The 2018-19 results are first, then 2020-21 (Note: No State Standardized Testing was completed in 2019-20 due to suspension of the CAASPP assessment system during the Pandemic).</p> <p>(2018-19 and 2020-21 data) All students: 18-19: 63% 20-21: 62%</p> <p>2018-2019 2020-2021 White: 71% 68% Asian: 79% 80% African-American: 51% 50% Hispanic: 44% 44% Am. Indian/</p>	<p>4 – 29.7 points above Homeless: 1 - 102.2 points below</p> <p>Low Income: 2 - 47 points below English Learner: 2 – 66 points below Students with Disabilities: 1 – 81.5 points below</p>	<p>Yellow-34.2 below Hispanic: Yellow-21.1 below English Learners: Yellow-60 points below Low Income: Yellow-35.5 below Homeless: Red-109.3 below Students with Disabilities: Red-82.8 below</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Alaskan Native: 57% 57% Native Hawaiian/ Pacific Islander 59% 58% Filipino 0 0 Homeless *no data available Two or More Races 0 0 Low Income: 32% 36% English Learner: 3% 6% Students w/Disability: 19% 23%			
5. K-2 English Language Arts Assessment Tool, EasyCBM (Collect data by student group, moving forward)	EasyCBM K-2 (Spring 2021) Kinder 20% proficient First Grade 62% proficient Second Grade 67% proficient	EasyCBM K-2 (Spring 2022) Kinder 57% proficient First Grade 73% proficient Second Grade 78% proficient	EasyCBM K-2 (Spring 2023) Kinder 59% proficient First Grade 76% proficient Second Grade 79% proficient	EasyCBM K-2 (Fall 2023) Kinder 92.5% proficient First Grade 70.9% proficient Second Grade 78.5% proficient	Increase percent of students at each grade level by 5% each year Overall, and by student group until 90% is reached

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6. CA Dashboard SBAC Math - Points Distance from Standard (DFS) by Student-Group, 3-8 and grade 11	<p>(2018-2019 data)</p> <p>All students: Yellow-7.1 below</p> <p>White: Green-8.3 above</p> <p>Filipino: Green-11.7 above</p> <p>Two or More Races: Green-14.3 above</p> <p>Asian: Blue-65.5 above</p> <p>African American: Orange-52.8 below</p> <p>Hispanic: Orange- 53.4 below</p> <p>English Learner: Orange-63.6 below</p> <p>Low Income: Orange- 67.7 below</p> <p>Homeless: Orange-94.8 below</p> <p>Students with Disabilities: Orange-100.6 below</p>	<p>Due to the Dashboard Data being unavailable to compare, we do not have the DFS Color indicators by race for 2020-21. We have reported the percentage of students who have met or exceeded the standards for each demographic group for 2018-19 and for 2020-21 below and will continue to monitor their progress. The 2018/19 results are first, then 2020/21 (Note: No State Standardized Testing was completed in 2019-20 due to suspension of the CAASPP assessment system during the Pandemic). In 20/21 too small of a number of students who are Filipino or Two or More Races took SBAC Math for reporting.. Additionally, we are unable to get data for students are</p>	<p>(2021-2022 data)</p> <p>All students: 3 – 18.5 points below</p> <p>White: 3 - 2.7 points below</p> <p>Asian: 5 – 60.1 points above</p> <p>African American 2 - 82.6 points below</p> <p>Hispanic 2 - 73.2 points below</p> <p>Filipino: 4 – 8 points above</p> <p>Two or more races: 3 – 7.1 points below</p> <p>Homeless: 1 - 146.3 points below</p> <p>Low Income: 2 – 91.5 points below</p> <p>English Learner 2 – 97 points below</p> <p>Students with Disabilities: 1 – 110 points below</p>	<p>(2022-2023 data)</p> <p>All students: Green-10.4 below</p> <p>Asian: Blue-64.5 above</p> <p>Filipino: Green-14.4 above</p> <p>White: Green-6 above</p> <p>Two or More Races: Green-0.7 below</p> <p>English Learners: Yellow-90.1 below</p> <p>Hispanic: Yellow-64.7 below</p> <p>Low Income: Yellow-80.1 below</p> <p>African American: Orange-85.2 below</p> <p>Students with Disabilities: Orange-110.9 below</p> <p>Homeless: Red-154.1 below</p>	<p>Maintain all student groups at or above (Green-Blue) DFS</p> <p>Improve all student groups below DFS by 5 points each year until at or above DFS</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>homeless as we usually access this through the CA Dashboard, which is not updated yet with the 20/21 SBAC data</p> <p>(2018-19 and 2020-21 data)</p> <p>All students: 18-19: 50% 20-21: 46%</p> <p>16 below color unknown</p> <p>2018-2019 2020-2021</p> <p>White: 57% 53%</p> <p>Asian: 70% 69%</p> <p>African American: 39% 32%</p> <p>Hispanic: 31% 25%</p> <p>Am. Indian/ Alaskan Native: 48% 48%</p> <p>Native Hawaiian/</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Pacific Islander 43% 37% Low Income: 22% 20% English Learner: 4% 4% Students w/Disability: 14% 17%			
7.K-2 Mathematics Assessment Tool, EasyCBM	Easy CBM assessments will begin in 2022-23.	No Easy CBM math assessments administered during 21-22 school year.	EasyCBM Math (Spring 2023) Kinder 62% proficient First Grade 70% proficient Second Grade 81% proficient	EasyCBM K-2 (Fall 2023) Kinder Not tested until Spring First Grade 80.9% proficient Second Grade 80.9% proficient	Will administer assessment beginning 2022-23 80% proficient across all grade levels
8. CA Dashboard Graduation Rate % of graduated students No color=too few students	(2018-2019 data) All students: Blue-95.2% Students with Disabilities: Orange-79.5% English Learner: Orange-86.8%	2020-2021 data, no dashboard available) All students: 94% Students with Disabilities: 78% English Learner:	(2021-2022 data) All students: 5 – 96.9% Students with Disabilities: 3 - 87.5% English Learner: 3 - 80.5%	(2022-2023 data) All students: Blue-96.1% Filipino: Blue-100% White: Blue-98.3% English Learners:	90% Minimum Graduation Rate for each student group 5% Improvement each year until 90% minimum reached

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
No %=Less than 11 students, not reported	Homeless: No color-90.9% Low Income: Green- 92.8% Hispanic: Green- 92.8% Filipino: Yellow-93.3% African American: No color-95% Two or More Races: Blue-95.8% White: Blue-95.9% Asian: Blue-98.8%	81% Homeless: 63.6% Low Income: 89.6% Hispanic: 90% Filipino: 93.5% African American: 81.3% Two or More Races: 96.2% White: 96.3% Asian: 93.5%	Homeless: 3 - 83.3% Low Income: 4 - 93.8% Hispanic: 4 - 94% Filipino: 5 - 96.9% African American No Performance Level - 87.5% Two or More Races: 5 - 97.9% White: 5 - 98.6% Asian: 5 – 97.9%	Green-90.7% Hispanic: Green-94.8% Asian: Yellow-93.9% Homeless: Yellow-84% Two or More Races: Yellow-93.2% Low Income: Yellow-92.5% Students with Disabilities: Yellow-88.3% African American -- No Performance Level (<25 Students)	
9. CA Dashboard College & Career % of prepared students No color=too few students No %=Less than 11 students, not reported	(2018-2019 data) All students: Yellow-54.4% Homeless: No color-9.1% Students with Disabilities: Red-7.4% English Learner: Orange-10% Low Income: Orange-30.6% Hispanic: Orange-33.7%	2020-2021 data, no dashboard available) All students: 52.6% Homeless: 14.3% Students with Disabilities: 12.8% English Learner: 12.3% Low Income: 27.0% Hispanic:	No Data available due to suspension of CAASPP in 20-21 and state CCR indicator for 21-22.	(2022-2023 data) All students: Medium-46.5% English Learners: Very Low-9.6% Homeless: Very Low-8.7% Hispanic: Low-27.4% Low Income: Low-21.3% Students with Disabilities: Low-10.5%	60.5% Minimum 5% Improvement each year until 60.5% minimum reached

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	African American: No color-45% White: Green-60.5% Filipino: Yellow-60% Two or More Races: Green-62.9% Asian: Blue-80.2%	33.4% African American: 38.5% White: 59.0% Filipino: 55.2% Two or More Races: 60% Asian 77.9%		Two or More Races: Medium-50% White: Medium-53.2% Filipino: High-62.9% Asian: Very High-73.7% African American: No level provided- 43.8%	
10a. Students passing AP exam with 3 or better by student group 10b. Students enrolled in AP classes (Total classes) by student group	a. Percent pass rate (Spring 2019) Overall=918/1266, 73% EL= 33% LI= 49% FY= 0% Asian= 77% White= 73% AA= 58% b. % of total enrolled in at least 1 AP course (2020-2021) EL= 1.1% LI= 10% FY= 0% Asian= 25.7% White= 58.8% AA= 3.1% RFEP= 14.1%	a. Percent pass rate (Spring 2021) Overall= 310/505, 61.4% EL= 0% LI= 52% FY= 0% Asian= 66% White= 69% AA= 76% b. % of total enrolled in at least 1 AP course (2021-2022) EL= 1.2% LI= 9.1% FY= 0% Asian= 24.7% White= 59.4% AA= 2.9% RFEP= 13.9%	a. Percent pass rate (Spring 2022) Overall= 953/1239, 77% English Learner: 0% Socioeconomically Disadvantaged: 78% Foster Youth: 0% Asian: 78% White: 78% African American: 100% b. % of total enrolled in at least 1 AP course (2022-2023) English Learner: .2% Low Income: 7.5% Foster Youth: 0% Asian: 22.5% White: 59.5% African American: 2.1%	a. Percent pass rate (Spring 2023) Overall=79.5% EL=50% LI=69.3 FY=No Foster Youth took test Asian=78.9% White=82.2 AA=80% b. % of total enrolled in at least 1 AP course (2023-2024) EL=1.2% LI=8.2% FY=0% Asian=32.5% White=40% AA=8% RFEP=12.1%	a. Increase the pass rate of students passing AP exam with a 3 or better by student group by 5% each year until reaching 85% or better. b. Increase access to AP courses for underrepresented student group, closing the access gap by 5% each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			RFEP= 14.4%		
11. Seal of Biliteracy	Number of Seals of Biliteracy awarded to students by student group (2020-2021): Overall: 122 R-FEP: 6/122	Number of Seals of Biliteracy awarded to students by student group (2021-2022): Overall: 89 R-FEP: 19/120	Number of Seals of Biliteracy awarded to students by student group (2021-2022): Overall: 85 R-FEP: 19/85	Number of Seals of Biliteracy awarded to students by student group (2022-2023): Overall: 64 R-FEP: 15/64	Increase Seal of Biliteracy earned by 5% Overall and per student group each year.
12. District Benchmark Writing Assessment. The % of students meeting grade level writing standards in 5th, 8th & high school	Specific Data for this assessment is not available for 2020-2021 due to COVID and optional testing.	The % of students meeting or exceeding grade level writing standards in the following grades (2021-2022): 5th Grade: 56.9% 8th Grade: 78.0% High School: 88.6%	The % of students meeting or exceeding grade level writing standards in the following grades (2022-2023): 5th Grade: 52.6% 8th Grade: 76.7% High School: 89.1%	(2022-2023 data) Grade 5: 43.7% proficient Grade 8: 59.7% proficient High School: 62.9% proficient	Increase % of students at each grade level by 5% each year Overall and by student group.
13. English Learner Language Acquisition Growth on the ELPAC by Cohort	English Learner Language Acquisition Growth on the ELPAC by Cohort (2018-2019). Level 1: 13.14% Level 2 (low): 11.30% Level 2 (high): 18.24% Level 3 (low): 22.87% Level 3 (high): 16.07% Level 4: 18.38%	English Learner Language Acquisition Growth on the ELPAC by Cohort (2020-2021) Level 1: 17.5% Level 2 (low): 29.5% Level 2 (high): 32% Level 3 (low): 41% Level 3 (high): 22% Level 4: 4.5%	English Learner Language Acquisition Growth on the ELPAC by Cohort (2020-2021) Level 1: 18.6% Level 2: 34.2% Level 3: 35.1% Level 4: 12.1% 35% of EL Students progressed at least one level	English Learner Language Acquisition Growth on the ELPAC (2022-2023) Level 1: 20.33% Level 2: 29.40% Level 3: 33.37% Level 4: 16.5% 32% of EL Students progressed at least one level	~Monitor student growth by cohort each year. ~Increase cohort acquisition by one level each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
14. English Learner Reclassification	11.5% Reclassification Rate in 2018-2019.	14% Reclassification Rate in 2020-2021.	15.1% Reclassification Rate in 2021-2022	7.9% Reclassification Rate in 2022-2023	<p>Increase Reclassification Rate by focusing on reclassifying at least 10% of Level 3 (high) students each year.</p> <p>In 2021-22=10% of the 22% Level 3 (high) English Learners will reclassify.</p>
15. CTE Pathway Completion Rate	10.9% of Seniors completed a CTE pathway in 2019-20.	18.3% of Seniors completed a CTE pathway in 2020-21.	33.1% of Seniors completed a CTE pathway in 2021-2022	32.2% of Seniors completed a CTE pathway in 2022-2023	Increase completion rate by to at least 25% by 2023-24
16. UC/CSU eligibility requirement Percentage of students who have successfully completed the A-G requirements for admission to a UC or CSU.	51.3% of seniors at comprehensive high schools met the UC/CSU A-G requirements in 2019-20	58.3% of seniors at comprehensive high schools met the UC/CSU A-G requirements in 2020-21	57.6% of seniors at comprehensive high schools met the UC/CSU A-G requirements in 2021-2022	45.9% of Seniors at comprehensive high schools met the UC/CSU A-G requirements in 2022-2023	Increase completion rate by at least 5% by 2023-24
17. Monitor enrollment in ELD courses to verify course enrollment.	100% of identified ELD students are receiving EL services and instruction (2020-2021)	100% of identified ELD students are receiving EL services and instruction (2021-2022)	100% of identified ELD Students are receiving EL services and instruction (2022-2023)	100% (2023-2024)	Maintain 100% enrollment for ELD students
18. 100% of students are offered the coursework required under California Education Code	All students = 100% EL = 100% FY = 100% LI = 100%	All students = 100% EL = 100% FY = 100% LI = 100%	All students: 100% English Learner: 100% Foster Youth: 100% Low Income: 100%	All students = 100% EL = 100% FY = 100% LI = 100%	Continue offering coursework required under California Education Code 51210 and 51220 (a)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
51210 and 51220 (a) to (i)	<p>Students with Exceptional Needs = 100%</p> <p>AVID Participation by site Elementary: 2 Middle: 1 High: 0</p> <p>Co-teaching: 68.6% of students in Mild-Moderate Special Day Classrooms are enrolled in either a co-teaching or learning center program and will spend 50% or more of of their instructional day being educated alongside typical peers in general education classes.</p>	<p>Students with Exceptional Needs = 100%</p> <p>AVID Participation by site Elementary: 2 Middle: 2 High: 1</p> <p>Co-teaching: 62% of students in Mild-Moderate Special Day Classrooms are enrolled in either a co-teaching or learning center program and will spend 50% or more of their instructional day being educated alongside typical peers in general education classes.</p>	<p>Students with Exceptional Needs: 100%</p> <p>AVID Participation by Site Elementary: 2 Middle: 2 High: 1</p> <p>Co-teaching: 58% of students in Mild-Moderate Special Day Classrooms are enrolled in either a co-teaching or learning center program and will spend 50% or more of their instructional day being educated alongside typical peers in general education classes.</p>	<p>Students with Exceptional Needs = 100%</p> <p>AVID Participation by site Elementary: 5 Middle: 3 High: 2</p> <p>Co-teaching: 56% of students in Mild-Moderate Special Day Classrooms are enrolled in either a co-teaching or learning center program and will spend 50% or more of of their instructional day being educated alongside typical peers in general education classes.</p>	<p>to (i) to 100% of students.</p> <p>Increase AVID Enrollment across our District by site: Elementary: 5 Middle: 3 High: 2</p> <p>Co-teaching: 75% of students in Mild-Moderate Special Day Classrooms are enrolled in either a co-teaching or learning center program and will spend 50% or more of of their instructional day being educated alongside typical peers in general education classes.</p>
19. Percentage of seniors who have completed A-G requirements and at least one CTE pathway. 2020-21 is the first year this data was collected.	Data not collected in 2019-20. 11.8 % of seniors completed A-G requirements and at least one CTE pathway in 2020-21.	11.8 % of seniors completed A-G requirements and at least one CTE pathway in 2020-21.	15.2 % of seniors completed A-G requirements and at least one CTE pathway in 2021-22.	15.9 % of seniors completed A-G requirements and at least one CTE pathway in 2022-23.	Increase completion rate by at least 5% by 2023-24

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive differences in planned actions and actual implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between budgeted expenditures and estimated actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The 26 actions associated with Goal 1 can be divided up into 4 broad categories: access to core curriculum; staffing for student support; intervention and enrichment supports; and site-specific support for English Learners, Socioeconomically Disadvantaged, and Foster Youth. Access to core curriculum: Actions 1.1, 1.4, 1.5, 1.6, and 1.16 all support making sure that all students -- especially our more vulnerable student groups -- have access to core curriculum that meets the requirements of the State of California and our District. Our core curriculum for all subjects is in a very positive place. Our graduation rate is extraordinarily high (Metric 8), and we also enjoy a high rate of fundamental requirements such as appropriately credentialed teachers and universal adoption of approved and viable curricula (Metrics 1 and 2). Achievement metrics indicating student proficiency have been making steady progress and improvement since the disruption in data caused by the COVID pandemic (Metrics 4 and 6). We do still have achievement gaps, and the improvement since 2021 has not been entirely even, but it has been present and many of our plans for the next cycle revolve around enabling our more vulnerable students to accelerate learning recovery. The only metric that has seen a real drop is the one evaluating proficiency on the District Writing Assessment (Metric 12), however that program was plagued by low reliability in its system of operation, and it was revised heavily last year to increase reliability and validity. That metric will stay on in the next cycle and its new stability will help us evaluate the efficacy of our writing programs. Staffing for student support: Actions 1.2, 1.3, 1.9, 1.10, 1.12, 1.13, 1.17, 1.18, 1.21, 1.22, 1.25, and 1.26 all include staffing for programs for student support that would not be available without LCAP supplemental funding. As discussed with the previous grouping, achievement gaps remain, but student groups have still made progress in their recovery from the period of student dismissal and remote learning that marked the Spring of 2020 and 2020-2021 school years. We have seen massive improvement in early literacy (Metric 5) through the adoption and implementation of our TOSAs, our District and site level support, our after-school programs, and our Director positions that have set the vision, implemented the systems, and organized the work and data systems. This work has been so successful that we are hoping to use the same staffing to scale it up to other areas, such as math achievement. Intervention and enrichment supports: Actions 1.7, 1.8, 1.11, 1.15, 1.19, 1.20, 1.23, and 1.24 are all about the practical details of making sure that students that need extra help get extra help and students that want extension of existing proficiency and learning have the resources available to do so. Our enrichment and elective opportunities are very successful (Metrics 10 and 15), with a music program that extends

through all three levels of our District and an Advanced Placement (AP) program that consistently scores above the state, national, and county averages. Our intervention systems, staffed and expanded by much of the staffing planned in the grouping just above this one, have helped our more vulnerable student groups to progress and recover over the past few years (Metrics 4 and 6). Summer school is really the only program on the list that we consistently question and alter, and plans for how to use summer will continue to evolve into the next LCAP cycle.

