# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

| | |
|---|---|
| **Local Educational Agency (LEA) Name:** | Livermore Valley Joint Unified School District |
| **CDS Code:** | 0161200 |
| **LEA Contact Information:** | Name:      Melissa Theide<br>Position:  Assistant Superintendent<br>Email:     mtheide@lvjusd.org<br>Phone:   925-606-3224 |
| **Coming School Year:** | 2021-22 |
| **Current School Year:** | 2020-21 |

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

| Projected General Fund Revenue for the 2021-22 School Year | Amount |
|---|---|
| **Total LCFF Funds** | $128,158,293 |
| **LCFF Supplemental & Concentration Grants** | $6,423,125 |
| **All Other State Funds** | $11,896,588 |
| **All Local Funds** | $13,996,052 |
| **All federal funds** | $4,622,507 |
| **Total Projected Revenue** | $158,673,440 |

| Total Budgeted Expenditures for the 2021-22 School Year | Amount |
|---|---|
| **Total Budgeted General Fund Expenditures** | $163,761,027 |
| **Total Budgeted Expenditures in the LCAP** | $15,092,194 |
| **Total Budgeted Expenditures for High Needs Students in the LCAP** | $7,120,383 |
| **Expenditures not in the LCAP** | $148,668,833 |

| Expenditures for High Needs Students in the 2020-21 School Year | Amount |
|---|---|
| **Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan** | $10,993,832 |
| **Actual Expenditures for High Needs Students in Learning Continuity Plan** | $10,837,939 |

| Funds for High Needs Students | Amount |
|---|---|
| **2021-22 Difference in Projected Funds and Budgeted Expenditures** | $697,258 |
| **2020-21 Difference in Budgeted and Actual Expenditures** | $-155,893 |

| Required Prompts(s) | Response(s) |
|---|---|
| **Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).** | 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. |

# LCFF Budget Overview for Parents

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

CDS Code: 0161200

School Year: 2021-22

LEA contact information:

Melissa Theide
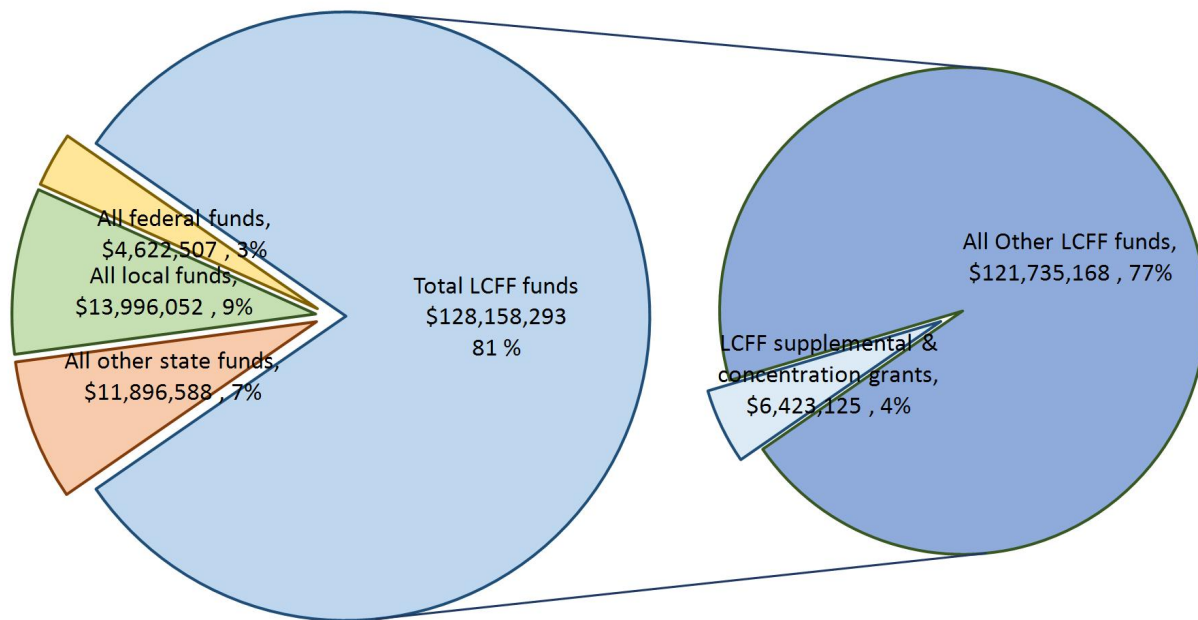
Assistant Superintendent

mtheide@lvjusd.org

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 2021-22 School Year

### Projected Revenue by Fund Source



All federal funds, $4,622,507 , 3%

All local funds, $13,996,052 , 9%

All other state funds, $11,896,588 , 7%

Total LCFF funds $128,158,293 81 %

All Other LCFF funds, $121,735,168 , 77%

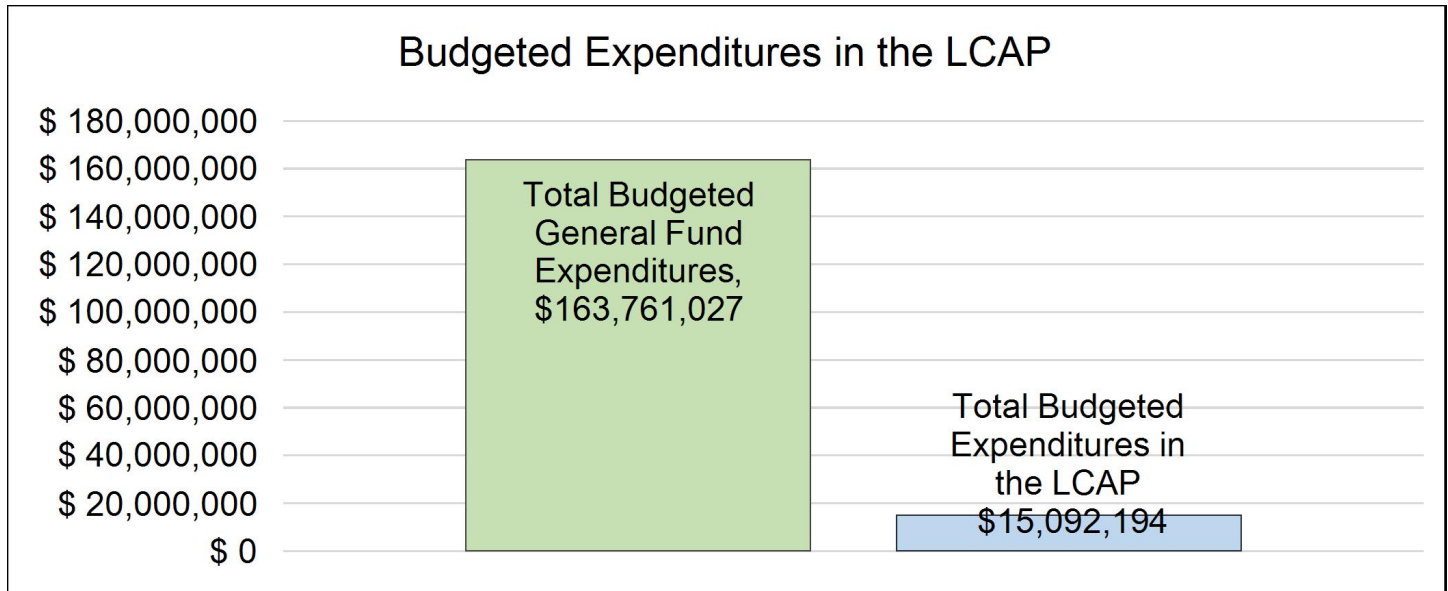LCFF supplemental & concentration grants, $6,423,125 , 4%

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 total revenue projected for Livermore Valley Joint Unified School District is $158,673,440, of which $128,158,293 is Local Control Funding Formula (LCFF), $11,896,588 is other state funds, $13,996,052 is local funds, and $4,622,507 is federal funds.  Of the $128,158,293 in LCFF Funds, $6,423,125 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.

## Budgeted Expenditures in the LCAP



Total Budgeted General Fund Expenditures, $163,761,027

Total Budgeted Expenditures in the LCAP $15,092,194

This chart provides a quick summary of how much Livermore Valley Joint Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Livermore Valley Joint Unified School District plans to spend $163,761,027 for the 2021-22 school year. Of that amount, $15,092,194 is tied to actions/services in the LCAP and $148,668,833 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
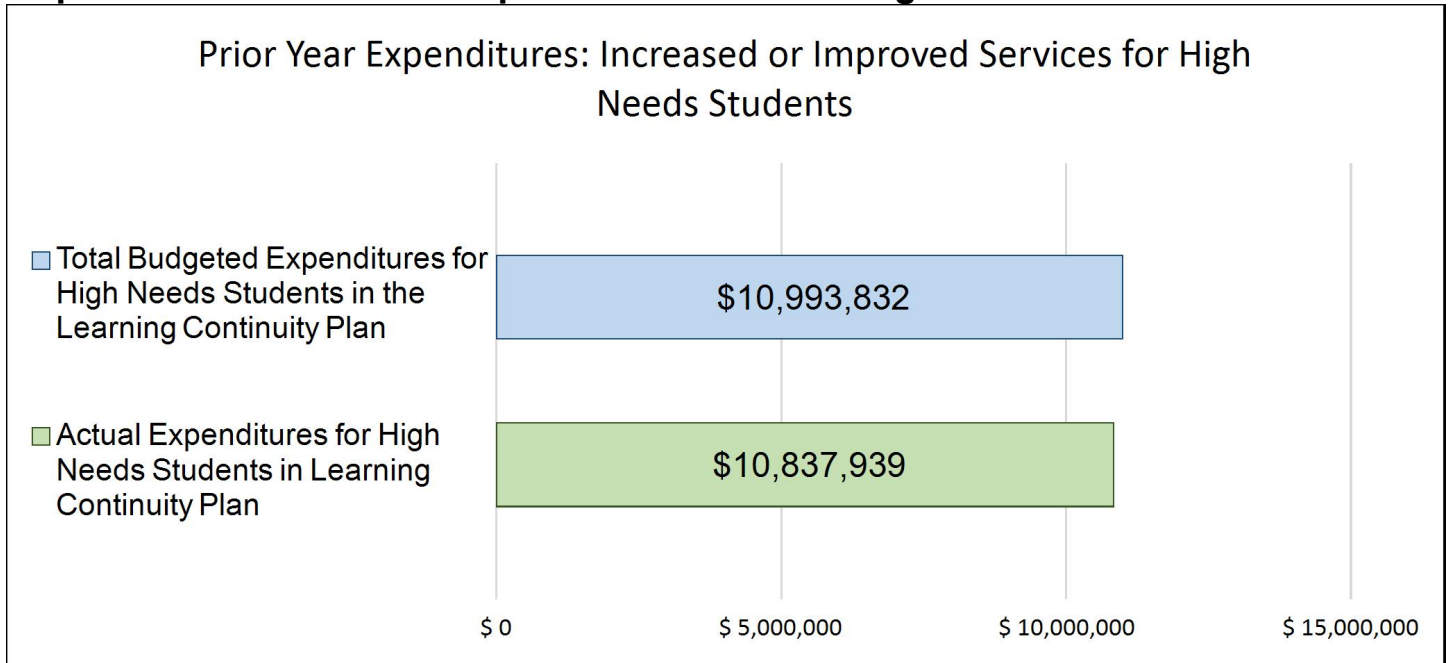
General operational costs such as general and special education teachers, site and back office administration, clerical support, custodial services, maintenance and utilities are not included in the LCAP.  Most restricted State, Federal and Local funding sources are also not included as many have their own unique plans associated with them.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Livermore Valley Joint Unified School District is projecting it will receive $6,423,125 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 $7,120,383 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 2020-21

### Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $10,993,832

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $10,837,939

$ 0    $ 5,000,000    $ 10,000,000    $ 15,000,000

This chart compares what Livermore Valley Joint Unified School District budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Livermore Valley Joint Unified School District's Learning Continuity Plan budgeted $10,993,832 for planned actions to increase or improve services for high needs students. Livermore Valley Joint Unified School District actually spent $10,837,939 for actions to increase or improve services for high needs students in 2020-21.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

| LEA Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Livermore Valley Joint Unified School District | Melissa Theide<br>Assistant Superintendent | MTheide@lvjusd.org<br>925-606-3224 |

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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Livermore Valley Joint Unified School District

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# Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:     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)
Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>1.  Fully Credentialed Teachers<br><br>**19-20**<br>98%<br><br>**Baseline**<br>98% | Currently 95.2% of credentialed staff have clear credentials. There are some teachers working without a clear credential, but they have plans to remedy the situation. Finding fully credentialed teachers in the area of Special Education is difficult. Growing professional staff is important so Interns are supported. LVJUSD had 25 employees who were in need of clearing their credentials:<br>*6 employees will clear their credential in June 2021<br>*1 already cleared their credential<br>*6 earned a preliminary credential<br>*3 were planned Interns<br>*9 no longer work for LVJUSD |
| **Metric/Indicator**<br>2. Board Approved Standards-aligned Texts<br><br>**19-20**<br>100%<br><br>**Baseline**<br>100% | All students have full access to Board-approved CA standards-aligned textbooks. Science textbooks are currently under adoption. Adoption is pending Board approval in June 2021, for implementation in the 2021-2022 school year for grades 6-8. Specific pacing guides to include scope and sequence, as well as common assessments will be created and implemented across all school sites and curricular areas.  Specific professional development will accompany these items as they are phased in. |

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>3. California Aligned Professional Development<br><br>**19-20**<br>100%<br><br>**Baseline**<br>100% | Staff, at all sites, received California Standards-aligned professional learning opportunities throughout the year based on data analysis and staff experiences. This year, additional support was provided in technology-based instructional programs to support the online learning platform due to restrictions related to the COVID-19 pandemic. In 2021-22, Professional Development will include a minimum of 5 hours of targeted professional development in English Language Development (ELD) standards and instructional strategies for all teachers. |
| **Metric/Indicator**<br>4. Students passing AP exam with 3 or better<br><br>**19-20**<br>75%<br><br>**Baseline**<br>72% | Due to the COVID-19 global pandemic, in-person assessments were not administered, but a remote access option was implemented. According to the data, 569 unique students took one or more Advanced Placement (AP) exams and passed. 1,266 AP exams were taken, and 918 were passed. Although the target of 75% was not met, there was an increase of 1%, even under these conditions, as 73% of students taking the exams passed.<br><br>Of the 569 unique students who passed one or more of their AP exams:<br>English Learner (EL): 33%<br>Socioeconomically Disadvantaged (SED): 49%<br>Foster Youth (FY): 0 (unclear if any FY took an AP exam) |
| **Metric/Indicator**<br>5. Conditionally Ready or Ready for College on EAP Math or ELA<br><br>**19-20**<br>NO LONGER REPORTED<br><br>**Baseline**<br>69% ELA (2015-2016 data) & 47% Math (2015-2016 data) | This Metric is no longer reported on as the now implemented, College and Career Indicator from the CA Dashboard will be used to monitor success. |
| **Metric/Indicator**<br>6. Cohort Graduation Rate<br><br>**19-20**<br>All students: 98%<br>Hispanic: 96% | This Metric was not met for all student groups. The data appears to show there was a significant increase to the African American population. What made the difference was specific counseling with these students. Implementing a systematic process for all students will be considered. This Metric will be replaced with the CA Dashboard Graduation Rate. |

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| Expected | Actual |
|---|---|
| African American (AA): 89%<br>English Learner: 91%<br>Socioeconomically Disadvantaged (SED): 95%<br>Two or More Races: 99%<br>Students with Disabilities: 89%<br><br><br>**Baseline**<br>2015-16 Dashboard Data<br><br>All students: 93.7%<br>Hispanic: 89.7%<br>AA: 66.7%<br>English Learner: 81.4%<br>SED: 85.2%<br>Two or More Races: 96.9%<br>Students with Disabilities: 77.8% | |
| **Metric/Indicator**<br>7. Career Technical Education (CTE) Pathway completion<br><br>**19-20**<br>40%<br><br>**Baseline**<br>25% | This target was set for 40% of the students enrolled would successfully complete the courses.To support our District's commitment to equity, data collection will shift to student groups, not overall so 'supports' can be aligned to specific needs.<br><br>Overall Students: 14.7% completed<br>AA: represents  2% completed<br>White: represents 54.1% completed<br>Hispanic: represents 30% completed<br>Asian: represents 13% completed<br><br>EL: represents 22% of completed<br>SED: represents 19% of completed<br>Foster Youth (FY): represents 0% completed |

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>8. Course completion to meet UC-CSU requirements<br><br>**19-20**<br>REPLACED WITH CCR INDICATOR<br><br><br>**Baseline**<br>(2015-2016 data)<br><br>All students: 57.1%<br>White: 62.3%<br>Hispanic: 39%<br>African American: 21.4%<br>English Learner: 19.4%<br>SED: 30.4% | This Metric is no longer reported on as the now implemented, College and Career Indicator from the CA Dashboard will be used to monitor success. |
| **Metric/Indicator**<br>9. Seal of Biliteracy<br><br>**19-20**<br>150<br>**Baseline**<br>123 | While 112 students earned the State Seal of Biliteracy certification, the target was not met. This is an area of development for our District. Currently student group data is as follows:<br>Overall: 112<br>EL: 2/112<br>SED: 34/112<br>FY: 0/112 |
| **Metric/Indicator**<br>10. SBAC ELA – Met or exceeded<br><br>**19-20**<br>SWITCHED TO DISTANCE FROM STANDARD<br><br><br>**Baseline**<br>(2015-2016 data) | Due to the impact of the COVID-19 global pandemic, this data is not available for the 2019-20 school year as the Smarter Balanced Assessment Consortium (SBAC) was not implemented. A pilot of EasyCBM as a universal screener was used at a few sites in 2019-20. During the 2020-21 school year, this Metric will return and will provide a new baseline for the 2021-22 school year. Data will be collected by major student-groups, including English Learners, SED, Homeless, and Foster Youth as each group could require different approaches to bring success. |

| Expected | Actual |
|---|---|
| All students: 60%<br>White:  69%<br>Hispanic: 41%<br>African American: 44%<br>English Learner: 17%<br>SED: 34%<br>Two or More Races: 68%<br>Students with Disabilities:15% | |
| **Metric/Indicator**<br>11. SBAC Math - Met or exceeded<br><br>**19-20**<br>SWITCHED TO DISTANCE FROM STANDARD<br><br><br>**Baseline**<br>(2015-2016 data)<br><br>All students: 47%<br>White: 55%<br>Hispanic: 28%<br>African American: 28%<br>English Learner: 13%<br>SED: 24%<br>Two or More Races: 57%<br>Students with Disabilities 13% | Due to the impact of the COVID-19 pandemic, this data is not available for the 2019-20 school year as the SBAC was not implemented. A pilot of EasyCBM as a universal screener was used at a few sites in 2019-20. During the 2020-21 school year, this Metric will return and will provide a new baseline for the 2021-22 school year. Data will be collected by major student-groups, including English Learners, SED, Homeless, and Foster Youth as each group could require different approaches to bring success. |
| **Metric/Indicator**<br>12. Dashboard Progress – Academic Indicator for ELA<br>**19-20**<br>All students: Green  / + 5 points to improve to 28 points above standard<br>White: Blue / +5  points to improve to 44 points above standard | Due to the impact of the COVID-19 pandemic, this data is not available for the 2019-20 school year as the SBAC was not given. Major student-groups, including English Learners, Low Income, Homeless, and Foster Youth will be monitored as each group could require different approaches in order to bring success. Data from 2018-19 Dashboard indicates the following: |

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| Expected | Actual |
|---|---|
| Hispanic: Green / +5  points to improve to 16.5 points below standard<br>African American: Green / +5  points to improve to 7.4 points above standard<br>Asian: Blue / +5 points to improve to 79.5 points above standard<br>English Learner: Green / +5 points to improve to 32.3 points below standard<br>Filipino: Green / +5 points to improve to 38,2 points above standard<br>Homeless: Orange / +5 points to improve to 3.5 points below standard<br>SED: Green / +5 points to improve to 28,1 points below standard<br>Two or More Races: Blue / +5 points to improve to 52.9 points above standard<br>Students with Disabilities: Yellow / +5 points to improve to 69.5 points above standard<br><br>**Baseline**<br>(2015-2016 data)<br><br>All students: Green<br>White: Green<br>Hispanic: Yellow<br>African American: Orange<br>English Learner: Yellow<br>SED: Yellow<br>Two or More Races: Green<br>Students with Disabilities: Red | All students: Green/ 25.8 points above standard<br>White: Green/ 42.8 points above standard<br>Hispanic: Yellow/15.9 points below standard<br>African American: Orange/ 10.8 points below standard<br>Asian: Blue/ 75.7 points above standard<br>English Learner: Yellow/ 34.7 points below standard<br>Filipino: Green/ 41.6 points above standard<br>Homeless: Orange/ 38.8 points below standard<br>SED: Yellow/ 28.2 points below standard<br>Two or More Races: Green/ 43.3 points above standard<br>Students with Disabilities: Orange/ 70.9 points below standard |
| **Metric/Indicator**<br>13. Dashboard Progress – Academic Indicator for Math<br>**19-20**<br>All students: Green / +5 points to improve to 1.3 points below standard | Due to the impact of the COVID-19 pandemic, this data is not available for the 2019-20 school year as the SBAC was not given. Major student-groups, including English Learners, Low Income, Homeless, and Foster Youth will be monitored as each group could require different approaches in order to bring success. Data from 2018-19 Dashboard indicates the following: |

| Expected | Actual |
|---|---|
| White: Green / +5 points to improve to 13.6 points above standard<br>Hispanic: Green / +5 points to improve to 50.1 points above standard<br>African American: Green / +5 points to improve to 37.2 points below standard<br>Asian: Blue / +5 points to improve to 68.7 points above standard<br>English Learner: Blue / +5 points to improve to 55.1 points below standard<br>Filipino: Green / +5 points to improve to 12.7 points above standard<br>Homeless: Orange / +5 points to improve to 70.2 points below standard<br>SED: Green / +5 points to improve to 60.2 points below standard<br>Two or More Races: Blue / +5 points to improve to 27.9 points above standard<br>Students w/ Disabilities: Yellow / +5 points to improve to 97.8 points below standard<br><br>**Baseline**<br>(2015-2016 data)<br><br>All students: Green<br>White: Green<br>Hispanic: Yellow<br>African American: Orange<br>English Learner: Yellow<br>SED: Yellow<br>Two or More Races: Green<br>Students w/ Disabilities: Orange | All students: Yellow/ 7.1 points below standard<br>White: Green/ 8.3 points above standard<br>Hispanic: Orange/ 53.4 points below standard<br>African American: Orange/ 52.8 points below standard<br>Asian: Blue/ 65.5 points above standard<br>English Learner: Orange/ 63.8 points below standard<br>Filipino: Green/ 11.7 points above standard<br>Homeless: Orange/ 94.8 points below standard<br>SED: Orange/ 67.7 points below standard<br>Two or More Races: Green/ 14.3 points above standard<br>Students with Disabilities: Orange/ 100.6 points below standard |
| **Metric/Indicator**<br>14. District Benchmark Writing Assessment<br><br>**19-20**<br>Grade 5: 70% | (2019-2020 data)<br>Grade 5:  Did not collect due to COVID-19<br>Grade 8: Did not collect due to COVID-19<br>High School: Did not collect due to COVID-19 |

