



# 2023-24 LCAP Clarifying Questions

## Livermore Unified School District

### DIRECTIONS

[LINK TO LIVERMORE'S 2023-24 BOARD-ADOPTED LCAP](#)

Alameda County Office of Education (ACOE) has completed its review of your district's Local Control Accountability Plan (LCAP). Based on our review, ACOE is in need of additional information before making a determination for final approval. In order to proceed with the approval process, please complete the following:

1. **Make a copy of this template;**
2. **Complete the response fields to each clarifying question; and**
3. **Submit a final PDF copy of your responses via this [Google Form](#) by Wednesday, August 30, 2022**

### CLARIFYING QUESTIONS & DISTRICT RESPONSES

#### Budget Overview for Parents

Question #1	
LCAP Page	ACOE Clarifying Question
5, 92	<p>In the Budget Overview for Parents (BOP) the Total Budgeted Expenditures for High Needs Students in the 2022-23 LCAP Annual Update is shown as \$6,784,190.</p> <p>This number should match the amount listed in the Total Planned Contributing Expenditures (LCFF Funds) field of the 2022-23 Contributing Actions Annual Update Table of the submitted LCAP, which is shown as</p>

	<p>\$6,553,646, a difference of \$230,544.</p> <p>Please review and clarify.</p>
<b>District Response</b>	
<p>The amount reported in the Budget Overview for Parents as the “Total Budgeted Expenditures for High Needs Students” in the LCAP on pg. 5 is accurately reflected at \$6,784,190.</p> <p>The amount reported on pg. 92 for “Total Planned Contributing Expenditures” of \$6,553,646 was reported using the original planned expenditures included in the adopted 2022-23 LCAP. We were not aware that this should be updated to reflect the new revised estimate.</p>	

## Plan Summary

*ACOE has no clarifying questions for this section.*

## Engaging Educational Partners

*ACOE has no clarifying questions for this section.*

## Goals & Actions

*ACOE has no clarifying questions for this section.*

## Increased or Improved Services

<b>Question #1</b>	
<b>LCAP Page</b>	<b>ACOE Clarifying Question</b>
63	<p>In response to <b>Prompt 1 of the Increased or Improved Services section</b>, please explain how school-wide action 1.5 (Career Technical Education) is the most effective use of supplemental funds to support unduplicated students at the following site with a UPP below 40%: Livermore High.</p>
<b>District Response</b>	
<p>Career Technical Education (1.5)</p> <p>The graduation rate for our Overall student population is a very high 96.9%, but our English Learners graduate at a rate of 80.5%, and our low-income students graduate at a rate of 93.8%. One way to address this gap in graduation rates is to focus on relevant education for</p>	

students, and CTE pathways offer an accessible, relevant educational option to meet the diverse needs of our students.

The most fully developed CTE pathway in our district is the Green Engineering Academy at Livermore High School, and Action 1.5 is aimed at supporting this academy with sections. Additional sections available will increase the availability of classes within the pathway for our Unduplicated students and make sure that we can provide classes throughout the day for students whose schedules may be locked into particular periods. For example, EL students may have only one ELD class, and so that class would have to take place during period 2, but then let's also say that particular classes for the pathway are locked into period 2. By adding sections to the Green Engineering Academy at Livermore High School, we can ensure that classes are available for more than just period 2 and EL students now have adequate access. As Unduplicated access to the Green Engineering Academy at Livermore High School increases, those students will have more access to classes that establish relevance and connection to other academic classes necessary for graduation. For example, one Green Engineering class uses CTE skills to teach Algebra I. As students work towards completion of the program, they will gain the rewards of the program itself (college credits, industry accessibility) then make the accomplishment of the high school diploma more integral to the goals they've established. In other words, as more Unduplicated students complete the pathway, more Unduplicated students will also have the support necessary to finish the diploma so that they can fully realize the benefits that the pathway rewards. This is the most effective action in this category; there are more CTE pathways and classes available for English Learner, Foster Youth, and Socioeconomically Disadvantaged students than electives in any other department. As Unduplicated access to the Green Engineering Academy at Livermore High School increases, those students will have more access to classes that establish relevance and connection to other academic classes necessary for graduation. For example, one Green Engineering uses CTE skills to teach Algebra I. As students work towards completion of the program, they will gain the rewards of the program itself (college credits, industry accessibility) then make the accomplishment of the high school diploma more integral to the goals they've established. In other words, as more Unduplicated students complete the pathway, more Unduplicated students will also have the support necessary to finish the diploma so that they can fully realize the benefits that the pathway rewards.

## Question #2

LCAP Page	ACOE Clarifying Question
62, 83	<p>In the Increased or Improved Services section for 2023-24 and in the 2023-24 Contributing Actions Table, the Projected LCFF Supplemental and/or Concentration Grants field shows \$6,522,728.</p> <p>The number should match the District's 2023-24 LCFF Calculator amount of \$7,022,416, a difference of \$499,688.</p> <p>Please review and clarify.</p>
District Response	

LVJUSD agrees that the amount reported on pg.62 and pg.83 for “Projected LCFF Supplemental and/or Concentration Grants” should be \$7,022,416. It appears we failed to save after making changes to the template.

The “Total Planned Contributing Expenditures” reported on pg.83 accurately reflects the Supplemental Grant of \$7,022,416 and the listed Goals and Actions chart subtotals to \$7,022,416.

### Question #3

LCAP Page	ACOE Clarifying Question
62	<p>In the Increased or Improved Services section for 2023-24, the Projected Percentage to Increase or Improve Services for the Coming School Year shows 5.10%.</p> <p>The number should match the District’s 2023-24 LCFF Calculator of 5.00%.</p> <p>Please review and clarify.</p>
<b>District Response</b>	
<p>LVJUSD agrees that the percentage reported on pg.62 for “Projected Percentage to Increase or Improve Services for the Coming School Year” should be reduced to 5%. It appears we failed to save after making changes to the template .</p>	

## Action Tables

### Question #1

LCAP Page	ACOE Clarifying Question
83	<p>In the 2023-24 Contributing Actions Table, the Projected LCFF Base Grant shows \$127,997,014.</p> <p>This number should match the amount from the District’s LCFF Calculator, which is \$140,504,509, a difference of \$12,507,495.</p> <p>Please review and clarify.</p>
<b>District Response</b>	

### Question #1

LVJUSD agrees that the amount reported on pg.83 for the “Projected LCFF Base Grant” should be \$140,504,509. It appears we failed to save after making changes to the template.

### Question #2

LCAP Page	ACOE Clarifying Question
95	<p>In the 2022-23 LCFF Carryover Table, the Estimated Actual LCFF Base Grant is shown as \$119,535,636.</p> <p>This number should match the amount from the District’s LCFF Calculator, which is \$133,102,131, a difference of \$13,566,495.</p> <p>Please review and clarify.</p>
District Response	
<p>LVJUSD agrees that the amount reported on pg.95 for the “Projected LCFF Base Grant” should be \$133,102,131. It appears we failed to save after making changes to the template.</p>	