Site-specific support for unduplicated students: This money is allocated to the sites for planning and implementing site-specific actions to address the local needs of unduplicated students. A site with more English Learners, for example, might allocate more money for staffing particular to English Language Development, while a site more concerned with Socioeconomically Disadvantaged students might put more money towards access to intervention and enrichment services. All of our sites have seen success in different places in their unduplicated students (Metrics 13 and 14).

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No major changes this year, though last year we remarked that major changes were made to our summer school program (Action 1.7). It is currently focused on providing solely credit recovery for high school students and Extended School Year (ESY) support for special education students at all grade levels. Our data did not support using summer school to remediate underperforming students at elementary and middle grades, though we continue to look for ways to use some kind of summer school program to increase achievement and remediate those that need help.

Though we did not change the metric itself (12), we did alter the methodology of our District Writing Assessment to increase both validity and reliability. Previously, different scoring guidelines between and within grade levels led to a wild assortment of incomparable proficiency numbers. The system has now been revised to include consistent parameters for writing prompts aligned to CA Common Core writing standards, a consistent scoring system (1-8, 6 marking proficiency) across all grade levels, consistent rubrics for each grade level also aligned to the content writing standards, and a process for norming teachers in the scoring process.

In the next LCAP cycle our metrics will undergo a significant amount of revision as we seek to better match state priorities with our own locally determined efficacy metrics and priorities. For example, we are adding a metric regarding the performance of our grade 8 and 9 students on the District Algebra I final, as we have found proficiency in that subject to be crucial in meeting later standards for elements like UC A-G completion. In general, we will be using the opportunity of the new 3-year plan to revise how we structure and connect our Actions and our Metrics.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Facilities in Good Repair	100% of Sites	100% of Sites	100%	100% of Sites	100% of Sites
2. CA Dashboard Suspension Rate: % of students in Kindergarten through grade 12 who have been suspended at least once in a given school year.	(2018-2019 data) All students: Orange-3% African American: Yellow-7.3% Pacific Islander: Orange-7.3% Homeless: Yellow-6.9% Students with Disabilities: Orange-6.7% Foster Youth: Orange-5.7% Low Income: Orange 5.1% American Indian: Yellow-5% Two or More Races: Orange-4.1% English Learner: Orange-3.9%	(2020-2021 data) All students: 0.1% African American: 0 % Pacific Islander: 0% American Indian: 0% Two or More Races: 0.1% Hispanic: 0.01% White: 0.1% Filipino: 0% Asian: 0% Students with Disabilities:	(2021-2022 data) All students: Medium -- 2.6% African American: High -- 7% Pacific Islander: Medium -- 2.9% American Indian: Medium -- 2.8% Two or More Races: Medium -- 3.1% Hispanic: Medium -- 3.6% White: Low -- 2.3% Filipino: Very Low -- .3% Asian: Very Low -- 1% Students with Disabilities:	(2022-2023 data) All students: Orange -- 3.2% African American: Red -- 11.9% Pacific Islander: 2.1% American Indian: Green -- 2.4% Two or More Races: Orange -- 3.4% Hispanic: Orange -- 4.5% White: Green -- 2.4% Filipino: Yellow -- 1.9% Asian: Yellow -- 1.3% Students with Disabilities: Orange -- 5.9%	Reduce suspension rates by at least 1% per year for all student groups, over the State suspension rate: EL, Hispanic, 2 or More races, Low Income, Students with Disabilities, and Homeless by end of year one. Reduce suspensions for Pacific Islander students by 2% by end of year one. Focus on causation and developing proactive positive disciplinary approaches, PBIS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic: Orange-3.8% White: Yellow-2.6% Filipino: Yellow-1.2% Asian: Blue-1%	0.2% English Learner: 0.1% Socioeconomically Disadvantaged: 0.1% Foster Youth: 0% Homeless: 0%	High -- 5% English Learner: Medium -- 3.8% Socioeconomically Disadvantaged: High -- 4.6% Foster Youth: Very low -- 0% Homeless: Very High -- 8.3%	English Learners: Orange -- 5% Socioeconomically Disadvantaged: Orange -- 5.2% Foster Youth: Red -- 9.4% Homeless: Red -- 8.5%	
3. Expulsion Rate: % of students in kindergarten through grade 12 who have been expelled at least once in a given school year.	(2018-2019 data) All students: 0% African American: 0 % Hispanic: 0.0% Two or More Races: 0.0% White: 0.0% Filipino: 0.0% Asian: 0.0% Students with Disabilities: 0% Low Income: 0 % English Learner: 0 % Foster Youth:	(2020-21 data) All students: 0% African American: 0 % Hispanic: 0.0% Two or More Races: 0.0% White: 0.0% Filipino: 0.0% Asian: 0.0% Students with Disabilities: 0% Low Income: 0 % English Learner: 0 % Foster Youth:	(2021-2022 data) All students: 0% African American: 0 % Hispanic: 0.0% Two or More Races: 0.0% White: 0.0% Filipino: 0.0% Asian: 0.0% Students with Disabilities: 0% Low Income: 0 % English Learner: 0 % Foster Youth:	(2022-2023 data) All students: 0% African American: 0 % Hispanic: 0.0% Two or More Races: 0.0% White: 0.0% Filipino: 0.0% Asian: 0.0% Students with Disabilities: 0% Low Income: 0 % English Learner: 0 % Foster Youth:	Maintain 0% student expulsion rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	0 % Homeless: 0 %	0 % Homeless: 0 %	0 % Homeless: 0 %	0 % Homeless: 0 %	
4. Chronic Absenteeism: % of students in Kindergarten through 8th grade who are absent 10% or more of the instructional days they were enrolled.	(2018-2019 data) All students: Green-3.5% Homeless: Orange-23.5% African American: Yellow-11.6% Foster Youth: Green-9.5% Students with Disabilities: Green-7.1% Low Income: Green 6.8% English Learner: Green-4.7% Hispanic: Green-4.4% Two or More Races: Yellow-4.3% White: Green-2.8% Filipino: Yellow-2.6% Asian: Blue-1.7%	(2020-2021 data) All students: 5.8% African American: 14.4% Hispanic: 10.6% Two or More Races: 3.4% White: 3.7% Filipino: 2.8% Asian: 1.3% Students with Disabilities: 13.3% English Learner: 15.3% Foster Youth: 29.6% Homeless: 42.7% Socioeconomically Disadvantaged: 14.7%	(2021-2022 data) All students: 24.7% African American: Very High -- 41.6% Hispanic: Very High -- 33.5% Two or More Races: Very High -- 22% White: Very High -- 20.8% Filipino: High -- 18.5% Asian: High -- 15.8% Students with Disabilities: Very High -- 32.7% English Learner: Very High -- 35% Foster Youth: Very High -- 28.6% Homeless: Very High -- 59.6% Socioeconomically Disadvantaged: Very High -- 40%	(2022-2023 data) All students: 16.2% African American: Orange -- 28.6% Hispanic: Yellow -- 22.4% Two or More Races: Yellow -- 11.7% White: Yellow -- 13.4% Filipino: Yellow -- 14.4% Asian: Yellow -- 11% Students with Disabilities: Yellow -- 23.9% English Learner: Yellow -- 22.4% Foster Youth: Yellow -- 13.6% Homeless: Orange -- 49.2% Socioeconomically Disadvantaged: 18.1%	Close the chronic absenteeism gap for: *Foster Youth *Low-Income *Students with Disabilities By at least 1% per year, for student groups listed above *African American *Homeless By at least 2% per year, for student groups listed above Focus on causation and developing proactive positive disciplinary approaches, PBIS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5. Middle School Dropout Rate	0%	0%	0%	0%	Maintain 0%
6. High School Dropout Rate	2019-2020 High School Drop Out Rate: 4.3%	2020-2021 High School Drop Out Rate: 5.7%	2021-22 High School Drop Out Rate: 3.2%	2022-2023 High School Drop Out Rate: 3.4%	Reduce dropout rate by 1% each year, with a goal of 0%
7. FitnessGram – Passing at least 5 of 6 Standards	(2019-2020) Grade 5 62% Grade 7 68% Grade 9 75%	(2021-2022) CDE changed PFT to 5 components and participation only: Grade 5: 1 - Aerobic Capacity - 97.8% 2 - Abdominal Strength - 97.9% 3 - Trunk Strength - 98.1% 4 - Upper Body Strength - 98.0% 5 - Flexibility - 98.2% Grade 7: 1 - Aerobic Capacity - 95.6% 2 - Abdominal Strength - 95.7% 3 - Trunk Strength - 95.6% 4 - Upper Body Strength - 95.1% 5 - Flexibility - 95.6%	(2021-2022) CDE changed PFT to 5 components and participation only: Grade 5: 1 - Aerobic Capacity - 98.8% 2 - Abdominal Strength - 98.6% 3 - Trunk Strength - 98.6%	Not Applicable due to transition to FitnessGram being participation only	Increase students passing FitnessGram, at least 5 of 6 standards by 5% per year Based upon the revised CDE guidelines from 2021-2022, increase participation by at least 1% per year, in each component for student participation until 100% participation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Grade 9: 1 - Aerobic Capacity - 90.9% 2 - Abdominal Strength - 92.8% 3 - Trunk Strength - 93.7% 4 - Upper Body Strength - 92.0% 5 - Flexibility - 94.8%			
8. Average Daily Attendance	(2019-2020) ADA - 96.5%	(2020-2021) ADA - 97.39% (Distance Learning)	(2021-2022) ADA - 93.35%	2022-2023 ADA - 94.4%	Maintain consistent enrollment at 96%
9. Mental Health Survey (Such as Panorama): Provide input opportunities regarding school programs, climate, inclusion and safety annually (Monitor major student groups)	2019-20 Academic Year SEL levels of students (3-5 / 6-12 grade) Self Management: AA 66/75% Hispanic 70/72% White 78/79% Confidentiality Protected 75/69%. Growth Mindset AA 63/56% Hispanic 55/51% White 56/55% Confidentiality	2021-2022 Fall SEL levels of the students (3-5 / 6-12 grade) (Academic Year available in late June 2022 as the Spring test is administered in late May) Self Management: AA 71/75% Hispanic 72/75% White 80/79% Confidentiality Protected 78/72%.	2021-2022 Spring (4-5 / 6-12) Self Management: AA 4-5 – 65% AA 6-12 – 81% Hispanic 4-5 – 61% Hispanic 6-12 – 71% White 4-5 – 75% White 6-12 – 76% Confidentiality Protected 4-5 – 68% Confidentiality Protected 6-12 – 78% Growth Mindset: AA 4-5 – 54% AA 6-12 – 59%	2022-2023 Spring (4-5 / 6-12) Self Management AA 4-5 -- 75% AA 6-12 -- 69% Hispanic 4-5 -- 72% Hispanic 6-12 – 69% White 4-5 – 80% White 6-12 – 77% Confidentiality Protected 4-5 – N/A% Confidentiality Protected 6-12 –N/A% Growth Mindset: AA 4-5 – 61% AA 6-12 – 54%	Once baseline is determined, increase each student group under 80% by 2% each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Protected 53/46%. Emotional Regulation AA 49/54% Hispanic 52/49% White 55/53% Confidentiality Pro. 56/26%.</p> <p>Data for EL, SED, and Foster Youth (FY): SEL/Emotional Regulation For EL EL 51% IFEP 75% Reclassified 70% Data shows SEL increases as language proficiency increases</p> <p>SEL/Emotional Regulation for SED Free 63% Reduced 73% Full 77%</p> <p>(Data shows SEL increases as economic status increases.)</p> <p>SEL For Foster Youth</p>	<p>Growth Mindset AA 64/55% Hispanic 57/54% White 60/56% Confidentiality Protected 48/48%.</p> <p>Emotional Regulation AA 54/48% Hispanic 53/50% White 60/56% Confidentiality Pro. 42/43%.</p> <p>Data for EL, SED, and Foster Youth (FY): No Data Available</p> <p>SEL/Emotional Regulation For EL EL 52/54% IFEP * no longer available Reclassified 54/52% Prior trends indicate that SEL increases as language proficiency increases</p> <p>SEL for SED Free - No data available as we no longer offer free, reduced, or full price meals. We now</p>	<p>Hispanic 4-5 – 53% Hispanic 6-12 – 55% White 4-5 – 52% White 6-12 – 57% Confidentiality Protected 4-5 – 53% Confidentiality Protected 6-12 – 63%</p> <p>Emotion Regulation: AA 4-5 – 45% AA 6-12 – 54% Hispanic 4-5 – 56% Hispanic 6-12 – 56% White 4-5 – 44% White 6-12 – 55% Confidentiality Protected 4-5 – 40% Confidentiality Protected 6-12 – 53%</p> <p>English Learners: Self-Management – 73% Growth Mindset – 63% Emotion Regulation – 56%</p>	<p>Hispanic 4-5 – 59% Hispanic 6-12 – 52% White 4-5 – 64% White 6-12 – 56% Confidentiality Protected 4-5 – N/A% Confidentiality Protected 6-12 – %</p> <p>Emotion Regulation: AA 4-5 – 51% AA 6-12 – 50% Hispanic 4-5 – 52% Hispanic 6-12 – 50% White 4-5 – 52% White 6-12 – 54% Confidentiality Protected 4-5 – N/A% Confidentiality Protected 6-12 – N/A%</p> <p>English Learners: Self-Management – 67% Growth Mindset – 56% Emotion Regulation – 52%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	No data at this time as the number of Foster is a small sample.	<p>provide Universal Free Meals for all students.</p> <p>Reduced - No data available as we no longer offer free, reduced, or full price meals. We now provide Universal Free Meals for all students.</p> <p>Full - No data available as we no longer offer free, reduced, or full price meals. We now provide Universal Free Meals for all students.</p> <p>(Prior trends indicate that SEL increases as economic status increases.)</p> <p>SEL For Foster Youth</p> <p>No data at this time as the number of Foster Youth is a small sample.</p>			
10. CA Healthy Kids Survey: Provide input opportunities regarding school programs, climate,	Collect data by student-groups, including EL, SED, & FY. Given every two years.	Collect data by student-groups, including EL, SED, & FY. Given every two years.	2021-2022 Survey administered once every two years this year in June 2022.	2021-2022 Test (Test given previous year) School Connectedness	Once baseline is determined, reduce any opportunity gaps by 1% per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
inclusion and safety annually	<p>Baseline Survey taken in May 2020. Survey administered once every two years.</p> <p>School Connectedness Grade 5 - All Students 74%</p> <p>Grade 7- African American 55% American Indian 55% Asian 65% Hispanic 60% Pacific Islander 60% White 66% Two or more 60% EL 62% Low Income 61%</p> <p>Grade 9 - African American 51% American Indian 58% Asian 60% Hispanic 54% Pacific Islander 59% White 63% Two or more 56%% EL 53% Low Income 54%</p> <p>Grade 11- African American 46% American Indian 54%</p>	<p>Baseline Survey taken in May 2020. Survey administered once every two years.</p> <p>School Connectedness Grade 5 - All Students 74%</p> <p>Grade 7- African American 55% American Indian 55% Asian 65% Hispanic 60% Pacific Islander 60% White 66% Two or more 60% EL 62% Low Income 61%</p> <p>Grade 9 - African American 51% American Indian 58% Asian 60% Hispanic 54% Pacific Islander 59% White 63% Two or more 56%% EL 53% Low Income 54%</p> <p>Grade 11- African American 46% American Indian 54%</p>	<p>School Connectedness Grade 5 - All Students 77%</p> <p>Grade 7- Overall 60% African American 43% American Indian 53% Asian 64% Hispanic 60% Pacific Islander no data* White 62% Two or more 56% EL 62% Low Income 61%</p> <p>Grade 9 - Overall 59% African American 42% American Indian no data* Asian 55% Hispanic 60% Pacific Islander no data* White 64% Two or more 55% EL 53% Low Income 54%</p> <p>Grade 11- Overall 53% African American no data* American Indian no data*</p>	<p>Grade 5 - All Students 77%</p> <p>Grade 7- Overall 60% African American 43% American Indian 53% Asian 64% Hispanic 60% Pacific Islander no data* White 62% Two or more 56% EL 62% Low Income 61%</p> <p>Grade 9 - Overall 59% African American 42% American Indian no data* Asian 55% Hispanic 60% Pacific Islander no data* White 64% Two or more 55% EL 53% Low Income 54%</p> <p>Grade 11- Overall 53% African American no data* American Indian no data*</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Asian 59% Hispanic 51% Pacific Islander 51% White 59% Two or more 52% EL 53% Low Income 52%	Asian 59% Hispanic 51% Pacific Islander 51% White 59% Two or more 52% EL 53% Low Income 52%	Asian 60% Hispanic 47% Pacific Islander no data* White 55% Two or more 52% EL 53% Low Income 52% *no data = less than 10 respondents	Asian 60% Hispanic 47% Pacific Islander no data* White 55% Two or more 52% EL 53% Low Income 52% *no data = less than 10 respondents	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive differences in planned actions and actual implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The 13 actions associated with Goal 2 can be divided up into 3 broad categories: staffing for student support; supply materials and curricula to enhance services to students; provide professional development to improve staff practices.

Staffing for student support: Actions 2.1, 2.2, 2.4, 2.6, 2.7, and 2.11 all make sure that we have personnel in place to provide healthy and safe environments for our students. Many of our metrics indicate a high degree of success (Metrics 1, 5, 6, and 8). For example, our expulsion rates are very low and we enjoy consistently well-maintained facilities. Others have been more variable over the past three years. Our suspension rate (Metric 2), for example, did relatively well right after the student return to classes in 2021-2022 but then increased

dramatically in 2022-2023 (increased by 0.6% overall last year and much more than that for several student groups). Our Social-Emotional data from the California Healthy Kids Survey and Panorama has numbers lower than we want them to be, but the gaps between student groups are also largely minimized (Metric 9). We are most proud of the improvement in our attendance data (Metric 8; a increase in ADA of 1.05% last year, including a large increase for several student groups). Staffing with counselors and attendance specialists and class-size reduction are all major parts of the success that we've seen and in the next cycle we look to utilize staffing to more effectively target especially vulnerable groups of students.