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| Expected | Actual |
|---|---|
| Grade 8: 74%<br>High School: 80%<br><br><br>**Baseline**<br>(2015-2016 data)<br>Grade 5: 49%<br>Grade 8: 59%<br>High School: 61% | 2018-2019 data<br>Grade 5: 68%<br>Grade 8: 63%<br>High School: 56% |
| **Metric/Indicator**<br>15. English Learner Students Advance a CELDT level<br>**19-20**<br>Level 4: 40%<br>Level 3: 37%<br>Level 2: 13%<br>Level 1: 10%<br><br>**Baseline**<br>57.5% | The State assessment for English Learners has changed to the English Language Proficiency Assessments for California (ELPAC). In 2019-20, due to the COVID-19 pandemic, testing was interrupted. There were nearly 1,400 qualifying students who were not represented in the percentages below as "other means of reclassifying" were accepted and used due to the interruption. There is not a way to know if the target would have been met, but given the 1,400 students who did reclassify, it would have definitely been significantly higher if the ELPAC could have been used. These are the results once the ELPAC was available:<br>Testing Spring 2020 (and into fall 2020) covering two different school years:<br>607 of 1364 ELs<br>Level 4: 4.5%<br>Level 3: 42%<br>Level 2: 36%<br>Level 1: 17.5%<br><br>The 1,400 students were qualified using local assessments:<br>For K-5, District Write results for spring of 2020 and the fall administration of the District Write and the fall EasyCBM (literacy) results were used. |

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>16. English Learner Reclassification<br><br>**19-20**<br>20%<br><br>**Baseline**<br>6% | For 6-12, passing grades in English courses, the spring 2019 CAASPP ELA results, and the 20-21 District Write scores were used.<br><br>Our District reclassification rate is 14% (131 students). Due to the COVID-19 global pandemic, students lost nearly 3 months of in-person English instruction (March-June). In addition, COVID-19 created challenges to getting all EL students in to take the ELPAC summative assessment even with the extended time. We prioritized the ELPAC summative testing of students in fall 2020 whose 2019 ELPAC summative was level 3 and who had other indicators for reclassification. |

## Actions / Services

| Planned<br>Actions/Services | Budgeted<br>Expenditures | Actual<br>Expenditures |
|---|---|---|
| 1. A Provide Williams compliant and standards-aligned instructional resources to facilitate full implementation of the California Content Standards including materials designed to support students with special needs. | Materials and Supplies Lottery $697,242 | All materials are CA standards aligned.  Carry-over funds were also used. Materials and Supplies Lottery $872,930 |
| 1.B Teachers on Special Assignment (TOSAs) offer professional development to support the implementation of the California State Standards (ELA & Math), Next Generation Science Standards (NGSS), English Language Development (ELD) standards and strategies to facilitate access for all students. | Certificated Salaries & Benefits Base $157,544 | Additional TOSAs were used to provide the needed Professional Development due to COVID-19 related needs, resulting in a higher cost for this Action Certificated Salaries & Benefits Base $387,642 |
|  | Materials and Supplies Base $11,000 | Materials and Supplies Base $10,787 |
|  | Certificated Salaries & Benefits Low Performing Student Block Grant $39,590 | The cost of the expert teacher was more than originally planned Certificated Salaries & Benefits |

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| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| | | Low Performing Student Block Grant $68,422 |
| 1.C Provide academic and career counseling and outreach to support student learning for first generation college bound students, English Learners, African American, low income, and foster youth to ensure they are enrolled and successful in higher level courses to prepare them for college and career. | Certificated Salaries & Benefits Supplemental $157,544<br><br>Certificated Salaries & Benefits Base $892,711 | Certificated Salaries & Benefits Supplemental $170,823<br><br>Certificated Salaries & Benefits Base $915,059 |
| 1.D Support International Baccalaureate (IB) implementation including staffing, professional development, and program fees, at Michell K-8 and Granada High School, as a program option for all students. | Certificated Salaries & Benefits Base $392,116 | Our District continued to offer support by means of staffing and professional development for the International Baccalaureate programs at Granada High and Michell K-8. Certificated Salaries & Benefits Base $394,922 |
| | Materials and Supplies Base $20,000 | Due to online learning, not as many materials and supplies were needed. Materials and Supplies Base $156 |
| | Services & Operating Base $80,000 | Funds are also used to cover annual program fees to maintain status in the IB program. Services & Operating Base $63,955 |
| 1.E Support Green Engineering Academy, which recruits, enrolls, and supports English Learners, low-income, and at-risk students for success in this career pathway. | Certificated Salaries & Benefits Supplemental $27,806 | Our Green Engineering Academy received support by way of continued staffing targeted at recruiting and supporting English learners, low-income, and at-risk students into the program. Certificated Salaries & Benefits Supplemental $27,763 |
| | Green Engineering Grant Materials and Supplies Other $41,308 | Instructional materials Materials and Supplies Other $7,775 |

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| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| 1.F Maintain relevant Career Technical Education (CTE) courses, pathways, and Middle College, supported by a commitment to the joint powers agreement with Tri-Valley Regional Occupational Programs. | 7000-7439: Other Outgo Base $933,004<br><br>7000-7439: Other Outgo CTE Grant $432,624 | Continuing to offer the Middle College program. 7000-7439: Other Outgo Base $877,991<br><br>Continuing to offer CTE courses and pathways. 7000-7439: Other Outgo CTE Grant $435,112 |
| 1.G Offer credit recovery and academic support such as online learning, literacy development, and summer school (including Summer Bridge Academy) for low income, at-risk and English Learner students. | Certificated Salaries & Benefits Supplemental $246,945 | Credit recovery and academic support programs were offered at both comprehensive high schools and the two alternative high schools to offer academic assistance to low income, at-risk, and English Learners. Certificated Salaries & Benefits Supplemental $103,857 |
| | Classified Salaries & Benefits Supplemental $166,258 | Classified Salaries & Benefits Supplemental $92,109 |
| | Materials and Supplies Supplemental $3,000 | Materials and Supplies Supplemental $1,891 |
| | Services & Operating Supplemental $6,200 | Services & Operating Supplemental $7,796 |
| | Certificated Salaries & Benefits Low Performing Student Block Grant $15,000 | Learning Loss Mitigation Certificated Salaries & Benefits Other $49,740 |
| 1.H Provide additional attendance staff support to increase student daily attendance at Del Valle Continuation School. In addition, academic intervention materials are purchased to enhance student academic achievement and preparation for college and/or career readiness. | Certificated Salaries & Benefits Supplemental $24,891 | Some success was realized in 2018-19, prior to COVID-19 for Grad Rate:<br>Grad rate:<br>17/18: 74%<br>18/19: 84%<br>19/20: 82%<br>Attendance has not shown improvement as of now: |

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| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| | Services & Operating Supplemental $14,000 | Attendance rate: 17/18: 78% 18/19: 77% Certificated Salaries & Benefits Supplemental $24,668 Services & Operating Supplemental $6,711 |
| 1.I Offer professional development and coaching support for principals and leadership teams in strategies to positively impact academic achievement and school connectedness for African American students. | Services & Operating Base $5,000 | Other funds were used for this expense. Services & Operating Base $0 |
| 1.J Maintain support for staff to implement pre-kinder opportunities for early learning at Marylin Avenue and Junction K-8 Title I Schools, and outreach to English Learner, Low Income, and At-Risk students for participation. | Classified Salaries & Benefits Supplemental $89,057 | Classified Salaries & Benefits Supplemental $88,044 |
| 1.K Support transportation for field trips at schools with high percentages of unduplicated students; as well as, college visits with counselors for targeted students at middle and high school level.  In addition, financial support will be given to elementary schools for 4th or 5th grade camp based on the number of students eligible for free and reduced lunch. | Services & Operating Supplemental $75,000 | College visit: 126 total students (not necessarily unique students) attended any of the 3 college trips that took place in 2019-20 (prior to COVID-19) 23% = EL 32% = AA 47% = Hispanic 70% = SED Many first generation college-considering students were able to participate in a college visit. All 5th grade students went to the 5th grade science camps prior to COVID-19 and resulting school dismissal. Services & Operating Supplemental $20,779 |

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| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| | Materials and Supplies Supplemental $5,000 | Certificated Salaries & Benefits Supplemental $4,257 |
| 1.L Teachers on Special Assignment (TOSAs) will provide professional development (PD) on instructional supports to engage and personalize learning for low income, English Learners, students with disabilities, and struggling students, including K-5 & secondary literacy training. | Certificated Salaries & Benefits Supplemental $530,733 | TOSAs provided not only PD to teachers in order to improve their instructional strategies, planning & monitoring of students, but they also provided the much needed PD to shift to Distance Learning as quickly as was needed. Their PD has also been accessed by parents, increasing their engagement in education Certificated Salaries & Benefits Supplemental $504,235 |
| | Services & Operating Low Performing Student Block Grant $100,000 | Services & Operating Low Performing Student Block Grant $120,747 |
| 1.M Provide staffing support to Junction K-8 for interventions for students achieving at below grade level, including, students with disabilities. | Certificated Salaries & Benefits Supplemental $493,624 | Pays for three teachers and a VP in Dual Immersion program. Enrollment reflects: African American 1.5% Asian 2.6% Filipino 3.6% Hispanic or Latino 67.2% Pacific Islander .4% White 20.7% Two or More 3.6% Not reported .3% EL - 97 of the 246 (39.4%) Certificated Salaries & Benefits Supplemental $497,422 |
| 1.N Provide intervention support at Michell K-8 to meet the needs of English Learners, Low-Income, and At-Risk youth. | Certificated Salaries & Benefits Base $108,173 | Interventions were provided by classroom teachers, so this Action was modified during 2019-20 |

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| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
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| | | school year. Certificated Salaries & Benefits Base $108,549 |
| 1.O Provide funds, distributed to sites based on an unduplicated student formula, to be used to address specific intervention and enrichment needs of low income, English Learner, and at-risk students for specific supports necessary, to include homework support/assistance, to meet the goal of preparing students to be college and career ready as defined and monitored through the School Plan for Student Achievement process. | Classified Salaries & Benefits Supplemental $344,707 | These are site distributed funds. Many sites were unable to procure the materials and contracts they had planned for due to the early school dismissal. Classified Salaries & Benefits Supplemental $346,830 |
| | Materials and Supplies Supplemental $346,580 | Materials and Supplies Supplemental $85,793 |
| | Services & Operating Supplemental $86,489 | Services & Operating Supplemental $51,049 |
| | Certificated Salaries & Benefits Supplemental $67,224 | Certificated Salaries & Benefits Supplemental $120,862 |
| 1.P Provide leadership, support, data/assessment management (Illuminate), staff and supplemental materials, for District-and site-level programs to meet the needs of Low Income, African American, and English Learner (EL) students including:<br>• Ensure EL students are assessed on the English Language Proficiency Assessments in California (ELPAC) and receive English Language Development (ELD) instruction at the appropriate level<br>• Support and monitor to ensure all EL students have access to the California State Standards and Next Generation Science Standards through Specifically Designed Academic Instruction in English (SDAIE) strategies.<br>• Monitor EL program and services implementation in addition to monitoring EL student progress each trimester; work with sites to identify needs and provide interventions and aligned professional development and assistance, as needed.<br>• Support school sites with effective use of data to identify specific learning gaps, determine and deliver intervention strategies, and monitor to ensure progress.<br>• Offer Guided Language Acquisition Design (GLAD) training to staff. | Classified Salaries & Benefits Supplemental $289,330<br>Certificated Salaries & Benefits Supplemental $46,025<br>Materials and Supplies Supplemental $15,000<br>Services & Operating Supplemental $87,000<br>Services & Operating Low Performing Student Block Grant $20,000 | Classified Salaries & Benefits Supplemental $293,272<br>Certificated Salaries & Benefits Supplemental $46,749<br>Materials and Supplies Supplemental $1,297<br>Services & Operating Supplemental $46,872<br>Services & Operating Low Performing Student Block Grant 17,700 |

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| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| 1.Q Support with instructional materials and a language lab to assist English Learners in developing proficiency with the English language and literacy, and to support unduplicated and underrepresented students to be successful in college preparatory classes. | Services & Operating Supplemental $10,125 | One-to-one laptops were provided, so these materials were not needed. Services & Operating Supplemental $0 |
| 1.R  Provide necessary materials and supplies to support the delivery of lab science course(s) for independent study high school students. | Materials and Supplies Base $5,200 | Currently 62 students participated in 2019-20 EL: 3.2% SED: 19.3% FY: 1.6% AA: 3.2% Hispanic/Latino: 40.3% White: 55% Monitoring progress will be added this next year. Materials and Supplies Base $3,780 |
| 1.S Support out-of-school academic and enrichment programs and opportunities for students by supporting the full implementation of the after-school BELIEVES Program for students at Marylin Avenue and Junction K-8 Schools. | Services & Operating Other $200,514 | ASES After-School Program Services & Operating Other $189,670 |
| 1.T Support academic, enrichment, and college readiness programs and opportunities for African American students, as well as associated District staff professional development, through such organizations as the African American Regional Educational Alliances (AAREA). | Services & Operating Supplemental $40,000 | Alternate funds were used. Services & Operating Supplemental $0 |
| 1 U. Mutli-tiered Systems of Support intervention and supplementary materials will provide cohort schools within our District with the materials and training to implement  strategies to support the academic, behavioral, and social emotional needs of students.  Provide universal screening tools to help screen all students to determine any additional academic supports needed.  Provide audio-books to students who are | Services & Operating Low Performing Student Block Grant $156,000 | Services & Operating Low Performing Student Block Grant $120,747 |

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|---|---|---|
| eligible for this service (including students with disabilities) that allow students to listen to textbooks, course books, and library books. | Certificated Salaries & Benefits Low Performing Student Block Grant $110,000 | Certificated Salaries & Benefits Low Performing Student Block Grant $137,483 |
| 1 V. Provide funding for Middle College students who are eligible for free and reduced lunch. | Materials and Supplies Supplemental $37,800 | Dual Enrollment opportunities Materials and Supplies Supplemental $16,556 |
| 1 W. Provide Early Learning Math Initiative (ELMI) professional development, supplies & materials for teachers and students in Pre-K, TK, and K. | Materials and Supplies Supplemental $6,000 | Early Learning Grant Materials and Supplies Other $6,840 |
| 1 X. Extends hours of support to students classified as migratory. | Classified Salaries & Benefits Supplemental $6,172<br><br>Materials and Supplies Supplemental $30,828 | Certificated Salaries & Benefits Supplemental $11,275<br><br>Materials and Supplies Supplemental $516 |
| 1 Y. Access to musical instruments for students to enable participation so that low income, foster youth, and English Learners may have access to music programs. | Materials and Supplies Supplemental $50,000 | Students who wish to participate in the music program, must either rent or buy an instrument. These funds provide opportunity for At-Risk, EL, SED & FY students to participate equally. Donations were received which reduced the amount spent from LCAP. Materials and Supplies Supplemental $15,594 |
| 1.Z Advancement Via Individual Determination (AVID) - implementation of AVID in the elementary level to support student academic achievement, especially socio-economically disadvantaged, ELs, and foster youth. | Materials and Supplies Low Performing Student Block Grant $20,000 | AVID is a strong equity-focused program that offers embedded supports for our Unduplicated students. During the course of 2019-20, Two school sites were able to expand the number of trained teachers from the initial 3-4 at each of the two sites to more than half at each of the two sites. Materials and Supplies Low |

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| Planned<br>Actions/Services | Budgeted<br>Expenditures | Actual<br>Expenditures |
|---|---|---|
| | | Performing Student Block Grant $8,377<br><br>Services & Operating Low Performing Student Block Grant $9,900 |
| 1.AA Training and support for staff on data systems used to monitor students in transition to improve attendance, academic achievement, and engagement | Materials and Supplies Differentiated Assistance $26,500 | This is to cover the contract that provides differentiated assistance provided by SCCOE Services & Operating Differentiated Assistance $21,650 |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions and services funded with Supplemental funds were all implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Teachers on Special Assignment (TOSAs) provided not only Professional Development (PD) for teachers in order to improve their instructional strategies, planning, and monitoring of students, but they also provided the much needed Professional Development (PD) to shift to Distance Learning as quickly as possible. Their PD has also been accessed by parents, increasing their engagement in education. The following programs have proven to be successful for students:
~ IB Diploma Programme has been highly effective for the students who participate. Students in the IB Diploma Programme (DP) graduate with both a High School diploma and an IB diploma.  The number of IB diplomas has increased annually, as the number of students choosing to do the DP program has grown.  Our DP was only in its 3rd year of implementation in 2019-20.
~Our Green Engineering Academy has been successful for students
~Middle College allows students to earn college credit (for free) while completing a high school diploma. The student data indicated around 40% of the students served from LVJUSD are Hispanic which is excellent.

There were many challenges encountered this year. Although staff remained professional, and collaborated, in order to implement the shift from traditional program to a long-distance program, the learning curve for some was extremely overwhelming. Our Information Technology (IT) Department and Educational Services, which included our TOSAs, organized a systematic approach that guided all levels of instructional staff in implementing distance learning.  There were some planned PD opportunities arranged for March 2020-

June 2020 that were postponed due to the COVID-19 pandemic. The International Baccalaureate (IB) program requires an ongoing financial investment.

# Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)
                     Priority 7: Course Access (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>1. Facilities in Good Repair<br><br>**19-20**<br>100%<br><br>**Baseline**<br>100% | There are 19 schools on 18 campuses, and 5 support facilities (District Office, Arroyo Mocho, Maintenance, Grounds, and the Bond offices) The FIT tool is to determine facilities conditions. For the last four years, all sites have received a good or exemplary rating (most in upper 90's). |
| **Metric/Indicator**<br>2. On-time work order completion<br><br>**19-20**<br>>96%<br><br>**Baseline**<br>96% | Work order tickets, per the current report, places the Maintenance Department " 99% on time, for this year to date." This is attributed to the ability to have additional time and access with virtual learning in place. |
| **Metric/Indicator**<br>3. Suspension Rate<br><br>**19-20**<br>1.7% | In 2019-2020, our District experienced a decline in suspensions for 3 student-groups: African American, American Indian, and Homeless. While the largest decline in the American Indian student-group, declined by 2.7%, and the Homeless student-group declined by 1.6%. |

| Expected | Actual |
|---|---|
| **Baseline**<br>1.9% | |
| **Metric/Indicator**<br>4. Dashboard Suspension Rate Indicator<br><br>**19-20**<br>Green<br><br>**Baseline**<br>Yellow<br><br><br>**Metric/Indicator**<br>5. Expulsion Rate<br><br>**19-20**<br><1%<br><br>**Baseline**<br>.1% | There are three student-groups who decreased in suspension rates, African American, American Indian, & Homeless who performed at the yellow level. There are seven student-groups that performed within the Orange performance level. Five student-groups showed a slight increase, less than 1%; Low-Income, English Learners, Foster Youth, Students with Disabilities, and Hispanic. The Pacific Islander increased by 5.1% and Two or More Races increased by 1.1%.<br><br>Expulsions were zero; in fact they have been minimal, 3-4 in the last 4 years. |
| **Metric/Indicator**<br>6. Middle School Drop-Out Rate<br><br>**19-20**<br><1%<br><br>**Baseline**<br>0%<br><br>**Metric/Indicator**<br>7. High School Drop-Out Rate (now one-year, not cohort)<br><br>**19-20**<br>1%<br><br>**Baseline**<br>4.2% | Middle School Drop out rate is 0%.<br><br><br><br><br><br>High School One-Year Drop Out Rates (2019-20) are:<br>2.4% for all students<br>Hispanic/Latino: 1.2%<br>White: .78%<br>Asian: .09%<br>Filipino: .00%<br>2 or More Races: .09%<br>English Learners: .61%<br>Homeless: .17%<br>Low Income: 1.45%<br>SPED: .00% |

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| Expected | Actual |
|---|---|
| | |
| **Metric/Indicator**<br>8. Attendance Rate<br><br>**19-20**<br>96%<br><br>**Baseline**<br>96%<br><br>**Metric/Indicator**<br>9. Chronic Absenteeism<br><br>**19-20**<br><5%<br><br>**Baseline**<br>6.3% | This metric is no longer reported in this manner. It has changed to Chronic Absenteeism on the CA Dashboard<br><br><br><br>This Metric was last released in 2019 and was met. Currently our District is at 4.8% |
| **Metric/Indicator**<br>10. Access to Individual Learning Devices (ILDs)<br><br>**19-20**<br>13,500<br><br>**Baseline**<br>10,521 | All students, at all grade levels were provided with Individual Learning Devices (ILDs). All students, in all identified student groups received a device.<br>Total student count = 13,253<br>Total student chromebooks =14,565, not including the total of student tablets, desktops, and laptops = an additional 2,210 of ILDs for all LVJUSD students. |
| **Metric/Indicator**<br>11. FitnessGram – Passing at least 5 of 6 Standards<br><br>**19-20**<br>Grade 5    65%<br>Grade 7    72%<br>Grade 9    80% | Due to the COVID-19 pandemic and resulting school dismissal, the FitnessGram was not administered in 2019-2020. |

| Expected | Actual |
|---|---|
| **Baseline**<br>Grade 5   62%<br>Grade 7   68%<br>Grade 9   75%<br><br><br>**Metric/Indicator**<br>12. CHKS survey results: Students Feel Safe at School<br><br>**19-20**<br>Grade 5  88%<br>Grade 7   77%<br>Grade 9   66%<br>Grade 11 70%<br><br><br>**Baseline**<br>Grade 5  86%<br>Grade 7   75%<br>Grade 9   64%<br>Grade 11 68% | From the baseline to 2019-2020, students are feeling more safe at school. The CHKS survey is administred on a two year cycle so the next data collection will be in 2021-2022. |
| **Metric/Indicator**<br>13. CHKS survey results: Caring Relationship Adults at School<br><br>**19-20**<br>Grade 5   97%<br>Grade 7   87%<br>Grade 9   85%<br>Grade 11 88%<br><br><br>**Baseline**<br>Grade 5   62% | From the baseline to 2019-2020, there was a significant increase in students feeling cared about by adults in the school. The CHKS survey is administered on a two year cycle so the next data collection will be in 2021-2022. |

| Expected | Actual |
|---|---|
| Grade 7   40%<br>Grade 9   28%<br>Grade 11 38% | |
| **Metric/Indicator**<br>14. Reduction in disciplinary referrals as measured by our School-Wide Information System (SWIS) data<br><br>**Baseline**<br>Currently establishing a SWIS baseline | Due to the Pandemic, a reliable baseline could not be established. A baseline will be generated at the conclusion of the 2021-22 school year. |