Supply materials and curricula to enhance services to students: Actions 2.3, 2.10, and 2.12 provide technology support, social-emotional curriculum, and transportation and resources for our homeless students, ensuring that we remove material obstacles from students most likely to experience difficulty as well as making sure that our teachers have the resources they need to support mental health. Though our overall metrics for evaluation are positive, there is enough variability in some data sets (discussed above) to make us consider where and how we employ our resources the most effectively. In particular we are interested in how we create systems that enable our homeless students to access the supports we have to offer.

Provide professional development to improve staff practices: Actions 2.5, 2.8, 2.9, and 2.13 all pay for training and time for our teachers and staff in various endeavors related to mental and physical health. Though our suspension numbers have been down and up (Metric 2, which includes a decrease from pre-pandemic numbers in 21-22 but then an increase of 0.6% last year), we are optimistic about the long-term effects of our district-wide focus on Positive Behavior Interventions and Supports. All of our schools to this point have received at least a "silver" recognition, and we believe that as the years accrue this consistent system will have positive effects on both student behavior and student mental health, as well as the academics that those two skills enable.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Though there have been no major changes to our actions, as stated above we are examining how we can better target our resources to improve the outcomes for our Homeless students. In essence, we are looking to make sure that achievement we've experienced broadly can also be replicated equitably across multiple student groups. This is not referenced in any of the metrics or actions on this LCAP, but will have a specific action within the next LCAP cycle in response to qualification for Differentiated Assistance.

As with the last goal, we are using the opportunity of the new LCAP cycle to radically revise the structure of the metrics and the actions in support of Goal #2.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Parent & Community Engagement & Communication - Increase parent engagement in student learning by providing parent education opportunities, enabling parent involvement in schools, and delivering effective communication; and increase partnerships with community organizations to maximize student achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. A Districtwide communication outreach and monitoring system	2020-2021 Baseline Year: Minimally, once a month, site level communications are sent to parents. (Informing Parents)	2021-2022 Regular monitoring of site communications indicates that sites are regularly using both email and text messaging to communicate with parents. Community Engagement has provided training on sending communications in English and Spanish for equity and accessibility.	2022-2023 The use of our Blackboard mass communication system continues to grow districtwide. It's usage is far exceeding our baseline minimum communication expectations of site level communication once per month. Thus far in the 2022-23 school year (Aug-Feb), over 3,500 email and text messages have been sent by site administrators and non-teaching staff to parents and students, and over 15,400 email and text messages have been sent by	2023-2024 Minimally, once per month, site level communications are sent to parents. Most schools communicate weekly.	Monitor that every site communicates with parents/guardians each month throughout the year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>teachers to parents and students.</p> <p>Community Engagement continues to provide staff training when needed to increase message sending capacity at the site level.</p>		
2. Monitor parent access and use of the communication outreach system	<p>2020-2021</p> <p>This system provides the opportunity for a systematic monitoring of student progress, both by parents and staff.</p> <p>An access protocol is being collaboratively developed so parents and teachers can monitor student progress.</p> <p>(Monitoring of student progress by staff & parents)</p>	<p>2021-2022</p> <p>Extensive collaboration with IT, Community Engagement, and site level administrative support has resulted in improved data sharing between our SIS and our mass communication system. Previously, only a mother and father could be linked to each student to receive communication. Our system now allows for non-traditional family structures with multiple parental figures to receive</p>	<p>2022-2023</p> <p>Community Engagement, IT, and site staff regularly monitor and troubleshoot any issues related to parents' access to mass messaging. Sites have received training on generating reports that verify parent emails, phone numbers, and SMS numbers to ensure messages are being received.</p>	<p>2023-2024</p> <p>100% of parents have access to student progress information.</p> <p>Parent education classes provide support for student monitoring</p>	<p>Collect percentage of parent/guardian access to their child's progress, with a focus on the most at-risk student groups.</p> <p>Develop protocols that increase parents/guardians understanding of the importance of monitoring their child's success.</p> <p>Design resolutions, once baseline is determined, to reduce any equity gaps by 1% per year</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		important information about student progress as well as school and districtwide information.			
3. Parent Engagement & Informational Opportunities: Informative meetings, trainings and collaborative input on topics of interest.	<p>2020-2021</p> <p>Baseline Year: Minimally, twice a year, Survey & Two-Way communication tools which include feedback opportunities from parents will be provided on a variety of topics related to parent education, student academics, programs, climate, and engagement. Specific meetings and opportunities will be provided for parents of students with exceptional needs, Foster Youth, SED, and English Language Learners.</p>	<p>2021-2022</p> <p>Livermore Learns, our parent engagement program, continues to offer parent education in both English and Spanish on topics related to academics, behavior, and social-emotional wellness of students. 12 webinars have been provided to date for the 2021-22 school year.</p> <p>COVID-19 School Year Protocols/ Q&A webinars in English and Spanish helped to educate parents on the District's management of COVID and to answer related questions.</p> <p>Ongoing Youth Mental Health First Aid Trainings have also</p>	<p>2022-2023</p> <p>Our parent engagement program, Livermore Learns, continues to provide monthly webinars to parents on a variety of topics related to academics, behavior and mental health. 14 webinars are planned for the 2022-23 school year; all are recorded and made available on our District website. Webinars are offered in Spanish when possible, however requests for in-person parent education in Spanish have led to additional parent education opportunities.</p> <p>Monthly Parent Club Information Council</p>	<p>2023-2024</p> <p>Again this year our parent engagement program, Livermore Learns, continues to provide monthly webinars to parents on a variety of topics related to academics, behavior and mental health. 11 webinars have taken place in the 23-24 school year; all are recorded and made available on our District website. Webinars are offered in Spanish when possible, however requests for in-person parent education in Spanish have led to additional parent education opportunities.</p>	<p>Survey & Two-way communication tools will be distributed at least twice a year, each year, to gain input from parents/guardians/students regarding topics of interest.</p> <p>During the final year of this plan, as our District conducts the LCAP process, additional opportunities for feedback will be provided.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>been available to parents to help educate them on recognizing mental health concerns in youth.</p> <p>Surveys related to the LCAP process are in development as well as a survey seeking parent feedback on a future specialized program/magnet focus for elementary students.</p>	<p>(PCIC) meetings provide a platform for site PTA/PTO and other parent organization leaders to learn about district initiatives, departments and processes, and district and community events and share the information with other parents at their sites. Members also engage in panel discussions and participate in surveys that provide perspective and feedback on topics District leaders are assessing.</p> <p>Youth Mental Health First Aid Trainings continue to be offered to parents, community members to help educate them on recognizing mental health concerns in youth.</p> <p>Special Education directors attend</p>	<p>Monthly Parent Club Information Council (PCIC) meetings provide a platform for site PTA/PTO and other parent organization leaders to learn about district initiatives, departments and processes, and district and community events and share the information with other parents at their sites. Members also engage in panel discussions and participate in surveys that provide perspective and feedback on topics District leaders are assessing.</p> <p>Special Education directors attend monthly Special Needs Parent Group meetings to provide information and support to parents of students with special needs.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>monthly Special Needs Parent Group meetings to provide information and support to parents of students with special needs.</p> <p>Yearly LCAP survey in development which will seek input from all parents on desired priorities for our District to focus on.</p>	Yearly LCAP survey given which sought input from all parents on desired priorities for our District to focus on. We have plans to expand this program in the next LCAP cycle.	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive differences in planned actions and actual implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures, or planned improved services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The 9 actions associated with Goal 3 can be divided up into 3 broad categories: Community Engagement Department staffing; support for English Learner families; adult education.

Community Engagement Department staffing: Action 3.1 is by far the cornerstone action of this goal, since they organize and implement all the other actions. Our District has met all metrics for this cycle and in fact we've expanded the program each year to provide more and more opportunities for families to engage in district educational opportunities. Our 11 Livermore Learns webinars throughout the year have attracted a range of 40-100 participating community members each time.

Support for English Learner families; Actions 3.2, 3.6, 3.8, and 3.9 all concern our efforts to engage and support the families and networks that help us with the education and English language progression of our English Learner students. Though the academic achievement of our English Learner students is an area of increased focus for us, we have been very happy about the growth of programs and engagement for our English Learner families, and we believe our success on the metrics in this goal will enable better family involvement and student achievement the years ahead. Our DELAC meetings, for example, have representatives from every school in our District (most of whom are parents) and meeting participants average over 20 each month.

Adult Education: Actions 3.3 and 3.7 support and fund classes and engagement opportunities for adults connected with our students, mainly families. The events have been well-attended and impactful and the programs have grown and expanded over the past several years. As referenced above, we have over 20 participants each month at our DELAC meetings, all schools being represented by student family members, and this participation is reflected in the ELAC meetings at each site (scaled, of course, to the concentration of English Learners at that site). Our LCAP Advisory Committee (Parent Advisory Committee) meetings include more than 20 people at each meeting, as does the PCIC.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Our metrics in the next cycle will center around our efforts to better collect data associated with family engagement in student education. Right now our programs are very strong, but our systems of data collection have been inconsistent and have not met our needs. We will continue to offer support to our families so that they can attend communication and feedback meetings, and we will continue to utilize our Community Engagement Department to coordinate all of our outreach efforts, but we want to get much more centralized in how we collect and monitor formal feedback data.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Livermore Valley Joint Unified School District	Melissa Theide Assistant Superintendent	MTheide@lvjUSD.org 925-606-3224

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Livermore Valley Joint Unified School District (LVJUSD) is located in Livermore, California, and is the easternmost city in the San Francisco Bay Area. Livermore was founded in 1869 and is known for its eclectic mix of award-winning wineries, family-owned ranches, national research laboratories, and for being an art-rich community. This juxtaposition of agriculture, arts, and cutting-edge technology gives Livermore its unique reputation as a city in which ranchers, physicists, and artists are neighbors and friends. The city is a suburban community with a current population of over 86,000 residents and an ethnic make-up of approximately 66% White, 23% Hispanic, 15% Asian, and 2% African American. The balance represents the diversity of other backgrounds, including ethnicities comprised of two or more of the aforementioned categories. Approximately 25% of Livermore families live below the poverty level. These demographics have changed over the years as Livermore has grown and become more diverse. The Livermore Valley Joint Unified School District encompasses a 240-square mile area, including the city and vicinity. Our award-winning District is the fourth largest employer in Livermore. Our District serves approximately 13,000 students from transitional kindergarten through the 12th grade. It operates 18 school sites including nine elementary schools, two K-8 schools, three middle schools, two comprehensive high schools, and two alternative schools. Many of our District's schools are California Distinguished Schools, Gold Ribbon Schools, Pivotal Practice Schools, or recipients of other honors and prestigious awards.

The demographics of our District's student population (according to the CA Dashboard) include 41% White, 32.2% Hispanic, 13.4% Asian, 1.4% African American, 31.5% Socioeconomically Disadvantaged and 9.6% English Learners. Across the city, these demographics vary from school site to school site. Embracing the challenge of preparing students for success in a rapidly changing world, our District's mission promises that "Each student will graduate with the skills needed to contribute and thrive in a changing world." With this guiding principle, District educators offer innovative approaches to meeting the diverse needs of the entire student population.

Our District supports provide a wide variety of academic opportunities for students. These opportunities include engaging in strong California State Standards-aligned curricular programs with the opportunities for students to accelerate through differentiation or by enrolling in honors or advanced courses at the secondary level. Middle school students are offered opportunities to enroll in Honors Core and advanced mathematics courses. These engaging opportunities put students on the path to enroll in honors courses, Advanced Placement (AP), and International Baccalaureate (IB) courses in high school. Social Emotional Learning, Character Education, and Positive Behavioral Interventions and Supports (PBIS) are priorities for our District, supported by our Board, developing our students as caring individuals who learn the importance of trustworthiness, respect, responsibility, fairness, and good character. We also have a strong focus on Career Technical Education (CTE) programs, and our established pathways include the Biotechnology Pathway, Computer Science Pathways, and Del Valle Culinary Academy. Another major part of our district and community is the Agricultural Science Pathway. These pathways and others are enhanced and extended with the support of the Tri-Valley Regional Occupational Program (TVROP). TVROP provides additional pathways to our students, including Early Childhood Development, Nursing, Health Occupations, Sports Medicine, and Public Safety.

Our District also has high school alternatives to meet unique student-learning needs, including one-on-one independent study and flexible scheduling with greater supports and personalized learning. Another option for high school students is Middle College, which is a popular program available to juniors and seniors in our District. Middle College is in partnership with Las Positas College and Tri-Valley Regional Occupational Program. Middle College students attend all classes on the college campus. They complete their high school graduation requirements while earning college units. Del Valle Continuation High School, named a California Model Continuation School multiple times, provides another alternative. In addition, a K-12 Virtual Academy is hosted at Vineyard Alternative School.

Across the grade levels, with or without specialized funding, students with individualized needs receive support from trained and committed staff. Staff utilizes data from our District's data system, DnA and EduClimber, to monitor student progress, access quality of program, and identify areas of need and continued focus. LVJUSD is committed to meeting the needs of all learners through a strong differentiated base program as well as specialized programs. The sites engage educational partners in this process, often through Student Study Teams (SSTs), Coordination of Services Teams (COST), conferencing, or Individualized Education Plans (IEPs). Students with IEPs are served through the Resource, Special Day Classes, Co-Taught Classrooms, Inclusion, or Counseling Enriched Programs. As a member of the Tri-Valley Special Education Local Plan Area (SELPA), our District's partnership with the surrounding districts also expands programmatic options for students. We host Non-public school programs on our campuses, as well.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Our District and the achievement of our students continues to improve as we recover from the period of student dismissal caused by the pandemic. Though there are areas of concern, the overall trend is very much towards gradual and steady improvement both overall and within student groups. For our District as a whole, there is not a single CA State Dashboard Indicator that is in the "Red" -- or lowest level. On California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) we improved by 3.8 points to an average of 25.1 points above standard, and on CAASPP Math we improved by 9 points to 10.4 points below standard, both of which were sufficient to place us in the "Green" level. Our graduation rate overall continues to be very high -- 96.1 graduation rate and in the "Blue." Most importantly, our rate of Chronic Absenteeism dropped significantly -- by 8.5 percent -- moving us from the "Red" last year to the "Yellow;" this change included zero student groups included in the "Red" and also proving sufficient to remove that indicator from qualification for Differentiated Assistance. There are areas of concern as well for the Dashboard: Our English Learner Progress and Suspension Rate, though both in the "Orange," has not progressed to our own expectations. The state of our College/Career Readiness indicator is similar; though it is on the third bar, for an area of our demographics and science, lab-based local culture, we would expect this to be higher. While our two comprehensive high schools had "Medium" and "High" on the College/Career Readiness indicator, two of our schools that serve non-traditional high school students -- Del Valle Continuation and Vineyard Independent School -- were in the lowest indicator for College and Career Readiness.

Two years ago, our District instituted our own local "Scoreboard," a collection of local metrics meant to reflect our own local values and priorities and to hold ourselves accountable for those areas which we prioritize highly. Many of the elements on our Scoreboard are very similar to the Dashboard (CAASPP ELA and Math proficiency, for example), and others are significantly different (for example, the percentage of students that report favorable teacher/student relationships, or the percentage of grade 8 and 9 students showing proficiency on our District's Algebra I final assessment). Our Scoreboard includes metrics both for the District as a whole and for each school at each level, and the implementation has provided a different and very illuminating evaluation of the efficacy of our programs. For example, one of the metrics for our elementary schools is the percentage of students proficient on the end-of-year literacy assessment (EasyCBM) in first grade. This metric was meant to reflect and emphasize our devotion of resources towards early literacy. Last year there was a 20 percent increase in the number of students proficient on this metric, a massive year-over-year increase. Essentially, what we found is that about 200 more first grade students were proficient at reading than had been the case the year before, a point of significant pride for us, and one which we are trying to scale up to other areas. Conversely, we are not seeing the growth we want to see in the percentage of students reporting positive Teacher-Student relationships (57 percent for the last two years), and are looking at how we can better support our schools in this regard.

In terms of needs and concern for student groups, the state Dashboard for our District has five student groups in the lowest achievement level. The only group in more than one is Homeless students, who qualify for "Red" in ELA achievement, Math achievement, College/Career Readiness, and Suspension rate. Other student groups included in the lowest levels are Students with Disabilities (for ELA achievement), English Learners (for College/Career Readiness), African American students (for Suspension Rate), and Foster Youth (for Suspension Rate). Compared to the year before, we have seen many student groups move out of the "Red" levels, and we are both happy with the improvement and focused on what we can do to continue to improve the achievement of those student groups that remain, especially our Homeless students.