## Actions / Services

| Planned<br>Actions/Services | Budgeted<br>Expenditures | Actual<br>Expenditures |
|---|---|---|
| 2.A Maintain staffing for small class sizes to facilitate personalized learning with greater teacher-student contact. | Certificated Salaries & Benefits Base $3,737,044 | The "additional" class size reduction lowers the elementary class sizes from 24 to an average of 19. At the middle school level, from 31 to 26. Smaller classes allows for more individual contact time with students. Certificated Salaries & Benefits Base 3,576,256 |
| 2.B Recruit and secure staff, including those certified to teach English Learners and bilingual education, to provide smaller class sizes at Marylin Avenue, Jackson Avenue, Junction K-8, Del Valle, and transitional kindergarten to support greater teacher-student contact and personalized learning. | Certificated Salaries & Benefits Supplemental $361,149 | The additional VP at Junction, has provided much-needed administrative support for students in our Dual Immersion program. Smaller class sizes at Marylin to bring the teacher to student ratios down. Certificated Salaries & Benefits Supplemental $337,150 |
| | Classified Salaries & Benefits Supplemental $527,144 | Allocation of additional resources to those students and those |

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| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| | | schools in which the challenges are greater. Resources such as additional interventions and academic support. Classified Salaries & Benefits Supplemental $520,183 |
| 2.C Provide support to PE in elementary school to improve percentage of students who meet at least 5 of the 6 standards on the FITNESSGram. | Certificated Salaries & Benefits Base $90,000 | Lessons/video and written activities that target key areas for elementary students are created, but due to the COVID-19 pandemic, implementing and measuring performance has not happened. Certificated Salaries & Benefits Base $67,782 |
| 2.D Provide technology resources necessary to support increased student access to personalized learning devices including maintaining a safe Bring Your Own Device (BYOD) environment. | Classified Salaries & Benefits Base $896,833 | This Action/Service is the tech support and Internet safety software licenses (firewalls, webfilters, etc). for our District. Classified Salaries & Benefits Base $992,377 |
| | Materials and Supplies Base $78,000 | Materials and Supplies Base $34,273 |
| | Services & Operating Base $119,511 | Services & Operating Base $218,529 |
| 2.E Secure staff to support students who are low income and English learner to attend school daily, utilizing attendance data and regular contact, connecting targeted families with community resources with a focus on students with or approaching chronic absenteeism. | Classified Salaries & Benefits Supplemental $74,126 | An additional Child Welfare & Attendance (CWA) Counselor was hired to serve families. Chronic Absenteeism has declined. (9 out of 11 student-groups have declined, improved) Classified Salaries & Benefits Supplemental $73,364 |
| | Services & Operating Supplemental $65,000 | Services & Operating Supplemental $75,260 |

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| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| 2.F Ensure the foster youth liaison attends professional development to stay current on resources to support students and families to decrease potential adverse effects of school mobility and increase opportunities for academic success. Provide training/support to District and site administrators on foster youth issues and District/Community services available. | Certificated Salaries & Benefits Supplemental $2,138 | Student Services Director works in conjunction with counselors and administrators to support Foster Youth students with academics, transportation, and counseling support as needed. Certificated Salaries & Benefits Supplemental $2,115 |
| 2.G Designate Child Welfare and Attendance (CWA) staff to provide support, intervention, and access to community resources to facilitate success in school. | Classified Salaries & Benefits Supplemental $78,799 | Our CWAs were primarily involved in supporting students with high needs/low attendance. Classified Salaries & Benefits Supplemental $79,001 |
| 2.H Provide English Learners and At-Risk youth counseling services specifically for social emotional support at the secondary level and Kid Connection intervention services to address elementary students' early mental health needs. | Certificated Salaries & Benefits Supplemental $223,742  Classified Salaries & Benefits Supplemental $136,233  Services & Operating Supplemental $20,000 | Certificated Salaries & Benefits Supplemental $237,634  Classified Salaries & Benefits Supplemental $136,303  Services & Operating Supplemental $0 |
| 2.I All schools and site leadership will have training in PBIS, and teams will be selected to participate in restorative practice professional development (as part of our District commitment to implementing a Multi-Tiered System of Support). | Services & Operating Base $10,500 | All staff are trained in Positive Behavior Interventions and Supports (PBIS) on an ongoing basis. Data is used by CWAs and Director of Student Services to provide supports as part of our District's Multi-Tiered Systems of Support. Services & Operating Base $16,000 |
| 2.J Provide updated professional development on cultivating respectful and safe schools as part of our District's commitment to implementing a Multi-Tiered System of Support. In particular, Positive Behavior Intervention and Supports (PBIS) training will be provided to our third cohort of schools. | Services & Operating Base $3,000 | Services & Operating Base $3,388 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| 2.K Implement PBIS & Social/Emotional curriculum as part of our District's commitment to implementing the LVJUSD Framework for Success (Multi-Tiered Systems of Support) in Cohort 1, 2 & 3 schools. | Certificated Salaries & Benefits Supplemental $36,315<br><br>Materials and Supplies Supplemental $20,000<br><br>Services & Operating Supplemental $110,000 | Certificated Salaries & Benefits Supplemental $23,769<br><br>Materials and Supplies Supplemental $1,187<br><br>Services & Operating Supplemental $73,513 |
| 2.L Increase counselor support for homeless (students/families in transition) and continue to support the increase in middle and high school counseling staff and vice principal high school staff put in place in 2018-2019, to increase academic, behavioral, and social/emotional support and decrease suspension rates for unduplicated pupils, with special attention to student groups that have performance gaps in suspension rates. | Certificated Salaries & Benefits Supplemental $857,824<br><br>Certificated Salaries & Benefits Differentiated Assistance $33,000 | Certificated Salaries & Benefits Supplemental $880,367<br><br>Classified Salaries & Benefits Differentiated Assistance $73,805 |
| 2.M. Provide transportation and resources (e.g., bus passes, taxi service, clothing, school supplies, food) to eliminate barriers to attending school. | Materials and Supplies Differentiated Assistance 5,000.00 | Materials and Supplies Differentiated Assistance $3,546 |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Supplemental funded actions were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

This goal was mainly supported by funding positions. We have allocated additional resources to students and schools in which the challenges are greater. We recognized the need for additional interventions, so we placed counseling support and academic support. The additional VP at Junction, for example, has provided much-needed administrative support for our Dual Immersion program, which had previously been overseen by a part-time release teacher. Smaller class sizes at Marylin Avenue allowed teachers to move more quickly to support students who were struggling to achieve grade-level standards." The Director of Student Services, Child Welfare and Attendance (CWA) Specialists, counselors, and Site Administrators were trained internally as information from the ACOE is disseminated through each school. Our CWAs were primarily involved in supporting students with high needs/low attendance.

# Goal 3

Enhance parent and community engagement and communication.

State and/or Local Priorities addressed by this goal:

State Priorities:      Priority 3: Parental Involvement (Engagement)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>1. Meeting Agendas Reflect Opportunity for Parent Input<br>**19-20**<br>100%<br>**Baseline**<br>94% | All district meetings, both at the site and district levels, provide opportunities for parental or community input formally scheduled on the agenda. This includes targeted outreach through meetings such as District English Language Advisory Committee (DELAC), Special Education Parent Group Meetings, LCAP Advisory Committee, Parent Club Information Council (PCIC), and other similar meetings. This metric was met. |
| **Metric/Indicator**<br>2. Enrollment in English as a Second Language Classes<br>**19-20**<br>350<br>**Baseline**<br>485 | 350 parents of unduplicated students enrolled in English as a Second Language classes, as these classes are offered to support parents in improving their English skills so they can better partner with our District in their child's education. |
| **Metric/Indicator**<br>3. Use of Parent Portal by staff members for online Gradebook/Student progress monitoring<br>**19-20**<br>100%<br>**Baseline**<br>100% | Our District supports parents' ability to monitor their child's progress and to receive communications from the Site and District throughout the year. A mass communication system provides this opportunity.  A systematic expectation is being collaboratively developed so parents and teachers can support student success. At this time, 100% of staff members utilize the Parent Portal to record grades and make them accessible to parents. |
| **Metric/Indicator**<br>4. Special Education Parent Groups | Special Education groups are currently outside of our District, run by parents. Our Special Education Director participates routinely |

| Expected | Actual |
|---|---|
| **19-20**<br>8 Meetings per year<br><br>**Baseline**<br>6 Meetings per year | and is welcomed by the parents. He attended 8 of these meetings in the 19-20 school year and plans to facilitate District led meetings moving forward. |
| **Metric/Indicator**<br>5. Parent Education Classes<br><br>**19-20**<br>90 Participants<br><br>**Baseline**<br>55 Participants | By offering parent educational classes, parents/guardians and staff are developing a partnership. Some classes are informative, some are trainings, and others are collaboration opportunities where parents/guardians can provide input on topics of interest. At this point in the year, there have been 400 parents participate. By offering parents and guardians the opportunity to participate virtually, we saw an increase in participation. |
| **Metric/Indicator**<br>6. Parents/Guardians agree or strongly agree they feel the school is inviting and a place they feel welcome based on the annual Parent/Guardian survey.<br><br>**19-20**<br>85%<br><br>**Baseline**<br>74%<br><br><br>**Metric/Indicator**<br>7. Parents/Guardians agree or strongly agree they have the opportunity to provide meaningful input regarding important decisions that affect the school community based on the annual Parent/Guardian survey.<br><br>**19-20**<br>65%<br><br>**Baseline**<br>51%<br><br>**Metric/Indicator** | There were many surveys conducted this year and a new platform was utilized, ThoughtExchange. Old surveys only presented previously developed questions, usually by our District so parents/guardians answered and that was the end. This system allows for distribution of information, retention of input and adjustment of the data live, allowing for 2-way communication as parents can "rate" ideas from other parents/guardians, resulting in a prioritization of Actions & Services. It is a dynamic system, adjusting priority as more parents participate. A new goal will be developed. This will be used moving forward for combining Metric 6 and 7.<br><br>See Metric #6<br><br><br><br><br><br><br>Our Student Information System (SIS), PowerSchool, updates Blackboard Communications, our mass notification system, every |

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| Expected | Actual |
|---|---|
| 8. District and sites communicate with parents/guardians through mass notification, app, and newsletters on a regular basis.<br><br>**19-20**<br>Monthly mass notification/newsletter; twice weekly app 100% sites<br><br>**Baseline**<br>N/A | night. 100% of parents receive messages from our school sites and District in their home language. |
| **Metric/Indicator**<br>9. Use of communication outreach tools such as mass notification/newsletter, app, parent portal by parents/guardians.<br><br>**19-20**<br>90% of parents have email addresses in the system. 60% of student enrollment number will have downloaded the mobile app. 75% of students have at least one parent with access to the gradebook portal.<br><br>**Baseline**<br>N/A | See #8 above. Additional communication outreach occurs at DELAC meetings, LCAP Advisory Committee Meetings, Special Education Parent Meetings, PCIC, and district wide parent surveys utilizing various programs such as Qualtrics and ThoughtExchange. |
| **Metric/Indicator**<br>10. Support our students in transition toward attaining permanent housing (currently homeless) by coordinating with Livermore community service agencies to provide direct services to our families.<br><br>**19-20**<br>Monthly participation by LVJUSD in 8 monthly meetings.<br><br>**Baseline**<br>N/A | LVJUSD participated in 8 meetings. This was extremely successful as 140 students transitioned into permanent housing due to our District's collaboration with the community. |

## Actions / Services

| Planned<br>Actions/Services | Budgeted<br>Expenditures | Actual<br>Expenditures |
|---|---|---|
| 3.A Develop, implement and document a systematic and ongoing communication, involvement and outreach strategy to ensure all parents | Certificated Salaries & Benefits Supplemental $87,350 | Certificated Salaries & Benefits Supplemental $87,771 |

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| Planned<br>Actions/Services | Budgeted<br>Expenditures | Actual<br>Expenditures |
|---|---|---|
| have a voice and can therefore be equal partners in preparing students for college and career. | Services & Operating Supplemental $75,000 | Implementing ThoughtExchange provides ongoing communication with parents. Data can be disaggregated by student groups, and statistical parent usage data can be gathered to determine how many<br><br>parents participate in meetings.<br> Services & Operating Supplemental $75,000 |
| 3.B Provide translation and interpretation services for parents and guardians. | Services & Operating Supplemental $67,450 | Parents/guardians are encouraged to be educational partners with our District through regular translations for meetings and committees including DELAC, PCIC, and direct communication from Child Welfare and Attendance Staff, Counselors, and community liaisons regarding targeted educational opportunities for parents in both English and Spanish.  . Services & Operating Supplemental $57,904 |
| 3.C Offer targeted parent education, support, and resources to include assistance with navigating the educational system, supporting students with preparing for college and careers beyond high school, and topics generated by parents. | Certificated Salaries & Benefits Title III $41,469 | Livermore Learns is a targeted parent education program. Includes mental health first aid, direct supports, etc. Additional communication via Special Education Parent Meetings, DELAC, and direct communication from Child Welfare and Attendance Staff, Counselors, and community liaisons regarding targeted educational opportunities for parents in both English and Spanish. Certificated Salaries & Benefits Title III $23,631 |

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| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| | Certificated Salaries & Benefits Supplemental $24,994 | Certificated Salaries & Benefits Supplemental $26,225 |
| | Classified Salaries & Benefits Supplemental $101,169 | Classified Salaries & Benefits Supplemental $99,349 |
| | Materials and Supplies Supplemental $0 | Materials and Supplies Supplemental $161 |
| | Services & Operating Supplemental $10,000 | Services & Operating Supplemental $8,650 |
| 3.D Incorporate regular parent education and support for pre-kinder parents at Marylin and Junction Title I Schools to support student success. | Certificated Salaries & Benefits Base $6,500 | Pre-K Teachers led discussions on topics such as: How to support students' Social and Emotional Well-Being during Distance Learning, Family Reading, Kindergarten Preparedness, Kindergarten Registration Process and Requirements, the Dual Immersion Program, Having Fun with Math, and The Importance of Play in Promoting Healthy Child Development.<br><br>At Marylin Avenue, the National Institute of Adult Education in Mexico (INEA) program was offered to support Spanish literacy to Spanish speakers' parents virtually during the pandemic.<br><br>Certificated Salaries & Benefits Base $6,408 |
| 3.E Provide childcare for parents to attend classes, events, and activities at school. | Classified Salaries & Benefits Supplemental $2,000 | Our District offered child care for classes and events before the COVID-19 pandemic, building it into the program. Childcare was also part of the parent programs for preschool. Livermore Learns |

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| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| | | used Zoom, which did not require childcare. (Moving forward, we anticipate a hybrid version of Livermore Learns.) Dependent on our District continuing a subscription to Zoom. Classified Salaries & Benefits Supplemental $0 |
| | Certificated Salaries & Benefits Title III $14,645 | Classified Salaries & Benefits Title III $13,724 |
| 3.F Provide designated staff to connect parents and families with community resources to support student health, wellness, attendance, and education. | Certificated Salaries & Benefits Supplemental $185,519 | The Child, Welfare, and Attendance Specialists (CWA) support Foster Youth and families in transition (homeless), providing resources to support them socio-economically, emotionally, and academically. The CWAs support about 8% of our total district numbers. Certificated Salaries & Benefits Supplemental $183,701 |
| | Classified Salaries & Benefits Supplemental $100,665 | Supports the CWAs Classified Salaries & Benefits Supplemental $101,307 |
| 3.G Provide staffing, instructional materials, and supplies for parents to have the opportunity to increase their fluency and literacy with English and to advance their academic skills to support their children's success through Adult Education courses. | Certificated Salaries & Benefits Adult Education Block $65,565 | Parents of English Learners participated in the Adult Education classes Certificated Salaries & Benefits Adult Education Block $11,458 |
| | Materials and Supplies Adult Education Block $10,000 | Materials and Supplies Adult Education Block $2,628 |
| 3.H Develop and deliver leadership and facilitation training to current and potential parent leaders to build capacity and empower parents of unduplicated and at-risk students. | Services & Operating Supplemental $5,000 | Our District provided PTA Mentorship during the 2019-20 school year to encourage more parent participation. There was no additional cost associated with |

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| Planned<br>Actions/Services | Budgeted<br>Expenditures | Actual<br>Expenditures |
|---|---|---|
| | | this. Services & Operating Supplemental $0 |
| 3.I  Utilize Blackboard mass notification systems, District and school websites, PowerSchool student information system, online gradebook, and social media platforms to inform parents/guardians and students of educational programs and opportunities, and increase two-way communication with parents/guardians and students. | Services & Operating Base $65,000 | This provided access to a district-wide student information system and a mass communication system. In 2019-20 a server upgrade was also needed. Services & Operating Base $132,048 |
| 3.J Meet with community partners monthly (8 times per year) to ensure coordination of services to students in transition (homeless). | Services & Operating Differentiated Assistance $33,000 | This provides a partnership with our community in order to coordinate services for our homeless students. Services & Operating Differentiated Assistance $21,650 |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Supplemental funded actions were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

This year, there was a concerted effort to increase the partnership between parents/guardians and our District. Providing translation services is successful because it allows our Spanish-speaking parents to be engaged. We use an interpreter to translate outgoing messages, and also to provide translation during meetings, and to provide workshops in Spanish to our Spanish-speaking parents. Outreach and education of parents is beneficial to the parents involved in the programs. Feedback is positive. Livermore Learns participation is increasing steadily. Topics are relevant and recordings are being viewed on YouTube. Participation in Youth Mental Health First Aid Training is positively impacting our community, especially as parents/guardians and community members are becoming more involved. Parents attending the Pre-K workshops, mostly young and having a first child in school, are eager to learn more about the educational system and how to support their children academically as well as support their social and emotional development. At these workshops, it is very rewarding to see a diverse group of parents learning about other cultures; they share their discipline techniques at home, how schooling is different in their own countries and often, they start learning some Spanish words and

they gain confidence. A benefit to PCIC is the sharing that takes place routinely among members, through which parent leaders do grow their leadership capacity as well as training for their role as parent volunteers and liaisons.

Although, we have had success with engaging parents through providing translation, we are always striving to improve. With this in mind, we are adding a bilingual staff member to the Community Engagement Department to ensure that we are providing primary language support on a more consistent across multiple platforms. The move to online - via Zoom - was actually quite successful in attracting participants. We plan to continue to offer virtual attendance at meetings in the future.  Parent education classes will be offered in both English and Spanish to increase computer literacy. Specifically, we will train parents to use web conferencing applications (such as Zoom, Google Meet, and WebEx) to virtually attend meetings. We will also provide explicit training in how to access student information on our various platforms (i.e. PowerSchool, Schoology, etc.).  As a District, we pride ourselves on our partnerships with families in our community. We will examine our practices and provide training to staff to further develop our skill and knowledge around creating welcoming and inclusive environments. CWAs and parent liaisons are most successful when doing their work face to face with parents.  While human, face-to-face connection is always preferred, virtual options will be more successful in the future with these supports in place.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

# In-Person Instructional Offerings

## Actions Related to In-Person Instructional Offerings

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| Our Operational Plan included health screening and hand sanitizing for students and all staff, including teachers, before they enter school campuses. Funds were used to provide both health & safety and instructional support opportunities.<br><br>Health & Safety items purchased include:<br><br><br>• Touchless, digital thermometers<br>• Hand sanitizer / hands-free sanitizer dispensers<br>• Signage for sites (social distancing and hand-washing reminders)<br>• Masks<br>• Gloves<br>• Sanitizing misters for efficiently & effectively cleaning spaces<br>• Clear plastic dividers for offices to provide barriers<br>• Child Welfare & Attendance (additional hours)<br><br>Our instructional plan is supported by three essential components:<br><br><br>• Schoology Learning Management System, which provides a single and secure platform for students, teachers, and parents to engage with each other and with teaching and learning resources | $4,179,529 | $3,918,212 | Yes |

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| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| • A Chromebook or device for every student<br>• Teachers equipped with up-to-date laptop computers to deliver instruction with innovative and flexible methods.<br><br>In addition, we have purchased supplemental materials and digital tools to support the needs of all learners, including social emotional learning, students with exceptional needs, and Career Technical Education.<br><br>Instructional Support Opportunities include:<br><br><br>• Chromebooks (4,744)<br>• Hot Spot devices (1,000)<br>• Teacher Laptops (450)<br>• Additional PE equipment to limit sharing<br>• Additional student instructional supplies for lessons and labs<br>• Supplemental instructional programs (Kami, Screencastify, ST Math, Dreambox Learning, Newsela, EdPuzzle, SmartMusic, Gizmos, Tooling-U, Electude, etc.)<br><br><br>Our District solicited further input from teachers about additional tools that support teaching and learning following the first week of school. We will purchase and deploy those tools based on staff identified need. | | | |

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The cost of items and quantity needed were estimates. Actual Estimates reflect current expenses.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In-Person instruction began in March 2021.

# Distance Learning Program

## Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| • Additional support services provided by our Teachers on Special Assignment (TOSAs) to support teachers in implementing our Distance Learning Plan for students with special needs<br>• Additional Professional Development (additional 6.5 hours for all certificated staff to support implementation of our Distance Learning Plan)<br>• Additional support from community partners (Horizons, Care Solace) - to provide emotional health services | $6,022,000 | $6,056,611 | Yes |

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

N/A

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

With the COVID-19 global pandemic and distance learning beginning in March 2020, professional development quickly focused on how to equip teachers and students (and parents) to access the new online programs that were introduced. The Utilizing New and Innovative Technology in Education (UNITE) team (Technology TOSAs) began offering training on district-wide programs that were purchased to support distance learning such as: Kami, EdPuzzle, Screencastify, and three video conference platforms (Google Meet, Zoom, WebEx). Additionally, support materials were created that taught students and parents how they could access these programs

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remotely and how to work within them.  Also, our Instructional Technology (IT) Department prioritized pushing out district laptops and hotspots to our highest need students which began with SED students (and also including EL students).