Eleven of our schools avoided any Dashboard indicators in the "Red" lowest level, another fact of which we are very proud. Five schools did have just one "Red" area: Arroyo Seco Elementary, Christensen Middle, Granada High, and Rancho Elementary for English Learner Progression; and Junction Avenue K-8 for Suspension Rate. Seven of our student groups were in the "Red" category for individual schools. Here they are in order of most qualifications to least qualifications:

English Learners: ELA achievement at Arroyo Seco Elementary, Granada High, and Junction K-8; Math achievement at Granada High, Junction Avenue K-8, and Livermore High; Suspension Rate at Del Valle, Granada High, and Livermore High; College/Career Readiness at Granada High and Livermore High; and Chronic Absenteeism at Joe Michell K-8

Students with Disabilities: ELA achievement at Granada High, Marylin Avenue Elementary, and Mendenhall Middle; Math achievement at Junction Avenue K-8 and Marilyn Avenue Elementary; Suspension Rate at Croce Elementary, East Avenue Middle, and Livermore High; Chronic Absenteeism at Altamont Creek Elementary

Hispanic: ELA achievement at Livermore High; Math achievement at Junction Avenue K-8; Suspension Rate at Croce Elementary, Del Valle Continuation, and Junction Avenue K-8

Socioeconomically Disadvantaged: Math achievement at Junction; Suspension Rate at Croce Elementary, Del Valle, and Livermore High

Asian: Chronic Absenteeism at Croce Elementary

African American: Suspension Rate at Livermore High

Two or More Races: Suspension Rate at Junction Avenue K-8

Please refer to the addendum before the instructions for a table that links all required groups and metrics to specific actions.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Two years ago, our District qualified for Differentiated Assistance due to overall Dashboard levels for Chronic Absenteeism and Suspension Rate. We are proud that our work last year allows us to exit the qualification for Chronic Absenteeism. This was due to a focus on attendance in our Student Services Department and the work of our Child Welfare and Attendance (CWA) program in focusing on student support. This year we qualify for Differentiated Assistance due to the performance of our Homeless Students on ELA achievement, Math achievement, Suspension Rate, and College and Career Readiness. We are working to develop plans at three schools with a high concentration of unhoused students (Arroyo Seco Elementary, East Avenue Middle, and Livermore High) involving extra staffing in the form of parent liaisons to help coordinate wrap-around services for the Homeless student population at those schools. Though our Homeless students do not qualify due to Chronic Absenteeism, we have found locally that the "full-day" attendance for these students is very low; in other words, there is a lot of coming late and leaving early, and we are concerned that this limits access to essential intervention programs in ELA and Math. By using the liaisons to increase full-day attendance, we hope to more effectively remediate our Homeless students and set them up for long-term success in academic indicators.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

No schools in our District were identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	Our primary group for LCAP engagement is the LVJUSD LCAP Advisory Committee. While the Committee primarily consists of parents, a wide variety of educational partners are included. This includes teacher representatives, and it also includes leadership representatives from the Livermore Education Association (Teachers bargaining unit). This Committee met monthly from January through May. In addition, a survey was sent to staff in late April. Through the survey, teachers shared that their fellow teachers are respectful and supporting of their colleagues and students, and that their school works hard to support English Learners and to address disrespectful behaviors and bullying. Teachers also expressed that they need more support for interventions for students who are below grade level and that students need more support with social, emotional and behavioral needs. They also indicated the need for smaller class sizes.
Principals	Principals participate in district-level Curriculum and Superintendent meetings in which they review data and examine metrics, goals, and expenditures from the LCAP. Principals met with the Curriculum Teams on the following dates: 8/28/23; 9/11/23; 9/25/23; 10/2/23; 10/23/23; 11/6/23; 11/27/23; 12/4/23; 12/18/23; 1/8/24; 1/22/24; 2/5/24; 2/26/24; 3/4/24; 3/25/24; 4/8/24; 4/22/24; 5/6/24; and 5/20/24. In addition, principals and vice principals met together and with their Instructional Leadership Teams to review data, metrics and goals on these dates: 8/3/23; 8/9/23, and 9/8/23.
Administrators	Our LCAP Parent Advisory Committee includes district administrator representatives. In addition, district-level superintendent's cabinet

Educational Partner(s)	Process for Engagement
	<p>meetings included data analysis and an examination of metrics, goals, and expenditures from the LCAP. Superintendent's Senior Cabinet met weekly throughout the year, and the full Cabinet Team met bi-weekly throughout the year, in which they reviewed student achievement data and metrics as well as LCAP expenditures. In addition, our District held these semi annual meetings, in which administrators reviewed goals and metrics on these dates: 8/2/2023 and 1/26/24.</p>
Classified Personnel	<p>Our LCAP Advisory Committee includes representation from our three classified unions and organizations: the California Schools Employees Association, Service Employees International Union, and Classified Management/Confidentials. The LCAP Advisory Committee met monthly from January through May. In addition, Classified staff participated in a Staff survey in April. Through the survey, Classified Personnel indicated the need for more paraeducators to support the needs to support students with learning needs.</p>
Parents / Parent Advisory Committee	<p>Our LCAP Advisory Committee (Parent Advisory Committee) comprised of a parent representative from each school within our District, as well as student leaders from our high schools, leadership representatives, bargaining groups and employee organizations, met monthly from January - May. In addition, our District follows all requirements regarding the Board of Education adoption of the LCAP, including the public presentation, time for public comment, and time for questions and formal answers from the superintendent. Our DELAC (discussed below), also includes parent representation.</p> <p>In March all parents received a survey and were asked to provide feedback and input regarding the metrics, goals, and actions of the LCAP. Through the survey, 90% of elementary parent respondents indicated that they were somewhat or very informed about their child's educational progress, and more than 91% indicated they are somewhat or very satisfied with the level of support their child receives from teachers regarding their academic progress and challenges. More than 85% of middle school parent respondents indicated they feel somewhat or very informed about their child's educational progress, and more than 82% indicated that they were somewhat or very satisfied with the level of support their child</p>

Educational Partner(s)	Process for Engagement
	<p>receives from teachers regarding their academic progress and challenges. Nearly 84% of High School parent respondents indicated that they feel somewhat or very informed about their child's educational progress, and nearly 78% indicated they are somewhat or very satisfied with the level of support their child receives from teachers regarding their academic progress.</p> <p>January 30, 2024 - Parents and other Committee Members reviewed the 23-24 LCAP, State Priorities, and timeline. In addition, they provided input regarding the questions that should be included in LCAP engagement surveys for parents and students</p> <p>February 27, 2024 - Parents and other Committee Members reviewed the 2023-2024 Mid-year Update, and provided final input onto the questions for the Parent / Student LCAP Engagement surveys.</p> <p>March 11, 2024 - Our Assistant Superintendent presented at a meeting of our Parent Committee Information Council (PCIC), comprised of one parent group leader from each school site in our District, relative to the State Priorities, LCAP Goals, metrics and timeline. The group welcomed her presentation and provided feedback. Their recommendations included: Focus on Mental Health, Support for Academic Counseling, and support for English Learners.</p> <p>April 11, 2024 - Parents and other Committee Members reviewed the survey responses, provided feedback and offered suggestions on items that should be prioritized in the LCAP. Their recommendations included: Focus on Mental Health, Support for Academic Counseling, and support for English Learners as they progress to become redesignated, as well as ongoing communication with parents</p> <p>April 30, 2024 - Parents and other Committee Members reviewed the goals, metrics, and actions identified in the LCAP and offered input.</p> <p>On May 20th, the DRAFT LCAP was posted on our District website for Committee and Community review. LCAP Parent Advisory Committee members received the link via email and were invited to submit questions for our Superintendent.</p>

Educational Partner(s)	Process for Engagement
Students	<p>Our LCAP Advisory Committee also includes student representatives from our high schools. In addition, in April students were also provided the opportunity to respond to a survey to provide feedback and input regarding the metrics, goals, and actions of the LCAP. Though the survey, nearly 70% of our high school students indicated that they usually or always feel included and like they belong at school and nearly 87% of students indicated that they have at least one adult on campus that they have a good connection with. Nearly 97% of students shared that they get the help that they need from teachers in if not all classes, some of them. Just over 63% of students indicated that they are given help or activities to learn from mistakes and how to make it right if they violate a school's expectations/values, and nearly 80% of students know what counseling or mental health resources and supports are available to them. In addition, high schools students expressed the need for mental health supports.</p>
District English Learner Advisory Council	<p>Our DELAC, comprised primarily of parents from each school within our District, meets monthly throughout the year, they review data and metrics, gather feedback and support the development of the LCAP. Meetings were held on these dates in which the LCAP was reviewed and discussed:</p> <p>February 13, 2024 - The Committee reviewed the 23-24 LCAP, State Priorities, and timeline. In addition, they provided input as to what questions should be included in LCAP engagement surveys for parents and students</p> <p>March 12, 2024 - The Committee reviewed the 2023-2024 Mid-year Update, and provided final input onto the questions for the Parent / Student LCAP Engagement surveys.</p> <p>May 14, 2024 -The Committee reviewed the goals, metrics, and actions identified in the LCAP and offered input.</p>

Educational Partner(s)	Process for Engagement
Board of Education	Our Board will hold a Public Hearing to solicit recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP on June 11, 2024.
Tri-Valley Special Education Local Plan Area	Our plan was submitted to the Tri-Valley SELPA for review and input on May 20, 2024. The SELPA Director offered suggestions relative to a strong COST team and universal SST process that may look at environmental factors prior to a referral to special education.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The LCAP committee focused heavily on the need for social-emotional and mental health support. Overwhelmingly they shared the need for anxiety reducing practices, peer supports and mentoring, cultural responsiveness, restorative practices, student connections, and increased positive reinforcements. Concerns over student behavior were another area of emphasis, indicating the need for consistent systems to effectively improve classroom management and administrative responses to misbehavior. Another theme that presented was that of stronger school outreach, focused communications about student learning, and/or provide opportunities for parent engagement at times working parents can participate and having staff represent student demographics. There was also expressed interest in ensuring additional outreach to the parents of unduplicated students. The number one thread that was exposed in all groups in some capacity was that of mental health and its connection to educational quality and equitable access. They supported distribution of resources supporting equitable access to social emotional supports and opportunities for successful educational planning for all students.

The input and advice from all of our educational partners, including the LCAP Advisory Committee and the District English Learner Advisory Committee, clearly aligns with our District mission that each student will graduate with the skills and knowledge necessary to be prepared for college and/or career upon graduation from high school. Educational partners expressed the need for:

- ~Focus on Mental Health support and resources (Teachers, students, parents, administrators)
- ~Support for Academic Counseling in support of low income, foster youth and English Learners graduating College and/or Career Ready (Parents, teachers, students, administrators)
- ~Professional Development to support social-emotional learning strategies into daily instruction and interaction to address the needs of low-income and foster youth (teachers, parents)
- ~Continued guidance for students and increased communications for all parents/guardians, as well as programs that support English Learner parents in increased engagement. (Parents)
- ~Ensure English Learners are learning English in order to become redesignated so they are prepared for success in college and career. (Parents)
- ~Continued support for student success with a focus on our schools with the greatest percent of English Learners and Low-Income students. This includes making sure students attend school, have access to lunch, and have every opportunity for academic success. (Parents)
- ~Ongoing communication with parents regarding student academic progress. (Parents)
- ~Information for parents/guardians about programmatic options in our District, including Career Technical Education pathways, UC/CSU a-g requirements, and securing funding for college. (Parents)

~Parent education opportunities to best support their children academically; Parents are pleased with the offerings that have been available, but they want even more. (Parents)
~Additional counselors focused on social and emotional, academic guidance, and parent outreach (Students, parents, Teachers, Administrators)

Based on the feedback received, the following themes emerged:

~Increase student engagement and decrease rates of chronic absenteeism and suspension for low-income students
~Improve ELA and Math performance for all students and English proficiency for all English Learners
~Support and Resources for Mental Health, Academic Counselors, and student behavior
~Increased parent engagement

As a result of the feedback received:

The following items continue to be prioritized in our LCAP: Parent education, additional teaching support - smaller class sizes and intervention support at our schools with the highest population of unduplicated students, Wellness Counselors at Middle School, Support for Kid Connection (Mental Health Support at Elementary), and Community Engagement staff and resources.

New to the LCAP this year, Programs for Student Intervention and Support will provide support especially for English Learners and low-income students, however all struggling students will benefit from the added support. Also new this year, are assessment and accountability programs for unduplicated students that allow for efficient retrieval of disaggregated data so that teachers can quickly provide targeted and intensive intervention for our students in greatest need, our unduplicated students.

Committee members and parents provided valuable viewpoints and insights beyond the LCAP such as school safety procedures, the desire to create peer supports for students, and the need to access healthy food. The collaborative conversations during meetings were extremely valuable to serving students, and informed action items in the LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase the percentage of students who have the skills and knowledge to graduate from high school college and/or career ready.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In order for students to graduate and be college and career ready, data needs to be analyzed as an ongoing practice throughout the educational journey. Goal One was developed from analyzing a collection of data points by multiple educational partner groups, including parents, certificated, classified, administration, and the community at large. When analyzing the Smarter Balanced Assessment Consortium (SBAC) data it was clear there are opportunity gaps that need to be addressed and all groups are committed to addressing the issues of equity discovered within these results.

In English Language Arts (ELA) there is a 46.1 point gap between "Distance from Standard (States accountability system measurement) from "All students" to the highest scoring student-group that is below standard, Hispanic students at 21.1 below standard and a 134 point difference between the lowest scoring student-group, Homeless Students. ELA results indicate 2 out of our 8 largest student groups are meeting standards, so the following actions are designed to address the needs of the six student groups who are performing below State standards.

In math, the results are "Green" as overall students scored 10.4 Below Standard, but there is a 54 point gap between "Points Distance from Standard (DFS) from "All students" to the highest scoring student-group below standard, Hispanic students at 64.7 below standard and a 143.7 point difference between overall students and the lowest scoring student-group, Homeless students. Mathematics is a lower scoring subject area over all across our District, as only 2 out of 8 student-groups are meeting the standard and "All students" are scoring below standard. This means the student-groups scoring below standard are scoring more points below standard than in ELA.

This long-term goal is our District's ultimate responsibility for all students. The Metrics and Actions chosen below will provide a focus for all student-groups and progress can be monitored at every level, every year, for every student-group. The group activities, during multiple meetings, determined that the following Metrics will provide the appropriate data to monitor each specific student group's progress and the Actions will provide the unique opportunities needed to close the achievement gaps for each student group, providing equitable access for all students. Ongoing data collections will provide opportunities to adjust and/or refine the Actions as needed in order to serve the intended student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of Teacher Mis-assignments	1.4 percent			Zero percent	
1.2	Percentage of students with access to their own copies of standards-aligned instructional materials for use at school and home	100 percent			100 percent	
1.3	Percentage of areas in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability)	74 percent			100 percent	
1.4	Percentage of areas related to English Language Development in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability)	67 percent			100 percent	
1.5	Average Distance from Standard on CAASPP ELA for all students and key student groups	Overall: Green: +25 Asian: Blue: +78.6 White: Green: +41.7 African American: Yellow: -34.2 English Learners: Yellow: -60			Overall at Green or Above and 40 points above standard Improve all student groups below standard by 30	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: Yellow: -21.1 points Socioeconomically Disadvantaged: Yellow: -35.5 Homeless: Red: -109.3 Students with Disabilities: Red: -82.8			points or above "zero"	
1.6	Percentage Met/Exceeded Standards on CAASPP ELA for all students and key student groups	Overall: 61.92% Asian: 81.23% African American: 37.37% Hispanic: 42.88% White: 69.69% Students with Disabilities: 22.66% Socioeconomically Disadvantaged: 41.07% English Learner: 10.49%			+5% Overall +10% for all student groups under 50%	
1.7	Average Distance from Standard on CAASPP Math for all students and key student groups	Overall: Green: -10.4 Asian: Blue: +64.5 White: Green: +6 English Learners: Yellow: -90.1 Hispanic: Yellow: -64.7 Socioeconomically Disadvantaged: Yellow: -80.1 African American: Orange: -85.2			Overall at Green or Above and 10 points above standard Improve all student groups below standard by 30 points or above "zero"	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: Orange: -110.9 Homeless: Red: -154.1				
1.8	Percentage Met/Exceeded Standards on CAASPP Math for all students and key student groups	Overall: 49.92% Asian: 75.54% African American: 25.51% Hispanic: 29.47% White: 56.9% Students with Disabilities: 19.73% Socioeconomically Disadvantaged: 27.28% English Learner: 8.48%			+5% Overall +10% for all student groups under 50%	
1.9	Percentage Met/Exceeded Standards on CAST for all students and key student groups	Overall: 45.84% Asian: 63.8% African American: 33.33% Hispanic: 26.96% White: 53.75% Students with Disabilities: 12.43% Socioeconomically Disadvantaged: 27.59% English Learner: 2.27%			+5% Overall +10% for all student groups under 50%	
1.10	Percentage proficient on Algebra I Final for all students and key student groups	Overall: 28% Asian: 51% African American: 16%			At least 60% overall	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Hispanic: 14% White: 33%</p> <p>Students with Disabilities: 9% Socioeconomically Disadvantaged: 19% English Learner: 2%</p>			All student groups improving to at least 40%	
1.11	Percentage "Low Risk" on EasyCBM Grade 3 for all students and key student groups	<p>Overall: 85.7%</p> <p>Asian: 94.4% African American: 82.1% Hispanic: 73.5% White: 90.2%</p> <p>Students with Disabilities: 54.5% Socioeconomically Disadvantaged: 75% English Learner: 46.7%</p>			<p>Maintenance of over 80%</p> <p>Improvement of 10% up to 80% for all student groups under 80%</p>	
1.12	Percentage proficient on District Writing Assessment for all students and key student groups	<p>Overall: 56.85%</p> <p>Asian: 69.7% African American: 44.8% Hispanic: 44% White: 61%</p> <p>Students with Disabilities: 22.5% Socioeconomically Disadvantaged: 40.6% English Learner: 12.8%</p>			<p>Overall improvement of 10%</p> <p>Improvement of all student groups by 10%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Percentage meeting A-G requirements for all students and key student groups	<p>Overall: 52.8%</p> <p>Asian: 81.5%</p> <p>African American: 28.6%</p> <p>Hispanic: 31.3%</p> <p>White: 59.6%</p> <p>Students with Disabilities: 13.7%</p> <p>Socioeconomically Disadvantaged: 26.6%</p> <p>English Learner: 11.1%</p>			<p>Overall rate of 60%</p> <p>Improvement of 10% for all student groups under 70%</p>	
1.14	Percentage graduating and completing a CTE pathway for all students and key student groups	<p>Overall: 32.2%</p> <p>Asian: 44.4%</p> <p>African American: 6.3%</p> <p>Hispanic: 27%</p> <p>White: 34.1%</p> <p>Students with Disabilities: 23.3%</p> <p>Socioeconomically Disadvantaged: 25.2%</p> <p>English Learner: 26.8%</p>			<p>Overall rate of 40%</p> <p>Improvement of 5% for all student groups</p>	
1.15	Percentage meeting A-G requirements and complete a CTE pathway	<p>Overall: 15.9%</p> <p>Asian: 35.4%</p> <p>African American: 0%</p> <p>Hispanic: 6.1%</p> <p>White: 18.9%</p> <p>Students with Disabilities: 3.7%</p>			<p>Overall rate of 25%</p> <p>Improvement of 5% for all student groups</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 4.2% English Learner: 3.1%				
1.16	Percentage of English Learner students making progress toward English language proficiency on the ELPAC	43.1%			60%	
1.17	Percentage of English Learner students reclassified as Fluent English Proficient	8.9%			20%	
1.18	Percentage of students who passed an AP examination with a score of 3 or higher	79.5%			Maintenance of greater than 75%	
1.19	Percentage of students achieving Mastery (7-8) on District Writing Assessment	30.5%			40%	
1.20	Percentage of schools offering courses described in Education Codes 51210 (Grades 1-6) and 51220 (Grades 7-12), as applicable	100 percent			100 percent	
1.21	Percentage graduating College and/or Career Ready (CCR) of all students and key student groups	Overall: 46.5% Asian: 73.7% Hispanic: 27.4% White: 53.2% Students with Disabilities: 10.5%			Overall rate of 60% Improvement of 10% for all student groups under 60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 21.3% English Learner: 9.6%				