In the beginning, the transition to distance learning was challenging, as not only were we providing instruction in content, bu we were also attempting to accelerate students' understanding of operating a device and accessing software programs. We were also guiding parents in how to support their children; at the same time, we were providing professional development for staff. As time went by, students and parents became much more fluid in their ability to access content, but there were still some students who struggled with the online classroom environment. Some students found it difficult to remain focused and did not keep their cameras on or did not remain at their computer during instructional opportunities. Teachers found themselves redirecting students to keep them engaged, especially the very young and some of the eldest students. There was a high percentage of staff with anxiety as implementing this degree of technical instruction was new to many.

There was an obvious gap in the continuity of instruction early on, as we were not set up to shift to a 100% virtual learning modality. Our initial focus was on developing instructional stations and providing professional development for teaching staff to allow them to provide instruction virtually.  Our IT Department and our Teachers on Special Assignment (TOSAs) went into high gear train staff on the new software and technological programs. There was also the need for our IT Department to provide 1:1 devices and connectivity for all students throughout our District. Once that was in place, their focus shifted to developing tools that provided parents and students daily access to the instructional session materials and providing technical support for families. Over time, the barriers to accessing materials and developing a daily rhythm of instruction did emerge.

To help support the varied needs of our students and their families, our IT team organized visual materials which outlined a structured approach to instruction. Once systems and routines were established, and health guidelines were made clear, small cohorts of students were brought back on campus (prior to a full return to school sites for) additional intervention and support. The Pandemic, with its health mandated distancing guidelines, also brought to light some significant social-emotional concerns for some of our students.  Much like their teaching counterparts, our counselors implemented virtual counseling sessions and support group options to assist students in navigating these challenges.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| Supplemental instructional supports for students:<br><br>• Additional ELPAC testers to assess all initial English Learner (EL) students within first 30 days of school<br>• Additional School-Home contact with EL families<br>• Additional support services provided by our Teachers on Special Assignment (TOSAs) to modify existing grade level pacing guides<br>• Easy CBM Assessment<br>• Sonday Intervention Materials and Training | $792,303 | $863,116 | Yes |

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

N/A

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We have engaged in ongoing local assessments, but do not have longitudinal data to compare to determine learning loss during the 20-21 school year. Students will be engaging in CAASPP and other local assessments in the Spring. Data results from these assessments will reveal comparative data which will allow us to determine whether learning loss has occurred, and if so, to what degree.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The exciting news is that as a district we started this journey four years ago with the award of multiple grants. We were ahead of the curve, as we were already well on our way in supporting our student community. In all of our feedback sessions, our Stakeholders continue to advocate for counselors, social-emotional, and mental health supports. Over the past four years, LVJUSD has implemented many programs that monitor Mental Health and Social and Emotional Well-Being. In October 2018, our District was awarded two highly competitive Federal Mental Health Awareness Training grants.  Coordination of Services Team (COST) is one of our district-wide support groups that began four years ago with a few schools, and has expanded to every school in our District. The use of Panorama to assess student well-being is an assessment tool for determining student mental health. The development of a Wellness Center at Livermore High School is a model that can be duplicated throughout our District. The Full-time Equivalent (FTE) of counselors at the middle and high schools has been increased and community agency counseling has been made available at elementary school sites. Youth Mental Health First Aid (YMHFA) training for parents, community members, and staff is in place, with 406 adults trained since January 2019.  YMHFA is offered in Spanish, as well.  In 2019-20, the entire sophomore class at Livermore High School was trained in Teen Mental Health First Aid (tMHFA).  Due to COVID-19, the in-person trainings for teens were canceled this year.  We anticipate continuing the teen trainings at Livermore High School in 21-22, and expanding to other high schools in our District.  Social Emotional Learning including Choose Love (curriculum taught at all schools) & Kid Connection (support for elementary students) in which students are given strategies for handling stress and anxiety have successfully been implemented.

Successes: COST is a success, and a challenge, in that we have some form of COST at all schools in which a universal referral form is being implemented. Through two Federal Mental Health Awareness Training Grants, community partnerships have been strengthened and developed  with mental health agencies including Kaiser Permanente, Axis Community Health, John Muir, Horizons, Hume Center, National Alliance on Mental Illness (NAMI), Alameda County Mental Health, and Stanford Medical. Our District contracts with CareSolace to facilitate mental health referrals.  In 2019-20, referrals to CareSolace resulted in 510 appointments into care.

Challenges: The challenge with COST is to develop it into a district-wide, consistent system so that it can be used to its full potential in all schools, and due to COVID-19 the in-person trainings for teens were canceled this year.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our District offered a number of parent education programs that were part of our LCAP. We offered classes to parents of our preschool students, migrant students, and general students. Livermore Learns is our district-wide parent education program that was launched in Winter 2019. This program was developed in response to parent focus group and parent survey input conducted in Spring 2018 and Fall 2019, that identified a need for parent education and support so that parents could become advocates for their children.

Topics were determined based on parent input and requests, as well as by our Livermore Learns Team. Our mission is to provide support for parents to support their children academically, behaviorally, and social emotionally. Livermore Learns is the parent arm of our Framework for Success for students. We conduct frequent report audits to follow up on parent emails that are no longer working, and site office staff call parents to keep contact information updated. This allows for frequent communication between site principals and parents. At minimum, principals sent at least monthly messages. In addition, especially because of the changing conditions of COVID-19, all parents received 2-4 emails/texts per month from District leadership. All correspondence sent at the District level is also posted on our website under Communications (accessible from the homepage).

The outreach has not come without some challenges. We have 6,604 parents who have created accounts in Schoology (13,300 students total). Comments shared through distance learning surveys show that Schoology is not currently perceived as a user-friendly program for parents, as parents are limited in their access to student information. They can see grades, but cannot see assignments or their students' work. Currently, parents are more likely to log in as their child than as a parent, because they can see more. This would not be our recommended way of access. Parents have expressed a desire for fewer logins, rather than more. They have to log in to Blackboard to see attendance, PowerSchool to submit Student Daily Health Screening, Schoology to see grades. We could do all of this with a PowerSchool login. Recommendation: streamline parent portals to one system. Strong input from our District English Learner Advisory Committee (DELAC) parents indicates a lack of basic computer skills. Many parents of our English Learners are challenged by technology and, without support, may not be as engaged with their children's academic progress since it is reported strictly online.

Parents were surveyed at the end of each workshop and surveys showed a high level of satisfaction with the program. Moving to Zoom really ramped up the program, as it became much more accessible to parents (easier to find a quiet spot at home than to travel at night to attend a workshop). We will continue to offer programs online, but will mix with in-person once COVID-19 restrictions are lifted. Because of COVID-19, surveys/questionnaires were more frequent and sought input into timely and more urgent matters. We also shifted to Thoughtexchange as a means of seeking parent input, which precluded our ability to ask specific questions. This was a year of transition.

Our District developed a Mental Health Advisory Committee made up of students, parents, staff, and multiple community partners. Our District mental health website includes information and resources on protective factors to support mental health, information and resources on common mental health challenges in children and youth, a community calendar of mental health events, and referral information on our mental health partner agencies.

Our Mental Health Advisory Committee was successful in building partnerships. Community partners include Stanford Medical, John Muir, Kaiser Permanente, Hume Center, County Mental Health, Axis, National Alliance of Mental Illness (NAMI), and Horizons. During COVID-19 and the resulting school dismissal, over 15 parent webinars were offered in English and Spanish on topics including Motivating Your Child; Depression & Anxiety in Children, Youth and Adults; and Supporting Your Child's Transition Back to In-Person Learning, with an average of 40 parents in attendance. In addition, during school dismissal, mental health resource information cards were distributed to families in school lunches. Mental Health Information Centers have been established at all middle and high

schools. Our Mental Health Advisory Committee is working to overcome the challenge of mental health issues being seen as a stigma among individuals and cultures.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

We provided bulk food boxes for school breaks and weekends. Families appreciated receiving pantry staples such as eggs, bread, milk, and fresh produce weekly. For example, for the Trimester break, Child Nutrition provided a meal prep box with recipes, including a cooking video posted online for families to follow. Ingredients and recipes included: roasted cauliflower, carbonara pasta, and apple crisp. Each recipe card had nutrition facts and nutrition education. Pairing nutrition education with the Trimester break food box was a wonderful way to show students and families the connection between food and health.

We also incorporated some new multicultural dishes this year. For example, we served homemade pozole for the holidays, chicken potstickers for Chinese New Year and chicken/chickpea tikka masala for the spring. We will continue to develop new recipes and highlight multicultural dishes. Our goal is to expand our student's palates and food experiences. We truly value trying new and culturally diverse cuisine, and know its importance, for students to experience a well rounded education and appreciation for other cultures.

Successes:
From March 2020 through March 2021, Child Nutrition has served over 500,000 meals during the COVID-19 pandemic. The United States Department of Agriculture (USDA) free meal waivers enabled us to serve all those 18 years old and under at no charge. We provided unitized cold grab-and-go meals curbside, as well as, bulk food grocery boxes.

The daily, unitized meals provided a complete meal that was ready to heat up at home with no preparation required. No preparation required was extremely helpful for students to be able to serve themselves meals at home without cooking.

Challenges:
Even with all meals being free during the pandemic, many families did not come to pick up the meals. This is due to working families not being able to come to the sites.

Now that students are coming to school, our participation rate has increased dramatically. We are serving approximately 2,500 grab-and-go meal bags per day. Each bag contains lunch, supper, and a snack. This equates to 7,500 meals per day. These increased numbers require a tremendous amount of production, transport, and storage. At this level of production, the school sites are at capacity. Our school kitchens were built modestly, with very limited food capacity and storage. It has been a challenge to keep up with the increased quantity of food stored, prepped, and served with our limited infrastructure.

Fall 2021:
The USDA free meal waivers are approved through September 2021. By this coming fall, the COVID-19 guidelines may continue to loosen and therefore prompt eating hot meals on campus. Due to our limited infrastructure, serving free hot meals to potentially all students is a logistical concern. We do not currently have the food storage capacity, nor the required ovens and hot holding equipment to serve hot meals for all students.