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Summer School	1A Provide credit recovery, learning loss recovery, and learning acceleration through summer school, focusing on inclusion of Low Income, English Learner, and at-risk students.	\$141,064.00	Yes
1.2	Programs for Student Intervention and Support	<p>1B Provide programs throughout the school year to support students in meeting proficiency and exceeding standards in ELA, Math, and ELD.</p> <p>Our district has a variety of support programs provided from TK-12, and all of these provide English Learner, Foster Youth, Homeless, and Low Income students access to the opportunity to remediate towards proficiency in the key content areas of ELA, Math, and ELD. By providing timely support in both targeted and intensive programs, we can more quickly return students to proficiency and prepare them to meet secondary and post-secondary goals such as meeting the College and Career Readiness indicator.</p> <p>In conjunction with Action 2.7, this Action also works to make sure there is a system of academic intervention available for our Homeless students to access and use to improve ELA and Math indicators.</p>	\$245,001.00	Yes
1.3	Continuation School Support	1C Provide extra teacher staffing to lower class size and extra counseling support at our continuation high school.	\$366,881.00	Yes
1.4	Multi-Tiered Systems of Support	<p>1D Provide staffing, programs, materials, and professional development sufficient to a Multi-Tiered Systems of Support program that serves students at all three tiers.</p> <p>For example, our primary Tier II intervention system in the elementary schools addresses early literacy and is called Universal Access (UA) time. Students are assessed using a screener and those that qualify are then assessed using a diagnostic that places them into targeted intervention groups intended to improve fluency and comprehension in reading. Many of our student groups (English Learners, Students with Disabilities, Homeless, Hispanic, Socioeconomically Disadvantaged) as well as students representing intersections of these same categories require targeted support of the type provided by UA time to improve in ELA and Math. All of the elements of UA time (and other, similar tiered intervention systems) are coordinated by the elements provided by this action.</p>	\$270,390.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Intervention Specialists	1E Provide a variety of intervention specialists specific to each school site to support students in achieving grade level proficiency in various content areas.	\$493,274.00	Yes
1.6	Junction and Marylin School Support	1F Provide extra teacher staffing to lower class size at Junction K-8 and Marylin Avenue Elementary, our schools with the greatest concentration of English Learners and Socioeconomically Disadvantaged students.	\$955,184.00	Yes
1.7	Equitable access to Field Trips & Camp for Low-Income Students	1G Support transportation for field trips at schools with high percentages of unduplicated students; as well as, college trips with counselors for targeted students at middle and high school level. In addition, financial support will be provided for elementary schools for 4th or 5th grade camp, based on the number of Socioeconomically Disadvantaged students.	\$92,800.00	Yes
1.8	First-Generation Counseling	1H Provide counseling services for first-generation, English Learner students.	\$136,710.00	Yes
1.9	District Support and Leadership for Academic Achievement and English Language Development	<p>1I Provide leadership across the district for implementation, expansion, and monitoring of all academic programs supporting achievement for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.</p> <p>For example, the vision, implementation, and monitoring of our Tier II and Tier III programs (such as Universal Access Time, Math Academy, English Workshop, etc.) are determined by our Directors of Secondary and Elementary Education. They supervise the Teachers on Special Assignment that work with our literacy and math interventions and they determine and monitor the programs intended to support our Unduplicated students. Many of our student groups (English Learners -- including Long Term English Learners -- Students with Disabilities, Homeless, Hispanic, Socioeconomically Disadvantaged) as well as students representing intersections of these same categories require targeted support in order to improve in ELA and Math. The personnel included in this action are all required to staff, enact, coordinate, and monitor the intervention actions in this and every other academic goal and action. They are also the management needed to make sure that our Unduplicated students have access to instructional materials and that all of our classes meet education code for the incorporation of content standards.</p>	\$410,721.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Assessment and Accountability Programs for Unduplicated Students	1J Provide support at the district level for Assessment and Accountability staffing and programs that directly impact, assess, monitor, and report on the academic achievement and progress of English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	\$664,334.00	Yes
1.11	Professional Development	1K Provide professional development to teachers and staff in English Language Development, Math Instruction, Early Literacy, and Dual Immersion.	\$70,000.00	No
1.12	Support for New Teachers	1L Provide training and professional development for teachers new to the profession on how to most effectively support English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	\$341,269.00	Yes
1.13	Career Technical Education	1M Maintain relevant Career Technical Education courses, pathways, and Middle College, supported by a commitment to the Joint Powers Agreement with Tri-Valley Regional Occupational Program (TVROP).	\$1,550,927.00	No
1.14	English Language Development Curriculum and Instruction	1N Provide core and supplemental ELD curricula at elementary, middle, and high school, and provide both designated and integrated ELD time. Ensure that Long-Term English Learners (LTELs) are enrolled in a section of designated ELD.	\$154,193.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In order to provide an engaging, clean, healthy, and physically and emotionally safe environment that supports learning at the highest levels, data needs to be analyzed as an ongoing practice throughout the year. Goal Two was developed from analyzing a collection of data points by multiple educational partner groups, including parents, certificated staff, classified staff, administration, and the community at large. When analyzing data from the CA Dashboard; suspensions, chronic absenteeism, and local data points, it is clear there are opportunity gaps that our educational partners are committed to address.

This goal was developed because when students feel supported and emotionally safe, suspensions and absences are lower, they are engaged and confident in their own learning and connected to their school. Students need to be in school to access learning opportunities in order to succeed. The most recent suspension and chronic absenteeism data was reviewed and agreed upon, and the Metrics and Actions below are believed to be key to improve student outcomes by building positive relationships and aligning resources for families.

The most recent state data regarding suspensions indicates what is essentially a return to the pattern of pre-pandemic data. The Dashboard ranking is "Orange," so there is still plenty of room to improve. In addition, multiple partner groups indicated a concern over student behavior. In 2022-2023, 3.2% of our students were suspended at least once. African American students, Socioeconomically Disadvantaged students, and Students with Disabilities all have higher averages than our "All Students" average.

Improvement in Chronic Absenteeism is among the most positive trends over the past two years. However, we strongly believe that all positive educational outcomes begin with attending school regularly, so we would like to continue to build on our improvements and target those groups that have not recovered as quickly, such as Socioeconomically Disadvantaged (25.8% Chronically Absent) and English Learners (23.9% Chronically Absent).

This long-term goal is our District's ultimate responsibility for all of our students. The Metrics and Actions chosen below will provide opportunities to build positive relationships, develop an understanding of the unique needs of each student group and develop a disciplinary approach that embraces a culturally relevant prospective for all students. The group activities, during multiple meetings, determined that the

following Metrics will provide the appropriate data to monitor a specific student group's progress and the Actions will provide the unique opportunities needed to improve/increase services for each student group, providing equitable opportunities for all students. Ongoing data collections will provide opportunities to adjust and/or refine the Actions as needed in order to serve the intended student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	District attendance rate for all students and key student groups	<p>Overall: 94.4%</p> <p>Asian: 94.6%</p> <p>African American: 90%</p> <p>Hispanic: 91.7%</p> <p>White: 93.6%</p> <p>Students with Disabilities: 90.3%</p> <p>Socioeconomically Disadvantaged: 90.4%</p> <p>English Learner: 91%</p>			<p>Overall rate of 95%</p> <p>Increase of 1% for every student group</p>	
2.2	Percentage of students who are chronically absent (absent =>10 percent of the school year) for all students and key student groups	<p>Overall: 15%</p> <p>Asian: 9.7%</p> <p>African American: 29.1%</p> <p>Hispanic: 20.8%</p> <p>White: 12.2%</p> <p>Students with Disabilities: 24.2%</p> <p>Socioeconomically Disadvantaged: 25.8%</p> <p>English Learner: 23.9%</p>			<p>Overall rate of 10%</p> <p>Reduction of 5% for every student group over 15%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Percentage of middle school students who have dropped out of school	0%			Maintain 0%	
2.4	Percentage of high school students who have dropped out of school	1.1%			Maintain overall rate of less than 5%	
2.5	Percentage of students graduating high school within five years for all students and key student groups	<p>Overall: 97.1%</p> <p>Asian: 97.9%</p> <p>African American: 100%</p> <p>Hispanic: 94.8%</p> <p>White: 98.5%</p> <p>Students with Disabilities: 86%</p> <p>Socioeconomically Disadvantaged: 94.4%</p> <p>English Learner: 82.9%</p>			<p>Maintain overall rate of greater than 95%</p> <p>Improvement of 3% for all student groups less than 90%</p>	
2.6	Percentage of students suspended at least once for all students and key student groups	<p>Overall: 3.2%</p> <p>Asian: Yellow: 1.3%</p> <p>African American: Red: 11.9%</p> <p>Hispanic: Orange: 4.5%</p> <p>White: Green: 2.4%</p> <p>Students with Disabilities: Orange: 5.9%</p> <p>Socioeconomically Disadvantaged: Orange: 5.9%</p> <p>English Learner: Orange: 5%</p>			<p>Overall rate of 2.5%</p> <p>Reduction of 2% for every student group over 5%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Percentage of students expelled	0.1%			Maintain overall rate of less than 0.2%	
2.8	Percentage of students reporting favorable teacher/student relationships for all students and key student groups	Overall: 57% Asian: 59% African American: 56% Hispanic: 52% White: 58% Students with Disabilities: 55% Socioeconomically Disadvantaged: 55% English Learner: 51%			Overall rate of 65% Increase of 8% for all student groups	
2.9	Percentage of low-income, English Learner, and Foster Youth students served by Coordination of Services Teams (COST)	8.2%			15%	
2.10	Triennial assessment completion rate	100%			100%	
2.11	Percentage of schools in good or exemplary condition	100%			100%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Support for Student Attendance	2A Provide staffing and supplies for student services related to improving student attendance. Our Child Welfare Advocates each work with multiple schools to identify and support those students with attendance concerns. Any student group over-represented in chronic absenteeism numbers either at the district level or at any particular school will then also disproportionately receive support from our CWAs, who meet with families, communicate standards and concerns, coordinate district and community resources and materials, and facilitate the SART and SARB process.	\$247,103.00	Yes
2.2	Elementary Behavior Intervention	2B Provide "Kid Connection" intervention at elementary schools to support positive behavior and social-emotional skills.	\$506,546.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Counseling and Social Emotional Support	2C Provide counseling at the middle and high school levels to support students with social-emotional skills.	\$1,042,237.00	Yes
2.4	Equitable Outcomes	2D Provide professional development in whole system management aimed at improving equitable outcomes for student groups with low achievement at disproportionate levels.	\$120,000.00	Yes
2.5	Leadership to Support Intervention for Unduplicated Students	2E Provide staffing both districtwide and at specific sites to implement and monitor positive behavior programs, social-emotional supports, and academic achievement programs for English Learners, Foster Youth, and Socioeconomically Disadvantaged students, as well as other student groups with significant achievement gaps.	\$769,984.00	Yes
2.6	Supporting Positive Student Behavior	2F Provide staffing and programs to implement Positive Behavioral Interventions and Supports as well as Restorative Practices. Our District includes numerous student groups over-represented in high suspension numbers. Our PBIS program helps our schools build systems of proactive behavioral discipline and misbehavior prevention, and PBIS in tandem with our growing Restorative Practices program aims to broaden the nature and available options of our reactive discipline so that schools do not rely solely on ineffective measures -- including suspension -- in order to lower student behavioral referrals. Any student group over-represented in high suspension numbers would then disproportionately benefit from programs intended to lower those numbers and establish effective alternatives.	\$246,048.00	Yes
2.7	Homeless Student Support	2G Provide support staff at all schools with 10 or more Homeless students to organize family assistance with student behavior and student tutoring in ELA and Math.	\$50,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase parent engagement in student learning by providing parent education opportunities, enabling parent involvement in schools, and delivering effective communication; and increase partnerships with community organizations to maximize student achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Family engagement is one of the single most important factors in ensuring student success in school. Effective family engagement has been described as “an intentional and systemic partnership of educators, families, and community members ...[who] share responsibility for a student’s preparation for school, work and life, from the time the child is born to young adulthood [Weiss, Lopez & Rosenberg, 2010]. Family engagement relies on effective communication, outreach, and connection to our schools. Supporting student achievement involves a combination of connecting with families and directly connecting with our larger community to involve them in the success of our students and our schools. LVJUSD believes in developing effective partnerships with both parents/guardians and our community.

The Goal Three Metrics and Actions below were developed as a way for our District to ensure active participation in District decisions and planning throughout the year for parents and the community. These Metrics and Actions are implemented to ensure educational partners have active opportunities to be informed, provide feedback regarding specific Actions and opportunities for their children, and will also provide training directly for both personal parent educational opportunities and in training parents/guardians how to actively monitor their children's progress through access to student progress systems in a timely manner.

The focus of the Metrics and Actions below are to provide opportunities throughout each school year, where parents/guardians, staff, and the community reflect on student progress and the educational environment (Goals 1 & 2). Through this process, collaborative data-based decisions are made and input opportunities are provided for each student group for all parents/guardians.

The activities, during multiple meetings, determined that the following Metrics will provide the appropriate data to monitor parent /community opportunities and the Actions will provide an enhanced educational partner engagement process for our District. Specific efforts will be made to ensure that the parents/guardians of our most vulnerable students (Students with Disabilities, ELs, Socioeconomically Disadvantaged, and Foster Youth) receive training and information on how to actively participate in district programs to support their child's education. Continuous feedback opportunities will provide opportunities to adjust and/or refine the Actions as needed in order to support engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of parents/guardians who complete Parent Survey	Survey not in place yet; new system will be ready July 2024			50%	
3.2	Percentage of parents/guardians of students who are low-income, English Learner, or Foster Youth who agree or strongly agree that they are involved in their student's school	Survey not in place yet; new system will be ready July 2024			75%	
3.3	Percentage of parents/guardians of Students with Disabilities who agree or strongly agree that they are involved in their student's school	Survey not in place yet; new system will be ready July 2024			75%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Engagement	3A Provide staffing to engage the community and enable two-way communication with student families and target the communication needs of English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	\$578,975.00	Yes
3.2	Parent Education	3B Provide staffing to enable communication to families and provide programs and materials necessary for parental education programs, targeting especially the needs of English Learners and Socioeconomically Disadvantaged students.	\$137,866.00	Yes
3.3	Student Health	3C Provide staffing to support student physical health, focusing especially on access for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	\$315,110.00	Yes
3.4	Communication and Social Emotional Data Collection	3D Provide a method for surveying community partners and then quickly accessing and disaggregating the data collected.	\$15,000.00	Yes
3.5	Access to Meetings	3E Provide support for family access to district events and communication meetings, focusing especially on child care.	\$2,000.00	Yes
3.6	Translation and Interpretation Services	3F Provide translation and interpretation services for school and district meetings for the families of English Learners.	\$35,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$8,133,497	\$N/A

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.842%	0.000%	\$0.00	5.842%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Summer School</p> <p>Need: There is a significant gap for our English Learners and Low-Income students in ELA and Math Achievement, and the percentage meeting desired graduate status -- such as those meeting A-G requirements -- is lower than the overall population.</p>	Our summer credit recovery programs provide our English Learner, Foster Youth, and Low-Income students access to the opportunity to make up credits for failed classes, enabling them to meet graduation requirements and access classes required for A-G completion or CTE pathway completion that they might miss from needing to make up a failed class. Learning acceleration will enable middle school students to advance to a math pathway that allows them to complete	<p>District Overall: Average Distance from Standard on CAASPP ELA</p> <p>District Overall: Average Distance from Standard on CAASPP Math</p> <p>District Overall: Percentage proficient on Algebra I final</p>

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	<p>On CAASPP ELA, our overall average distance from standard is +25, but there is a significant gap between that and our English Learners (-60) and Low Income students (-35.5). On CAASPP Math, our overall average distance from standard is -10.4, but there is a significant gap between that and our English Learners (-90.1) and our Low-Income students (-80.1). Similar gaps appear for those students meeting A-G requirements and those students graduating college and/or career ready.</p> <p>Scope: LEA-wide</p>	<p>Algebra I in the eighth grade, increasing access to upper level math classes in high school. Our experience has shown us that this model is the most effective use of our funds. Last year over 200 students -- about five percent of our high school population -- used summer school to recover credits. That is more than the number of students that attended our continuation high school all of last year (180). While we do offer credit recovery options during the year, those options compete for attention with standard offerings and electives. By utilizing time during the summer, we allow students that need it to focus solely on credit recovery without having to also focus on keeping up in other classes and activities as well. From John Hattie's Visible Learning: The Sequel (2023) -- "Does going to summer school make a difference?... It is difficult to ignore even these small gains if they are critical to students who may be already marginal (as that is often the criteria for selection)."</p>	<p>District Overall: Percentage meeting A-G requirements District Overall: Percentage graduating and completing a CTE pathway District Overall: Percentage graduating College and/or Career Ready</p>
1.2	<p>Action: Programs for Student Intervention and Support</p> <p>Need: There is a significant gap for our English Learners and Low-Income students in ELA and Math Achievement, and the percentage meeting desired graduate status -- such as those meeting A-G requirements -- is lower than the overall population. Our English Learners for the District placed in the "Red" indicator on the CA Dashboard for College/Career Readiness, as did our schools Del Valle and Vineyard.</p>	<p>Our District has a variety of support programs provided from TK-12, and all of these provide English Learner, Foster Youth, and Low-Income students access to the opportunity to remediate towards proficiency in the key content areas of ELA, Math, and ELD. By providing timely support in both targeted and intensive programs, we can more quickly return students to proficiency and prepare them to meet secondary and post-secondary goals. This action is the most effective use of the funds because intervention programs -- both short-term and long-term -- require supplies and systems that are uniquely targeted to the nature of the problem.</p>	<p>District Overall: Average Distance from Standard on CAASPP ELA District Overall: Average Distance from Standard on CAASPP Math District Overall: Percentage proficient on Algebra I final District Overall: Percentage meeting A-G requirements District Overall: Percentage graduating</p>

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	<p>A comparison of the overall percentage of students graduating College and/or Career Ready and Unduplicated student groups graduating College and/or Career Ready shows a significant gap. Overall 46.5% of our students qualify as CCR, while 21.3% of our Low-Income students qualify as CCR and 9.6% of our English Learners qualify as CCR. The metrics that eventually lead up to the CCR number (CAASPP ELA and math, Algebra I final, A-G compliance) show similar gaps. Any attempt to address those "causal" metrics should also affect the CCR metric and help close those gaps.</p> <p>Scope: LEA-wide</p>	<p>The alternative would be "more of the same" Tier I instruction, which by definition had not already achieved its goal with the students identified in need of help. Susan Hall's Jumpstart RTI (2011) identifies appropriate and targeted Tier II and Tier III curriculum as essential to any effective intervention system.</p>	<p>and completing a CTE pathway</p> <p>Percentage grading College and/or Career Ready for the following categories: District -- English Learners and Homeless Del Valle -- Overall Vineyard -- Overall Granada -- English Learners Livermore High -- English Learners</p>
1.3	<p>Action: Continuation School Support</p> <p>Need: English Learners, Foster Youth, and Socioeconomically Disadvantaged students are over-represented at our continuation high school, and they also graduate at a lower rate and have lower achievement on ELA and math assessments. The overall percentage of students proficient on the District Writing Assessment is 56.85%, while the percentage of Low-Income students was 40.6% and the percentage of English Learners was 12.8%. This gap in the foundational ability of writing is exactly the kind</p>	<p>Lowering class sizes at the continuation high school will provide teachers more one-on-one time with each student, which is essential given that the presence of students at the continuation school inherently involves a lack of credits accrued and a need to remediate to grade-level proficiency. This action is the most effective use of these funds because the student group that benefits is a group that by definition is severely deficient in credits, and therefore is in need of intensive and long-term remediation in order to graduate and achieve grade-level standards. More intensive systems and instructional approaches are needed due to the severity of the problem, and each student requires a heavy dose of individual attention. Essentially, this action allows every class at the continuation school to make almost exclusive use</p>	<p>District Overall: Percentage graduating District Overall: Percentage proficient on District Writing Assessment District Overall: Average Distance from Standard on CAASPP ELA District Overall: Average Distance from Standard on CAASPP Math</p>

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	<p>of insufficiency that our continuation school is meant to address.</p> <p>Scope: Schoolwide</p>	<p>of small-group learning, which Hattie in Visible Learning: The Sequel (2023) identifies as having a .46 effect size, the largest in the "Classroom effects" section.</p>	
1.4	<p>Action: Multi-Tiered Systems of Support</p> <p>Need: There is a significant gap for our English Learners and Low-Income students in ELA and Math Achievement, and the percentage meeting desired graduate status -- such as those meeting A-G requirements -- is lower than the overall population. In addition, there is a much greater need for intervention support for these students at the elementary level, as evidenced by screeners such as EasyCBM. For example, 85.7 percent of our overall students were designated as "Low Risk" on EasyCBM, compared to 75% of our Low-Income students and 46.7% of our English Learners. This highly predictive early assessment mirrors the gaps present CAASPP ELA and Math achievement. In addition, 43.1% of our English Learners made progress towards English Language Proficiency. While by definition there is no "gap" here, our own priorities as a district would have us intending to help a much larger percentage progress on the ELPAC. Our Students with Disabilities placed in the "Red" indicator on the CA Dashboard for ELA achievement, as did multiple student groups at</p>	<p>Since our unduplicated students have an achievement gap when compared to peers, any large-scale system of interventions targeting low achievement will disproportionately benefit those students. We want to provide short-term, targeted intervention for those students so we can prevent them from falling behind, and we want to provide long-term, intensive intervention for those students, such as Emerging and Expanding English Learners, to allow them to access necessary content.</p> <p>This action is the most effective use of these funds because the MTSS system is reliant on a heavy amount of centralized organization. For example, without a screener, there can be no screening and therefore nobody identified as requiring help. Without a central person organizing the screening process, providing training, structuring analysis of the data generated, and implementing appropriate intervention strategies, there wouldn't be a tiered system of intervention at all. The alternative would be to not provide systemic intervention, which would obviously be ineffective at helping students in need of help return to achieving grade-level standards.</p>	<p>District Overall: Percentage of "Low Risk" on EasyCBM District Overall: Percentage proficient on District Writing Assessment District Overall: Percentage of EL students progressing on ELPAC District Overall: Percentage of EL students reclassified</p> <p>Average Distance from Standard on CAASPP ELA for the following groups: District -- Student with Disabilities and Homeless Granada -- English Learners and Students with Disabilities Arroyo Seco -- English Learners Junction -- English Learners Livermore High -- Hispanic Marylin -- Students with Disabilities</p>

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	<p>different schools for both ELA and Math achievement.</p> <p>Scope: LEA-wide</p>		<p>Mendenhall -- Students with Disabilities</p> <p>Average Distance from Standard on CAASPP Math for the following groups: Granada -- English Learners and Homeless Junction -- English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities Livermore High -- English Learners Marylin -- Students with Disabilities</p>
1.5	<p>Action: Intervention Specialists</p> <p>Need: Our English Learners, Foster Youth, and Socioeconomically Disadvantaged students often have different needs based on the local context of the site. Because our unduplicated students on average achieve at lower levels academically than peers, they are in more need of site specific plans to provide appropriate intervention. Intervention is needed to address gaps in CAASPP ELA proficiency (Overall 61.92% compared to 41.07% for Low-Income students and 10.49% for English Learners) and CAASPP Math proficiency (Overall 49.92% compared to</p>	<p>Each school site is unique, and each site responds to their own unique identified needs by providing intervention support that target local issues. For example, one site may have a greater need for a reading specialist while another may need support for academic behaviors among students. By providing intervention specialists specific to each site, we will disproportionately benefit students that require intervention, namely our unduplicated students.</p> <p>This action is the most effective use of these funds because it balances the centrally organized actions of this goal with allowing sites flexibility in staffing to adjust to their own needs with their own intervention specialists. In Simplifying Response to Intervention (2012), Buffum, Mattos, and Weber argue that, "The central office should focus on</p>	<p>District Overall: Percentage of "Low Risk" on EasyCBM District Overall: Percentage proficient on District Writing Assessment District Overall: Percentage graduating District Overall: Average Distance from Standard on CAASPP ELA District Overall: Average Distance from Standard on CAASPP Math</p>

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	<p>27.28% for Low Income students and 8.48% for English Learners).</p> <p>Scope: LEA-wide</p>	<p>building the capacity of a school... District Leaders should create a series of resources and trainings to empower both school site personnel and those holding these new kinds of positions to make better informed decisions about intervention programs, intervention strategies, universal screening, and progress monitoring tools." Site intervention specialists are a crucial link in organizing district resources for staff and ensuring they are relevant to the school site and, most importantly, to the students they immediately serve.</p>	
1.6	<p>Action: Junction and Marylin School Support</p> <p>Need: Junction TK-8 and Marylin Avenue have the greatest concentration of English Learners and Socioeconomically Disadvantaged students in our District. Both these student groups experience a significant achievement gap when compared to peers in elementary and middle school assessment data. For example, on CAASPP ELA, our overall average distance from standard is +25, but there is a significant gap between that and our English Learners (-60) and Low-Income students (-35.5). On CAASPP Math, our overall average distance from standard is -10.4, but there is a significant gap between that and our English Learners (-90.1) and our Low-Income students (-80.1).</p> <p>Scope:</p>	<p>By lowering the class-size at Junction TK-8 and Marylin Avenue, we can increase the amount of time teachers have for each student and the time available to respond to academic remediation needs. We also increase the ease with which teachers can take advantage of flexible scheduling for programs like our Universal Access (UA) time, which is where intervention support for math and reading take place at the elementary level. By increasing the time students have with each teacher during intervention support, we will disproportionately benefit the high concentration of students at these schools with specific academic needs.</p> <p>This action is the most effective use of these funds because the these schools have our highest concentration of student groups with inequitable outcomes, and therefore have an increased imperative to manage student support efficiently and effectively. More intensive systems and instructional approaches are needed due to the severity of the problem, and each student requires a heavy dose of individual attention. Essentially,</p>	<p>District Overall: Percentage of "Low Risk" on EasyCBM District Overall: Percentage proficient on District Writing Assessment District Overall: Average Distance from Standard on CAASPP ELA District Overall: Average Distance from Standard on CAASPP Math District Overall: Percentage of EL students reclassified</p>

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	Schoolwide	this action allows classes at the schools to employ heavy use of small-group learning, which Hattie in Visible Learning: The Sequel (2023) identifies as having a .46 effect size, the largest in the "Classroom effects" section.	
1.9	<p>Action: District Support and Leadership for Academic Achievement and English Language Development</p> <p>Need: Our Unduplicated Student Groups have a significant achievement gap on academic measures in ELA, Math, and academic outcomes such as UC A-G ready rate. On CAASPP ELA, our overall average distance from standard is +25, but there is a significant gap between that and our English Learners (-60) and Low Income students (-35.5). On CAASPP Math, our overall average distance from standard is -10.4, but there is a significant gap between that and our English Learners (-90.1) and our Low-Income students (-80.1). Similar gaps appear for those students meeting A-G requirements and those students graduating college and/or career ready.</p> <p>Scope: LEA-wide</p>	<p>Our curricular programs and complex intervention systems require large-scale leadership to implement, expand, and monitor. By establishing this leadership, we will be able to better ensure those programs and systems are specifically targeting the needs of the students that need them the most, and we will be able to ensure fidelity to systems that show tangible effects on student achievement</p> <p>This action is the most effective use of these funds because centralized organization is essential in building the kinds of intervention systems most effective for the support of our most vulnerable student groups. In Learning by Doing: A Handbook for Professional Learning Communities at Work, 2nd edition (2010), DuFour, DuFour, Eaker, and Many discuss the necessity of centralized administration in building effective PLCs: "It has become increasingly evident, however, that effective leadership in the central office can contribute to successful implementation of the process throughout an entire district rather than in isolated schools." They call this "reciprocal accountability," which is the relationship between expected performance and the provision of capacity to meet that expectation. Without staff in place to implement, expand, and monitor all of these programs, of which PLCs are just one example, there could be no system of reciprocal accountability.</p>	<p>Percentage of Priority 2 elements rated 4 or 5 District Overall: Percentage of students with access to standards-aligned curriculum District Overall: Percentage of schools offering courses that meet ed code District Overall: Distance from standard on CAASPP ELA District Overall: Distance from standard on CAASPP Math District Overall: Percent proficient on CAST District Overall: Percent of English Learners reclassified District Overall: Percentage graduating A-G ready</p> <p>Percentage of English Learners Making Progress toward English Language Proficiency on the ELPAC for the following groups:</p>

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			District Granada Christensen Arroyo Seco Rancho Las Positas
1.10	<p>Action: Assessment and Accountability Programs for Unduplicated Students</p> <p>Need: Our Unduplicated Students have significant achievement gaps when compared to peers and require a complex system of assessment and accountability procedures in order to serve them effectively, support remediation, monitor existing programs, and assess efficiently and effectively. There isn't an area of academic assessment that this doesn't affect in some way. Gaps in ELA achievement, math achievement, literacy screeners, the District Writing Assessment, English Learner progress, A-G completion and CCR achievement have all been discussed with other actions. We will add here the gap in proficiency on the district-wide Algebra I final, the creation and data collection of which have been made possible by the district Assessment system. Our overall percentage of students proficient on the final was 28%, already alarming, but compounding this issue is the gap between that and Students with Disabilities (9%), Low Income students (19%) and English Learners (2%).</p>	<p>Providing systems of assessment and accountability that allow for efficient retrieval of disaggregated data will enable sites and teachers to more quickly provide targeted and intensive intervention, especially for our students with the greatest needs, our unduplicated student groups. In addition, smoothly administered state assessments which minimize problems allow for a stress and anxiety free environment, increasing the validity and reliability of our assessment data. Ensuring valid and reliable data that can be efficiently disaggregated for unduplicated (and other) student groups will allow teachers to respond to needs with appropriate instruction and remediation where necessary. This action is the most effective use of these funds because our MTSS systems require not just assessment but what Buffum, Mattos, and Weber in Simplifying Response to Intervention (2012) call "convergent assessment": "Convergent assessment ensures that interventions and enrichments are both timely and targeted. Instruction must target specific skills or knowledge in a timely sequence that proceeds toward a known learning destination. If we don't know exactly where each student is... our interventions and enrichments will be well-intentioned 'shotgun blasts' of strategies." Each step in this framework - - identification of specifics skills or knowledge, timely sequencing, targeted interventions --</p>	<p>District Overall: Distance from standard on CAASPP ELA District Overall: Distance from standard on CAASPP Math District Overall: Percent of English Learners reclassified District Overall: Percentage of English Learners progressing on ELPAC District Overall: Percentage proficient on Algebra I final District Overall: Percentage proficient on District Writing Assessment District Overall: Percentage "Low Risk" on EasyCBM</p>

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	Scope: LEA-wide	requires expansive organization and coordination of skills development. Essentially, any system without an intensive assessment system at its center will lack academic targets, academic measurements, and timely reactions to those measurements. This would leave our Unduplicated students without any system for academic measurement or support.	
1.12	Action: Support for New Teachers Need: There is a significant gap for our English Learners and Low-Income students in ELA and Math Achievement, and the percentage meeting desired graduate status -- such as those meeting A-G requirements -- is lower than the overall population. The needs of Unduplicated students present a special challenge for those teachers early in their careers. Intervention is needed to address gaps in CAASPP ELA proficiency (Overall 61.92% compared to 41.07% for Low-Income students and 10.49% for English Learners) and CAASPP Math proficiency (Overall 49.92% compared to 27.28% for Low Income students and 8.48% for English Learners). Scope: LEA-wide	By providing training, specific to the needs of Unduplicated students, for teachers early in their careers, we will establish the need for teachers to help all students advance academically regardless of challenges or obstacles. By improving the instructional practices of these teachers we will increase achievement for all students and disproportionately benefit those student groups with significant achievement gaps. This action is the most effective use of these funds because our new teacher support program is a coaching model, which Hattie (Visible Learning: The Sequel ((2023))) identifies as effective in improving academic outcomes. "Coaches need to deeply diagnose the current baseline reality... work in partnership with the teacher, listen and engage in dialogue not monologue, be precise not provisional... anchor the coaching in the class... and jointly plan next steps." This is exactly the model of coaching our teacher induction program uses, helping new teachers to identify the needs of their Unduplicated students and other vulnerable student groups requiring intervention, then plan to effectively support and remediate those students.	District Overall: Average distance from standard on CAASPP ELA District Overall: Average distance from standard on CAASPP Math District Overall: Percent of EL students progressing on ELPAC District Overall: Percentage "Low Risk" on EasyCBM District Overall: Percentage proficient on Algebra I final

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2.1	<p>Action: Support for Student Attendance</p> <p>Need: Though our attendance rates (overall and for student groups) are over 90 percent, there are gaps in attendance for English Learners and Socioeconomically Disadvantaged (SED) students. Chronic absenteeism rates also indicate significant differences between student groups. One school, Vineyard, placed in the "Red" indicator for the CA Dashboard for Chronic Absenteeism, as did several student groups for several different schools. Our overall attendance rate is 94.4%, but our Low Income students have an ADA of 90.4% and our English Learner students have an ADA of 91%, indicating a gap of 3-4% in the amount of the year attended.</p> <p>Scope: LEA-wide</p>	<p>By providing staffing for services supporting students with attendance, we will disproportionately benefit those student groups that are more represented in lower attendance and higher chronic absenteeism numbers. Staff will be able to connect with identified student groups and provide assistance necessary to the student group (for example, providing bilingual support to the families of English Learners). Supplies (bus passes, clothes, etc.) will also be supplied to SED students to remove obstacles to attendance. This action is the most effective use of these funds because our experience and the feedback of our educational partners (PCIC, LCAP Advisory Council) has emphasized the importance of having a central person as the supportive resource and primary communicator to the family regarding attendance. In other words, it matters much more to families when it is a consistent person discussing attendance success with them rather than a formal series of messages from a robot phone call or systematized form letter. Attendance is so fundamental to the educational process that Hattie (Visible Learning: The Sequel ((2023))) does not judge its effect on education but rather judges other programs based on their their effect on attendance.</p>	<p>District Overall: Attendance rate</p> <p>Percentage chronically absent for the following groups: District -- Overall Vineyard -- Overall Altamont Creek -- Students with Disabilities Joe Michell -- English Learners Croce -- Asian</p>
2.2	<p>Action: Elementary Behavior Intervention</p> <p>Need: Unduplicated student groups have higher rates of suspension than peer groups, as well as gaps in attendance data that are a result of</p>	<p>By providing targeted, short-term behavior support at the elementary level, we will develop positive social-emotional skills and academic behaviors in our students. Our COST teams organize access to behavior interventions, and COST teams are required to include English Learners and any students meeting identified parameters (which include many of the metrics here that SED</p>	<p>District Overall: Suspension rate District Overall: COST inclusion District Overall: Percentage reporting favorable teacher/student relationships</p>

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	<p>either behavior issues or social-emotional obstacles. For example, overall our percentage of students suspended at least once is 3.2%, but for our Low Income students it is 5.9% and for our English Learners it is 5%. Other data, such as referral data, illustrates similar gaps.</p> <p>Scope: LEA-wide</p>	<p>students are over-represented in), so these intervention services disproportionately benefit our Unduplicated students. This action is the most effective use of these funds because of the high degree of impact we've seen locally by our use of the program. Our Wellness coordinator reports that over 80 percent of the students involved in the program make progress on behavioral goals. Many of the student goals for this program involve decreasing disruptive behavior, and in Visible Learning: The Sequel (2023), Hattie says that strategies that do this have a .82 effect size on student academic achievement, a massive improvement not only for the student in the program, but for the students no longer burdened by the disruptions of others.</p>	
2.3	<p>Action: Counseling and Social Emotional Support</p> <p>Need: Attendance and suspension rates both indicate gaps for our Unduplicated students, and though there is not an evident gap, all student groups including Unduplicated would benefit from an increase in those students reporting positive teacher/student relationships. All of these interact and relate to the social emotional skill set of students. Our overall percentage of students who are designated as chronically absent is 15%. For our Low Income students it is 25.8% and for our English Learners it is 23.9%, an alarming gap of 8-10% indicating the need for intensive social emotional supports intended to help</p>	<p>By providing staffing for counseling at the secondary level, we will provide counseling necessary for affected students to improve in their social emotional skills and positive behavior. Because our Unduplicated students are over-represented, they will disproportionately benefit from additional services in these areas. In addition, our COST teams manage access to counselors as an intervention, and our Unduplicated students are either required (English Learners) or more likely (SED by qualifying through parameters) to be monitored as part of the COST process. This action is the most effective use of these funds because of the importance of social-emotional counseling in improving behavioral outcomes. By increasing the availability and ability of our counselors to provide intensive support, we increase both the numbers of students served and the quality of the support they receive, important</p>	<p>District Overall: Suspension rate District Overall: COST inclusion District Overall: Attendance rate District Overall: Percentage reporting favorable teacher/student relationships</p>

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	<p>students comfortably access their education while present at school.</p> <p>Scope: LEA-wide</p>	<p>especially for those students over-represented in misbehavior data such as suspension rates, like our Low Income and English Learner students (discussed above in the Need section). As cited in the previous goal and action regarding First-Generation counseling, in Visible Learning: The Sequel (2023) Hattie cites the importance of counseling services in providing access to students to academic interventions such as those enabled by Response to Intervention programs.</p>	
2.4	<p>Action: Equitable Outcomes</p> <p>Need: Unduplicated student groups (as well as other student groups with low achievement on multiple metrics) experience achievement gaps in a variety of measures that interact and overlap in complex ways due to inequitable educational systems and programs. Given that this whole action is aimed at help us prepare to affect more equitable actions, almost any metric with any action would suffice. But in this case there is a gap in our graduation rates, which -- while overall very high -- do indicate some level of opportunity gap for our more vulnerable student groups. Overall the percentage of students that graduate within 5 years is 97.1%, but for Low Income students it is 94.4%, and for English Learners it is 82.9%, a significant drop from the overall percentage.</p> <p>Scope:</p>	<p>By providing professional development for staff at all levels (district, site administration, site teachers, site support staff), we will be able to practice sustained examination of our inequitable systems and plan and create new programs targeted at promoting equitable outcomes among a variety of student groups.</p> <p>This action is the most effective use of these funds because it is one of the few actions that enables the implementation of the other actions, much like those that establish leadership and coordination. By utilizing expertise in equitable outcomes and by structuring the development of programs to address issues of equity, we enable any and many of the other actions in this goal and in this plan. Many of the actions and expenditures new to our LCAP (math intervention programs, for example) have come about in this manner because of our work in this action. In addition, the action helps us bring about yet another diverse group of personnel (teachers, administrators, classified staff, interventionists) to examine how we impact student achievement for our most vulnerable student groups.</p>	<p>District Overall: Percentage suspended District Overall: Percentage expelled District Overall: Chronic absenteeism rate District Overall: Graduation rate</p>

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	LEA-wide		
2.5	<p>Action: Leadership to Support Intervention for Unduplicated Students</p> <p>Need: Our Unduplicated students, as well as other student groups with achievement gaps, require a complex network of intervention programs and systems to help remediate areas of concern. Those programs require management at the district and site levels so that they can be implemented with fidelity and monitored for effect on student achievement. Homeless students, in particular, experience significant achievement gaps and require organization of support systems. Ultimately, we want our students to experience academic success, and our actions for improving behavior and social-emotional skills are really aimed at improving academic outcomes. The most obvious metric where this shows up is attendance, since behavior and emotional problems often quickly become attendance problems. Our overall percentage of students who are designated as chronically absent is 15%. But for our Low Income students it is 25.8% and for our English Learners it is 23.9%, an alarming gap of 8-10% indicating the need for intensive behavior and social emotional supports intended to help students comfortably access their education while present at school, as well as the need for staffing to coordinate those services.</p>	<p>By providing management at the site and district levels we can establish an organizational point person that is responsible for vertical articulation of programs and horizontal fidelity to established systems. By ensuring proper implementation and site fidelity, we will improve student outcomes and narrow achievement gaps. For Homeless students in particular, organizational leadership at our District and site level is necessary to integrate services in ways that improve student achievement.</p> <p>This action is the most effective use of these funds because of the necessity of coordination at both the site and district level for any and all of our intervention systems to work, especially for our Unduplicated students and our other most vulnerable student groups. In Simplifying Response to Intervention (2012), Buffum, Mattos and Weber say the following: "Without the firm and consistent commitment of every adult on campus, the implementation of a system of supports will not yield results." Identifying responsible individuals who can coordinate the services available through our different systems and report on their results helps to ensure even commitment at all levels of implementation.</p>	<p>District Overall: Attendance rate District Overall: Suspension rate District Overall: Expulsion rate District Overall: Percentage of EL students progressing on ELPAC District Overall: Percentage of students served by COST</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.6	<p>Action: Supporting Positive Student Behavior</p> <p>Need: Our District as a whole needs improvement on suspension rates, and Unduplicated students - as well as other vulnerable student groups -- have gaps on suspension data as well as local referral data. overall our percentage of students suspended at least once is 3.2%, but for our Low Income students it is 5.9% and for our English Learners it is 5%. Other data, such as referral data, illustrates similar gaps. On the CA Dashboard, our African American Students, Foster Youth, and our Homeless students all placed in the "red" indicator for Suspension, as did our schools Del Valle Continuation High and Junction TK-8. Six of our schools had student groups in the "Red" indicator for Suspension.</p> <p>Scope: LEA-wide</p>	<p>Staffing district organizational systems and providing professional development to sites will give sufficient training and accountability for fidelity to confidently establish tiered behavior intervention systems at all levels of our District (elementary, middle, and high). PBIS systems will reinforce positive behavior and train staff in viewing and responding to problem behavior as a functional issue, such that the need for reactive disciplinary strategies such as suspension will decrease over time.</p> <p>This action is the most effective use of these funds because of the fundamental obstacle that misbehavior creates for our most vulnerable student groups, and because other reactive discipline measures (such as suspension), have been not only ineffective at decreasing problem behaviors but have also worked to further exclude students from academic instruction and intervention. In Simplifying Response to Intervention (2012), Buffum, Mattos, and Weber begin a section on behavior intervention with this: "Behavior has a profound impact on a student's ability to learn at school, and instructional interventions are not the only method by which schools can substantially improve student learning... Schools that commit to initiating and sustaining a system of behavioral supports will experience increased student learning."</p>	<p>District Overall: Suspension rate District Overall: Expulsion rate District Overall: Attendance rate District Overall: Percentage reporting positive student/teacher relationships</p> <p>Suspension rate for the following schools and student groups: District -- African American District -- Foster Youth District -- Homeless Del Valle -- Overall Junction -- Overall Del Valle -- English Learners, Hispanic, and Socioeconomically Disadvantaged East Avenue -- Students with Disabilities Granada -- English Learners Junction -- Hispanic and Two or More Races Croce -- Hispanic, Socioeconomically</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Disadvantaged, and Students with Disabilities Livermore High -- African American, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities
3.1	<p>Action: Community Engagement</p> <p>Need: The families of our Unduplicated students face a wide variety of challenges as they seek to partner with our District to provide a positive educational experience for students. While our District has processes in place (such as DELAC) to engage our educational partners, there is underrepresentation, as well as under-communication, from the families of our student groups that have the most educational needs. Right now we do not have the systems in place to judge the level of underrepresentation, and correcting that is a major part of our actions for this goal. However, we do know from the metrics in the other sections that our Unduplicated student groups and other vulnerable student groups experience a variety of academic gaps and opportunity gaps. Experience and discussion with our educational partner groups such as DELAC, PCIC, and the LCAP Advisory Committee has emphasized for us how important clear and available two-way</p>	<p>While our District has processes in place (such as DELAC) to engage our educational partners, a more comprehensive set of communication organization and programs would ensure the representation of underrepresented student groups at all levels. Staffing our Community Engagement Department and purchasing programs necessary for both communication and survey data disaggregation will enable us to better understand and represent the needs of all parts of our community. This action is the most effective use of these funds because of the central importance of effective communication in managing positive educational relationships with the community. In School Leadership that Works, Marzano, Waters, and McNulty identify Communication as one of the core responsibilities of educational leadership, and say, "This responsibility seems self-evident -- good communication is a critical feature of any endeavor in which people work in close proximity for a common purpose. In Chapter 2, we mentioned it in conjunction with instructional leadership, total quality management, and theories of leadership promoted by virtually every theorist reviewed in that chapter." Because of the fundamental importance of communication, we aim to ensure</p>	<p>District Overall: Percentage of families completing survey District Overall: Percentage of families of Unduplicated students agreeing they are involved in student's school</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>communication is to our community in engaging and involving the families of all of our students.</p> <p>Scope: LEA-wide</p>	high quality relationships across the district with all of our families, especially those that are traditionally under-represented.	
3.2	<p>Action: Parent Education</p> <p>Need: As stated above, the families of our Unduplicated students face a wide variety of challenges in educating their students. Underrepresentation at a variety of district and site educational opportunities disproportionately affects those very students and families that need support the most. This is also true of Special Education student families, where a partnership with the educational process is crucial to student success. Right now we do not have the systems in place to judge the level of underrepresentation, and correcting that is a major part of our actions for this goal. However, we do know from the metrics in the other sections that our Unduplicated student groups and other vulnerable student groups experience a variety of academic gaps and opportunity gaps. Experience and discussion with our educational partner groups such as DELAC, PCIC, and the LCAP Advisory Council has emphasized for us how important clear and available two-way communication is</p>	<p>By providing free and widely available parent education on pertinent school topics, we will help our under-represented families be better able to partner with the school to provide positive educational experiences for students. Parent Liaisons also enable personalized communication for those families, such as the families of EL students, that might not benefit from more generic attempts at communication. This action is the most effective use of these funds because when we empower our underrepresented families with background on educational skills and knowledge, we increase their ability to support the student academically at home and we also increase their ability to provide meaningful feedback to the school and district. In Visible Learning: The Sequel (2023), Hattie identifies parental involvement as having an effect size of .30, and says the following: "Ma found very high correlations (.53) for the involvement of parents in the early childhood years, particularly for home-school connections, school participation, and leadership roles in shaping up social services and educational systems." This is exactly what our system of parent education hopes to foster.</p>	<p>District Overall: Percentage of SwD families who agree they are involved in student's school District Overall: Percentage of families of Unduplicated students agreeing they are involved in student's school</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>to our community in engaging and involving the families of all of our students.</p> <p>Scope: LEA-wide</p>		
3.3	<p>Action: Student Health</p> <p>Need: This action relies heavily on a combination of metrics from multiple goals. Our Unduplicated students experience achievement gaps on multiple measures, and especially for our SED students it is possible that lack of access to basic services, such as health services, can be an obstacle to accessing education. Right now we do not have the systems in place to judge the level of underrepresentation, and correcting that is a major part of our actions for this goal. However, we do know from the metrics in the other sections that our Unduplicated student groups and other vulnerable student groups experience a variety of academic gaps and opportunity gaps. Experience and discussion with our educational partner groups such as DELAC, PCIC, and the LCAP Advisory Council has emphasized for us how important clear and available two-way communication is to our community in engaging and involving the families of all of our students.</p>	<p>By providing staffing for health services we can ensure that students with medical issues receive expertise, monitoring, and support within the educational process, removing this barrier to education and allowing access to intervention systems for other areas.</p> <p>This is the most effective use of these funds because of the importance of moderating potentially negative impacts on education. In Visible Learning: The Sequel (2023), Hattie says that illness and physical syndromes have a terribly negative effect on school outcomes (-.51 and -.42, respectively). A student without adequate access to sufficient medical services could easily experience negative obstacles that would impede the success of any or all of the other actions we prescribe to help our students succeed academically. Ensuring that our Unduplicated students and other vulnerable student groups have access to sufficient health-related support helps ensure that these negative influences do not counteract the positive effects of other supportive programs.</p>	<p>District Overall: Percentage of SwD families who agree they are involved in student's school District Overall: Percentage of families of Unduplicated students agreeing they are involved in student's school District Overall: Attendance rate District Overall: Graduation rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.4	<p>Action: Communication and Social Emotional Data Collection</p> <p>Need: Our Unduplicated students experience gaps in suspension rate and attendance rate that can be signs of the need for social emotional support. We currently lack a systematic, unified method for collecting and creating aggregate data on student and community feedback for our programs. Right now we do not have the systems in place to judge the level of underrepresentation, and correcting that is at the core of this exact action. When put in place early in the year it will allow us to disaggregate exactly how much our Unduplicated and underrepresented families are able and willing to engage in our district communication processes. Experience and discussion with our educational partner groups such as DELAC, PCIC, and the LCAP Advisory Committee has emphasized for us how important clear and available two-way communication is to our community in engaging and involving the families of all of our students.</p> <p>Scope: LEA-wide</p>	<p>By creating a method for facilitating survey use and then quickly accessing and disaggregating the data collected, we will have a more consistent set of systems for our survey data and will be much more efficient at responding to data collected. In other words, if we are able to identify social emotional trends in particular spots quickly, then we'll be able to target responses to particular sites or grade levels, increasing the effectiveness of our intervention systems and improving the outcomes of our more vulnerable student groups. This action is the most effective use of these funds because of the importance of centralizing our collection of data and feedback collection. Our feedback groups (LCAP Advisory Committee, DELAC, everybody else) all articulated frustration with survey management and emphasized the importance of coordinated feedback data management moving forward.</p>	<p>District Overall: Percentage completing parent survey District Overall: Attendance rate District Overall: Graduation rate District Overall: Suspension rate</p>

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	<p>Action: Equitable access to Field Trips & Camp for Low-Income Students</p> <p>Need: Our socioeconomically disadvantaged students, by definition, have a more difficult time paying for extension and enrichment programs that have a potential cost. These extension programs help students establish relevance to education and can lead to greater achievement, and we want to ensure that all students have access to the advancement they provide. A comparison of the overall percentage of students graduating College and/or Career Ready and Unduplicated student groups graduating College and/or Career Ready shows a significant gap. Overall 46.5% of our students qualify as CCR, while 21.3% of our Low-Income students qualify as CCR and 9.6% of our English Learners qualify as CCR. The metrics that eventually lead up to the CCR number (CAASPP ELA and math, Algebra I final, A-G compliance) show similar gaps. Any attempt to address those "causal" metrics should also affect the CCR metric and help close those gaps.</p> <p>Scope:</p>	<p>By paying the necessary costs for field trips we eliminate that obstacle to participation for students that have harder time paying. This action is the most effective use of these funds because the alternatives would be either excluding Low Income students from participation or not having the enrichment programs at all. However, enrichment programs are a highly effective program with a strong effect on student achievement. According to Hattie in Visible Learning: The Sequel (2023), "Enrichment programs aim to broaden the educational lives of students, promote higher levels of thinking and creativity in a subject area, and allow students to explore subjects in depth." The effect size that Hattie determines for enrichment programs is .49, which is a high level of efficacy.</p>	<p>District Overall: Percentage graduating college/career ready District Overall: Percentage graduating A-G ready District Overall: Percentage demonstrating "Mastery" on District Writing Assessment</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.8	<p>Action: First-Generation Counseling</p> <p>Need: Our English Learner students have lower achievement in secondary outcomes, specifically those regarding graduating with a range of post-secondary options available. First-generation students experience particular challenges in this area and require specialized counseling in order to plan for academic success.</p> <p>A comparison of the overall percentage of students graduating College and/or Career Ready and Unduplicated student groups graduating College and/or Career Ready shows a significant gap. Overall 46.5% of our students qualify as CCR, while 21.3% of our Low-Income students qualify as CCR and 9.6% of our English Learners qualify as CCR. The metrics that eventually lead up to the CCR number (CAASPP ELA and math, Algebra I final, A-G compliance) show similar gaps. Any attempt to address those "causal" metrics should also affect the CCR metric and help close those gaps.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>By providing specialized counseling at our high schools for first-generation students, we will better be able to establish relevant course plans -- including both necessary remediation and enrichment electives -- for our English Learner students with the greatest needs.</p> <p>This action is the most effective use of these funds because our existing counselors simply lack the expertise to provide specific support to First-generation students. A counselor specific to this population provides the resources targeted to academic achievement that our mainstream counselors could not provide, or at least not provide equitably and consistently. In Visible Learning: The Sequel (2023), Hattie identifies counseling effects sizes as varying to large degrees according to purpose, but concludes, "Overall, counselors seems a most worthwhile addition to the school team, and as will be seen later when discussing response to intervention, critical in these teams."</p>	<p>District Overall: Percentage graduating college/career ready</p> <p>District Overall: Percentage graduating with a CTE pathway</p> <p>District Overall: Percentage of English Learners reclassified</p>
3.5	<p>Action: Access to Meetings</p>	<p>By providing childcare to community meetings, we remove one obstacle to participation from the families of our Unduplicated student groups. This</p>	<p>District Overall: Percentage of families of Unduplicated students</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: Families of English Learners, Foster Youth, or Socioeconomically Disadvantaged students can experience the specific obstacle of finding child care so that they can participate in meetings such as ELAC, DELAC, LCAP Advisory, or other adult education opportunities. Unfortunately, our survey system is not yet set up in order to determine the participation data helpful in determining whether parents of Unduplicated students feel they are welcome to participate in the education of their children. However, educational partner feedback was very strong on this point. Communication from the sites and the district office was a priority for all families, but especially for the families of our most vulnerable students. DELAC and the LCAP Advisory Council both emphasized the need to improve access to our meetings and events.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>increases communication and involvement in feedback and decision-making. This action is the most effective use of these funds because of the central need to provide access to meetings for our families that could not attend otherwise. In School Leadership that Works, Marzano, Waters, and McNulty identify Communication as one of the core responsibilities of educational leadership, and say, "This responsibility seems self-evident -- good communication is a critical feature of any endeavor in which people work in close proximity for a common purpose. In Chapter 2, we mentioned it in conjunction with instructional leadership, total quality management, and theories of leadership promoted by virtually every theorist reviewed in that chapter." Because of the fundamental importance of communication, we aim to ensure high quality relationships across the district with all of our families, especially those that are traditionally under-represented.</p>	<p>agreeing they are involved in student's school District Overall: Percentage of families completing survey District Overall: Attendance rate District Overall: Graduation rate</p>
3.6	<p>Action: Translation and Interpretation Services</p> <p>Need: The families of English Learners need documents translated into native languages and interpretation services at educational meetings. Again, our survey system is not yet set up in order to determine the participation data</p>	<p>By providing translation and interpretation services, we reduce the obstacles to family access of education and increase family involvement in the educational process. This action is the most effective use of these funds because of the self-evident reason that not providing this service would alienate and exclude the families of those students speaking only a language other than English. Once again, I would point to the impact of parental involvement in</p>	<p>District Overall: Percentage of families of Unduplicated students agreeing they are involved in student's school District Overall: Triennial completion rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>helpful in determining whether parents of Unduplicated students feel they are welcome to participate in the education of their children. However, educational partner feedback was very strong on this point. Providing access so that parents can participate in required meetings is absolutely essential to the process.. DELAC and the LCAP Advisory Council both emphasized the need to improve access to our meetings and events.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>fostering positive educational outcomes. As quoted earlier, in Visible Learning: The Sequel (2023), Hattie identifies parental involvement as having an effect size of .30, and says the following: "Ma found very high correlations (.53) for the involvement of parents in the early childhood years, particularly for home-school connections, school participation, and leadership roles in shaping up social services and educational systems." This is exactly what our system of parent education hopes to foster.</p>	

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

All of our limited actions use an expenditure of LCFF funds and do not use a planned percentage of improved services. As a result, this prompt is not applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Based on our unduplicated pupil percentage, our district did not qualify for additional concentration funds, and therefore this prompt does not apply to us.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	139,224,528	8,133,497	5.842%	0.000%	5.842%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$8,133,497.00	\$1,405,484.00	\$389,636.00	\$30,000.00	\$9,958,617.00	\$7,497,702.00	\$2,460,915.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Summer School	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$126,864.00	\$14,200.00	\$141,064.00				\$141,064.00	
1	1.2	Programs for Student Intervention and Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$80,000.00	\$165,001.00	\$245,001.00				\$245,001.00	
1	1.3	Continuation School Support	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Valle Continuation High School 9-12	Three Years	\$366,881.00	\$0.00	\$366,881.00				\$366,881.00	
1	1.4	Multi-Tiered Systems of Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$168,017.00	\$102,373.00	\$270,390.00				\$270,390.00	
1	1.5	Intervention Specialists	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$493,274.00	\$0.00	\$493,274.00				\$493,274.00	
1	1.6	Junction and Marylin School Support	English Low	Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Junction K-8	Three Years	\$955,184.00	\$0.00	\$955,184.00				\$955,184.00	
1	1.7	Equitable access to Field Trips & Camp for Low-Income Students	Low	Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	Three Years	\$0.00	\$92,800.00	\$92,800.00				\$92,800.00	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	First-Generation Counseling	English Learners		Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Granada High School, Livermore High School, Del Valle Continuation High School 9-12	Three Years	\$136,710.00	\$0.00	\$136,710.00				\$136,710.00	
1	1.9	District Support and Leadership for Academic Achievement and English Language Development	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$410,721.00	\$0.00	\$410,721.00				\$410,721.00	
1	1.10	Assessment and Accountability Programs for Unduplicated Students	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$455,580.00	\$208,754.00	\$664,334.00				\$664,334.00	
1	1.11	Professional Development	All		No				Three Years	\$0.00	\$70,000.00		\$40,000.00		\$30,000.00	\$70,000.00	
1	1.12	Support for New Teachers	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$341,269.00	\$0.00	\$341,269.00				\$341,269.00	
1	1.13	Career Technical Education	All		No				Three Years	\$0.00	\$1,550,927.00		\$1,211,291.00	\$339,636.00		\$1,550,927.00	
1	1.14	English Language Development Curriculum and Instruction	English Learners		No				Three Years	\$17,333.00	\$136,860.00		\$154,193.00			\$154,193.00	
2	2.1	Support for Student Attendance	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$242,103.00	\$5,000.00	\$247,103.00				\$247,103.00	
2	2.2	Elementary Behavior Intervention	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$506,546.00	\$0.00	\$506,546.00				\$506,546.00	
2	2.3	Counseling and Social Emotional Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$1,042,237.00	\$0.00	\$1,042,237.00				\$1,042,237.00	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Equitable Outcomes	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$120,000.00	\$0.00	\$120,000.00				\$120,000.00	
2	2.5	Leadership to Support Intervention for Unduplicated Students	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$769,984.00	\$0.00	\$769,984.00				\$769,984.00	
2	2.6	Supporting Positive Student Behavior	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$196,048.00	\$50,000.00	\$246,048.00				\$246,048.00	
2	2.7	Homeless Student Support	Homeless		No				Three Years	\$50,000.00	\$0.00			\$50,000.00		\$50,000.00	
3	3.1	Community Engagement	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$578,975.00	\$0.00	\$578,975.00				\$578,975.00	
3	3.2	Parent Education	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	Three Years	\$124,866.00	\$13,000.00	\$137,866.00				\$137,866.00	
3	3.3	Student Health	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$315,110.00	\$0.00	\$315,110.00				\$315,110.00	
3	3.4	Communication and Social Emotional Data Collection	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
3	3.5	Access to Meetings	English Low	Learners Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	Three Years	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
3	3.6	Translation and Interpretation Services	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Three Years	\$0.00	\$35,000.00	\$35,000.00				\$35,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
139,224,528	8,133,497	5.842%	0.000%	5.842%	\$8,133,497.00	0.000%	5.842 %	Total:	\$8,133,497.00
								LEA-wide Total:	\$6,544,922.00
								Limited Total:	\$266,510.00
								Schoolwide Total:	\$1,322,065.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$141,064.00	
1	1.2	Programs for Student Intervention and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$245,001.00	
1	1.3	Continuation School Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Valle Continuation High School 9-12	\$366,881.00	
1	1.4	Multi-Tiered Systems of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$270,390.00	
1	1.5	Intervention Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$493,274.00	
1	1.6	Junction and Marilyn School Support	Yes	Schoolwide	English Learners Low Income	Specific Schools: Junction K-8	\$955,184.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Equitable access to Field Trips & Camp for Low-Income Students	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$92,800.00	
1	1.8	First-Generation Counseling	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Granada High School, Livermore High School, Del Valle Continuation High School 9-12	\$136,710.00	
1	1.9	District Support and Leadership for Academic Achievement and English Language Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$410,721.00	
1	1.10	Assessment and Accountability Programs for Unduplicated Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$664,334.00	
1	1.12	Support for New Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$341,269.00	
2	2.1	Support for Student Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$247,103.00	
2	2.2	Elementary Behavior Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$506,546.00	
2	2.3	Counseling and Social Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,042,237.00	
2	2.4	Equitable Outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$120,000.00	
2	2.5	Leadership to Support Intervention for Unduplicated Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$769,984.00	
2	2.6	Supporting Positive Student Behavior	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$246,048.00	
3	3.1	Community Engagement	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$578,975.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.2	Parent Education	Yes	LEA-wide	English Learners Low Income	All Schools	\$137,866.00	
3	3.3	Student Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$315,110.00	
3	3.4	Communication and Social Emotional Data Collection	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
3	3.5	Access to Meetings	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$2,000.00	
3	3.6	Translation and Interpretation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$35,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$16,364,996.00	\$18,069,975.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Full Access for All Students to Standards-Aligned Curriculum & Materials	No	\$672,500	\$785,525
1	1.2	Teachers on Special Assignment and Professional Learning	No	\$323,846	\$294,592
1	1.3	Career Counseling & Outreach	Yes	\$393,376	\$302,064
1	1.4	International Baccalaureate Certification, Program Fees, & Professional Learning	No	\$481,843	\$676,478
1	1.5	Green Engineering Academy	Yes	\$28,770	\$29,929
1	1.6	Career Technical Education (CTE)	No	\$1,491,266	\$1,491,266
1	1.7	Summer School	Yes	\$106,840	\$173,913
1	1.8	Del Valle Continuation Counselor	Yes	\$37,568	\$90,948
1	1.9	Principal & Leadership Team Coaching for African American Population	No	\$20,000	\$20
1	1.10	Pre Kinder Support	Yes	\$81,096	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	College Field Trips & 4/5 Grade Camp Support for Low-Income Students	Yes	\$55,000	\$55,000
1	1.12	Teachers on Special Assignment: Personalized Learning	Yes	\$363,221	\$399,780
1	1.13	Administrator & Certificated Support for Junction K-8	Yes	\$630,436	\$645,614
1	1.14	Supplemental Site Allocations	Yes	\$775,000	\$775,000
1	1.15	District- and Site-Level Support	Yes	\$379,429	\$445,008
1	1.16	Science Lab for Independent Study	No	\$5,000	\$0
1	1.17	After-School ASES Program at Marylin Avenue & Junction K-8	No	\$305,492	\$334,979
1	1.18	African American Regional Educational Alliances (AAREA)	No	\$20,000	\$0
1	1.19	Multi-Tiered Systems of Support	Yes	\$168,266	\$185,357
1	1.20	Middle College Student Support	Yes	\$37,800	\$37,800
1	1.21	Provide Early Learning Math Initiative (ELMI) Professional Development	No	\$0	\$0
1	1.22	Additional Migrant Education Support	Yes	\$185,345	\$140,978
1	1.23	Musical Instrument Support	No	\$120,000	\$290,016
1	1.24	Advancement Via Individual Determination (AVID)	No	\$50,000	\$50,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.25	Transition Supports	Yes	\$2,500	\$2,624
1	1.26	Increase Access & Equity	Yes	\$339,017	\$491,067
2	2.1	Class Size Reduction	No	\$3,978,228	\$3,978,228
2	2.2	Smaller Class Size and Student Support	Yes	\$368,390	\$890,008
2	2.3	Technology Support & Materials	No	\$1,776,906	\$2,047,009
2	2.4	Attendance Focus	Yes	\$95,629	\$166,436
2	2.5	Foster Youth Professional Learning	Yes	\$2,500	\$2,623
2	2.6	Child Welfare and Attendance (CWA)	Yes	\$106,584	\$113,364
2	2.7	Counseling and Emotional Supports	Yes	\$570,658	\$562,592
2	2.8	MTSS: Professional Development in PBIS	Yes	\$10,000	\$10,000
2	2.9	Professional Development: MTSS/Equity	Yes	\$120,000	\$145,000
2	2.10	MTSS: Framework for Success, School Cohorts	Yes	\$40,000	\$40,000
2	2.11	Increased Counseling and Support	Yes	\$956,889	\$1,152,447

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.12	At-Risk, Foster Youth & Homeless Supports	Yes	\$5,000	\$5,000
2	2.13	Support of Unsheltered & Foster Youth	Yes	\$2,500	\$2,624
3	3.1	Sustain and Improve Districtwide Communication & Engagement Program	Yes	\$453,308	\$606,660
3	3.2	Parent/Guardian Engagement: Translations & Interpretation Services	Yes	\$35,000	\$35,000
3	3.3	Parent/Guardian Education	Yes	\$152,291	\$166,771
3	3.4	Parent/Guardian Education Supports for Marylin Avenue & Junction K-8 Schools	No	\$2,500	\$0
3	3.5	Parent/Guardian Supports: Childcare to Attend Meetings, Events, & Educational Opportunities	Yes	\$2,000	\$2,000
3	3.6	Districtwide Outreach of Available Supports	Yes	\$374,979	\$345,159
3	3.7	Adult Education Parent Classes	Yes	\$3,000	\$3,000
3	3.8	Districtwide Communication and Information Systems	No	\$95,000	\$98,096
3	3.9	Parent/Guardian Engagement in School & District Leadership & Decision-Making	Yes	\$140,023	\$0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$8,023,766	\$8,023,766.00	\$8,023,766.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Career Counseling & Outreach	Yes	\$302,064	\$302,064		
1	1.5	Green Engineering Academy	Yes	\$29,929	\$29,929		
1	1.7	Summer School	Yes	\$173,913	\$173,913		
1	1.8	Del Valle Continuation Counselor	Yes	\$90,948	\$90,948		
1	1.10	Pre Kinder Support	Yes	\$0	\$0		
1	1.11	College Field Trips & 4/5 Grade Camp Support for Low-Income Students	Yes	\$55,000	\$55,000		
1	1.12	Teachers on Special Assignment: Personalized Learning	Yes	\$399,780	\$399,780		
1	1.13	Administrator & Certificated Support for Junction K-8	Yes	\$645,614	\$645,614		
1	1.14	Supplemental Site Allocations	Yes	\$775,000	\$775,000		
1	1.15	District- and Site-Level Support	Yes	\$445,008	\$445,008		
1	1.19	Multi-Tiered Systems of Support	Yes	\$185,357	\$185,357		
1	1.20	Middle College Student Support	Yes	\$37,800	\$37,800		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.22	Additional Migrant Education Support	Yes	\$140,978	\$140,978		
1	1.25	Transition Supports	Yes	\$2,624	\$2,624		
1	1.26	Increase Access & Equity	Yes	\$491,067	\$491,067		
2	2.2	Smaller Class Size and Student Support	Yes	\$890,008	\$890,008		
2	2.4	Attendance Focus	Yes	\$166,436	\$166,436		
2	2.5	Foster Youth Professional Learning	Yes	\$2,623	\$2,623		
2	2.6	Child Welfare and Attendance (CWA)	Yes	\$113,364	\$113,364		
2	2.7	Counseling and Emotional Supports	Yes	\$562,592	\$562,592		
2	2.8	MTSS: Professional Development in PBIS	Yes	\$10,000	\$10,000		
2	2.9	Professional Development: MTSS/Equity	Yes	\$145,000	\$145,000		
2	2.10	MTSS: Framework for Success, School Cohorts	Yes	\$40,000	\$40,000		
2	2.11	Increased Counseling and Support	Yes	\$1,152,447	\$1,152,447		
2	2.12	At-Risk, Foster Youth & Homeless Supports	Yes	\$5,000	\$5,000		
2	2.13	Support of Unsheltered & Foster Youth	Yes	\$2,624	\$2,624		
3	3.1	Sustain and Improve Districtwide Communication & Engagement Program	Yes	\$606,660	\$606,660		
3	3.2	Parent/Guardian Engagement: Translations & Interpretation Services	Yes	\$35,000	\$35,000		
3	3.3	Parent/Guardian Education	Yes	\$166,771	\$166,771		
3	3.5	Parent/Guardian Supports: Childcare to Attend Meetings,	Yes	\$2,000	\$2,000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Events, & Educational Opportunities					
3	3.6	Districtwide Outreach of Available Supports	Yes	\$345,159	\$345,159		
3	3.7	Adult Education Parent Classes	Yes	\$3,000	\$3,000		
3	3.9	Parent/Guardian Engagement in School & District Leadership & Decision-Making	Yes	\$0	\$0		

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$140,324,701	\$8,023,766	0%	5.718%	\$8,023,766.00	0.000%	5.718%	\$0.00	0.000%

Livermore Valley Joint Unified 2024-25 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal #	Action #
LEA-wide Lowest Performance	District	African American	Suspension	2	6
LEA-wide Lowest Performance	District	English Learner	CCI	1	2
LEA-wide Lowest Performance	District	Foster Youth	Suspension	2	6
LEA-wide Lowest Performance	District	Homeless	CCI	1	2
LEA-wide Lowest Performance	District	Homeless	ELA	1	4
LEA-wide Lowest Performance	District	Homeless	Math	1	4
LEA-wide Lowest Performance	District	Homeless	Suspension	2	6
LEA-wide Lowest Performance	District	Students with Disabilities	ELA	1	4
Required Action for English Learners	District	English Learner	N/A	1	9
Required Action for Long Term English Learners (LTEL)	District	LTEL	N/A	1	9, 14
Required Action for Students with Disabilities	District	Students with Disabilities	N/A	1	4
School Student Group Lowest Performance	Altamont Creek Elementary	Students with Disabilities	Chronic Absenteeism	2	1
School Student Group Lowest Performance	Andrew N. Christensen Middle	English Learner	ELPI	1	9
School Student Group Lowest Performance	Arroyo Seco Elementary	English Learner	ELA	1	4
School Student Group Lowest Performance	Arroyo Seco Elementary	English Learner	ELPI	1	9
School Student Group Lowest Performance	Del Valle Continuation High	English Learner	Suspension	2	6
School Student Group Lowest Performance	Del Valle Continuation High	Hispanic	Suspension	2	6
School Student Group Lowest Performance	Del Valle Continuation High	Socioeconomically Disadv	Suspension	2	6
School Student Group Lowest Performance	East Avenue Middle	Students with Disabilities	Suspension	2	6
School Student Group Lowest Performance	Granada High	English Learner	CCI	1	2
School Student Group Lowest Performance	Granada High	English Learner	ELA	1	4
School Student Group Lowest Performance	Granada High	English Learner	ELPI	1	9
School Student Group Lowest Performance	Granada High	English Learner	Math	1	4
School Student Group Lowest Performance	Granada High	English Learner	Suspension	2	6
School Student Group Lowest Performance	Granada High	Students with Disabilities	ELA	1	4
School Student Group Lowest Performance	Joe Michell	English Learner	Chronic Absenteeism	2	1
School Student Group Lowest Performance	Junction K-8	English Learner	ELA	1	4
School Student Group Lowest Performance	Junction K-8	English Learner	Math	1	4
School Student Group Lowest Performance	Junction K-8	Hispanic	Math	1	4
School Student Group Lowest Performance	Junction K-8	Hispanic	Suspension	2	6
School Student Group Lowest Performance	Junction K-8	Socioeconomically Disadv	Math	1	4

Livermore Valley Joint Unified 2024-25 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal #	Action #
School Student Group Lowest Performance	Junction K-8	Students with Disabilities	Math	1	4
School Student Group Lowest Performance	Junction K-8	Two Or More Races	Suspension	2	6
School Student Group Lowest Performance	Leo R. Croce Elementary	Asian	Chronic Absenteeism	2	1
School Student Group Lowest Performance	Leo R. Croce Elementary	Hispanic	Suspension	2	6
School Student Group Lowest Performance	Leo R. Croce Elementary	Socioeconomically Disadv	Suspension	2	6
School Student Group Lowest Performance	Leo R. Croce Elementary	Students with Disabilities	Suspension	2	6
School Student Group Lowest Performance	Livermore High	African American	Suspension	2	6
School Student Group Lowest Performance	Livermore High	English Learner	CCI	1	2
School Student Group Lowest Performance	Livermore High	English Learner	Math	1	4
School Student Group Lowest Performance	Livermore High	English Learner	Suspension	2	6
School Student Group Lowest Performance	Livermore High	Hispanic	ELA	1	4
School Student Group Lowest Performance	Livermore High	Socioeconomically Disadv	Suspension	2	6
School Student Group Lowest Performance	Livermore High	Students with Disabilities	Suspension	2	6
School Student Group Lowest Performance	Marylin Avenue Elementary	Students with Disabilities	ELA	1	4
School Student Group Lowest Performance	Marylin Avenue Elementary	Students with Disabilities	Math	1	4
School Student Group Lowest Performance	Rancho Las Positas Elementary	English Learner	ELPI	1	9
School Student Group Lowest Performance	William Mendenhall Middle	Students with Disabilities	ELA	1	4
School-wide Lowest Performance	Del Valle Continuation High	All Students	CCI	1	2
School-wide Lowest Performance	Del Valle Continuation High	All Students	Suspension	2	6
School-wide Lowest Performance	Junction K-8	All Students	Suspension	2	6
School-wide Lowest Performance	Vineyard Alternative	All Students	CCI	1	2
School-wide Lowest Performance	Vineyard Alternative	All Students	Chronic Absenteeism	2	1
Required Action(s) for Technical Assistance	District	Homeless	Multiple indicators	1	2
				2	7
				1	4
				2	6

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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