Proposed Senate Bill 364, the Free School Meals For All Act of 2021:
Universal free meals are a wonderful idea, and we are addressing the associated challenges head on. During an average school year, we currently serve approximately 3,500 lunches and 500 breakfasts daily, which aligns with our current capacity for refrigeration, freezer and dry storage space. We are in the process of updating our infrastructure to handle the increased volume associated with this shift to universal meals. This will require new kitchen construction including additional workspace, added production tables, sinks, walk-in freezers and refrigerators, dishwashers, and food packaging machines as well as additional resources for storage and transportation of the increased amount of food.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|---|
| | We have provided for students affected by California wildfires in our community. Students that have been evacuated from their homes have been provided supports in the case that they miss class participation and are excused from the expectation of make-up work.<br><br>We appreciate the community partners that rallied to support our students during the COVID-19 pandemic. Our generous partners incude:<br><br>Alameda County Food Bank<br>Alameda County Health<br>APAC - Lawrence Livermore National Laboratory<br>Casa Orozco<br>Dental Coordinators<br>Fertile Groundworks<br>Ghirardelli Chocolate<br>Girl Scouts<br>Hindu Cultural and Community Center<br>Holy Cross Lutheran Church<br>Interfaith Backpack Program - Tri-Valley | | | |

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|---|
| | LAM Research | | | |
| | Livermore Lions Club | | | |
| | Livermore High School (LHS) Alumni Association | | | |
| | Livermore Valley Education Foundation | | | |
| | Livermore Valley Winegrowers Foundation | | | |
| | National Charity League | | | |
| | Real Estate Alliance of Livermore | | | |
| | Rotary / KInsahealth | | | |
| | Sadhana Akella Mishra & Sidharth Mishra | | | |
| | Safeway in Livermore | | | |
| | See's Candy | | | |
| | Starbucks | | | |
| | Sutherland Distillery (Sanitizer) | | | |
| | Taylor Family Foundation | | | |
| | The CORE Group | | | |
| | Wente Foundation for Arts | | | |
| | Vine Cinema | | | |

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Now that we have a full calendar year of experiencing in-person and distance learning programs, we recognize that the COVID-19 pandemic created several challenges and inequities for our students. As we work to develop the 2021-2024 LCAP goals, we are conscious of these adverse impacts and are targeting funding around additional support and services to help close the achievement gap with targeted, tiered interventions to address specific student needs. We also recognize the need for increased opportunities to provide mental and emotional health support through increased services and training for our staff around trauma informed instruction. We have also recognized that our parent population, particularly our multi-language learner parents/guardians, may require additional training and educational opportunities around how to access and utilize the digital information tools that are available. Additional and increased efforts by the District with primary language communication will also be a focus

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

As we move into the 2021-2022 school year, student learning loss will be assessed through multiple measures including CAASPP scores and local assessments including EasyCBM and other common District assessments. This data will drive our decision making within the Multi-tiered Systems of Support (MTSS) model and allow us to target specific Tier1 and Tier 2 interventions and supports for all students, specifically our English Learners, socioeconomically disadvantaged, and foster youth students.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

With the global Pandemic, we were not able to connect with students in the same way. Many of our plans shifted from in-person supports to ensuring that all students had access to the needed technology tools (i.e. Chromebooks, Internet hotspots, etc.) to receive virtual instruction. The limitations of the COVID-19 pandemic created new challenges, which have set the stage for a recovery plan, which is outlined in our 2021-2021 LCAP.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

After thorough analysis and reflection on the outcomes for both the 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan, we recognize that the COVID-19 pandemic created several challenges and inequities for our students. As we work to develop the 2021-2022 through 2023-2024 LCAP, we are conscious of these impacts and are targeting funding around additional support and services to help close the achievement gap with targeted, tiered interventions to address specific student needs. We also recognize the need for increased opportunities to provide mental and emotional health support through increased services and training for our staff around trauma-informed instruction. Additionally, we recognize that our parent population, particularly our multi-language learner parents/guardians, may require additional training and educational opportunities around how to access and utilize the digital information tools that are available. Additional and increased efforts by our District with primary language communication will also be a focus.

# Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.*

# Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
# Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

# Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

## Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

## Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

## Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

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- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

# Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

# Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

# Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

# Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

# Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

# Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  o As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

| Total Expenditures by Funding Source | | |
|---|---|---|
| **Funding Source** | **2019-20 Annual Update Budgeted** | **2019-20 Annual Update Actual** |
| All Funding Sources | 16,147,548.00 | 15,694,371.00 |
| Adult Education Block | 75,565.00 | 14,086.00 |
| Base | 7,611,136.00 | 7,809,902.00 |
| CTE Grant | 432,624.00 | 435,112.00 |
| Differentiated Assistance | 97,500.00 | 120,651.00 |
| Lottery | 697,242.00 | 872,930.00 |
| Low Performing Student Block Grant | 460,590.00 | 483,376.00 |
| Other | 241,822.00 | 254,025.00 |
| Supplemental | 6,474,955.00 | 5,666,934.00 |
| Title III | 56,114.00 | 37,355.00 |

* Totals based on expenditure amounts in goal and annual update sections.

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| Total Expenditures by Object Type | | |
|---|---|---|
| Object Type | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| All Expenditure Types | 16,147,548.00 | 15,694,371.00 |
| 7000-7439: Other Outgo | 1,365,628.00 | 1,313,103.00 |
| Certificated Salaries & Benefits | 9,077,180.00 | 9,037,995.00 |
| Classified Salaries & Benefits | 2,812,493.00 | 2,909,668.00 |
| Materials and Supplies | 1,428,458.00 | 1,074,087.00 |
| Services & Operating | 1,463,789.00 | 1,359,518.00 |

* Totals based on expenditure amounts in goal and annual update sections.

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| Total Expenditures by Object Type and Funding Source | | | |
|---|---|---|---|
| **Object Type** | **Funding Source** | **2019-20 Annual Update Budgeted** | **2019-20 Annual Update Actual** |
| All Expenditure Types | All Funding Sources | 16,147,548.00 | 15,694,371.00 |
| 7000-7439: Other Outgo | Base | 933,004.00 | 877,991.00 |
| 7000-7439: Other Outgo | CTE Grant | 432,624.00 | 435,112.00 |
| Certificated Salaries & Benefits | Adult Education Block | 65,565.00 | 11,458.00 |
| Certificated Salaries & Benefits | Base | 5,384,088.00 | 5,456,618.00 |
| Certificated Salaries & Benefits | Differentiated Assistance | 33,000.00 | 0.00 |
| Certificated Salaries & Benefits | Low Performing Student Block Grant | 164,590.00 | 205,905.00 |
| Certificated Salaries & Benefits | Other | 0.00 | 49,740.00 |
| Certificated Salaries & Benefits | Supplemental | 3,373,823.00 | 3,290,643.00 |
| Certificated Salaries & Benefits | Title III | 56,114.00 | 23,631.00 |
| Classified Salaries & Benefits | Base | 896,833.00 | 992,377.00 |
| Classified Salaries & Benefits | Differentiated Assistance | 0.00 | 73,805.00 |
| Classified Salaries & Benefits | Supplemental | 1,915,660.00 | 1,829,762.00 |
| Classified Salaries & Benefits | Title III | 0.00 | 13,724.00 |
| Materials and Supplies | Adult Education Block | 10,000.00 | 2,628.00 |
| Materials and Supplies | Base | 114,200.00 | 48,996.00 |
| Materials and Supplies | Differentiated Assistance | 31,500.00 | 3,546.00 |
| Materials and Supplies | Lottery | 697,242.00 | 872,930.00 |
| Materials and Supplies | Low Performing Student Block Grant | 20,000.00 | 8,377.00 |
| Materials and Supplies | Other | 41,308.00 | 14,615.00 |
| Materials and Supplies | Supplemental | 514,208.00 | 122,995.00 |
| Services & Operating | Base | 283,011.00 | 433,920.00 |
| Services & Operating | Differentiated Assistance | 33,000.00 | 43,300.00 |
| Services & Operating | Low Performing Student Block Grant | 276,000.00 | 269,094.00 |
| Services & Operating | Other | 200,514.00 | 189,670.00 |
| Services & Operating | Supplemental | 671,264.00 | 423,534.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Goal | | |
| --- | --- | --- |
| Goal | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| Goal 1 | 7,766,864.00 | 7,416,954.00 |
| Goal 2 | 7,485,358.00 | 7,425,802.00 |
| Goal 3 | 895,326.00 | 851,615.00 |

* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

| Total Expenditures by Offering/Program | | |
|---|---|---|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | $4,179,529.00 | $3,918,212.00 |
| Distance Learning Program | $6,022,000.00 | $6,056,611.00 |
| Pupil Learning Loss | $792,303.00 | $863,116.00 |
| Additional Actions and Plan Requirements | | |
| All Expenditures in Learning Continuity and Attendance Plan | $10,993,832.00 | $10,837,939.00 |

| Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement) | | |
|---|---|---|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | | |
| Distance Learning Program | | |
| Pupil Learning Loss | | |
| Additional Actions and Plan Requirements | | |
| All Expenditures in Learning Continuity and Attendance Plan | | |

| Expenditures by Offering/Program (Contributing to Increased/Improved requirement) | | |
|---|---|---|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | $4,179,529.00 | $3,918,212.00 |
| Distance Learning Program | $6,022,000.00 | $6,056,611.00 |
| Pupil Learning Loss | $792,303.00 | $863,116.00 |
| Additional Actions and Plan Requirements | | |
| All Expenditures in Learning Continuity and Attendance Plan | $10,993,832.00 | $10,837,939.00 |

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# Local Control 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<br>Assistant Superintendent | MTheide@lvjusd.org<br>925-606-3224 |

## Plan Summary [2021-22]

## General Information

A description of the LEA, its schools, and its students.

Livermore Valley Joint Unified School District 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.

Livermore has an agrarian history that continues to be active today along with a strong technological focus. The Lawrence Livermore National Laboratory, begun in the 1950s, is a major employer in the community, as is the Sandia National Laboratory. With the Altamont Corridor Express (ACE) train connecting Livermore to Silicon Valley, many residents contribute to California's technological boon. Livermore's annual rodeo celebrates the ranching element, while its wine industry builds upon a past tradition that was begun in the 1840s. Livermore has an active Cultural Arts Council as well as a Chamber of Commerce representing a wide variety of businesses. Livermore is also home to Las Positas Community College.

The city is a suburban community with a current population of over 91,000 residents and an ethnic make-up of approximately 59% White, 22% Hispanic, 12% 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 more than 13,400 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, or recipients of other honors and prestigious awards.

The demographics of our District's student population include 46% White, 31% Hispanic, 9% Asian, 1.4% African American, 24.9% Socioeconomically Disadvantaged and 10.3% 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. The implementation of the California State Standards includes multifaceted learning opportunities where students engage in creative problem solving. Students are supported as they develop critical thinking, resilience, and cultural competence.

LVJUSD schools have a history that is steeped in traditions and academic excellence to prepare our students for a bright future. Our award-winning TK program, Students Participating in Readiness Opportunities Using Themes in Science (SPROUTS), engages young learners and develops an excitement of learning through Science, Technology, Engineering, Arts, and Math (STEAM)-based themes. STEAM learning grows throughout the grade levels and includes common experiences for students at many of the grade levels. A few of these opportunities include second graders participating in a ten-week standards-aligned Shakespeare "So Wise, So Young" experience; third graders celebrating our community's rich agriculture background on Ag Day; and fifth grade students engaging in hands-on science learning during Science Camp. Our District understands the importance of extracurricular activities and the impact they have on school connectedness. Our district supports award winning programs in music, visual and performing arts, and our students excel in a wide variety of championship level sports teams. This common frame creates a strong foundation on which to develop, while holding true to our District's values to inform, include, inspire, and innovate.

Our District's value of hands-on learning opportunities is inclusive of creating relevance through science, technology, engineering, arts, and mathematics (STEAM) and fostering the soft skills needed for success. Livermore's International Baccalaureate (IB) and Dual Immersion (DI) programs highlight our District's commitment to equity and global citizenship. World-class visual and performing arts programs also support the development of well-rounded, cultural competency. Students at all schools enjoy the benefits of robust and dynamic partnerships with local community organizations including the two national laboratories, local arts programs, and education foundations. Rotary clubs and many generous local businesses and service organizations also support students by expanding learning opportunities for all. Outside of the classroom, opportunities to compete in a wide variety of sports foster the value of teamwork and lifelong wellness.

Our generous community has supported students in our District through the passage of a recent facilities bond and consecutive parcel taxes. The Bond is supporting our District with safety and upgrades to all school sites, and creating the infrastructure and systems needed to outfit 21st Century classrooms to maximize student success. The parcel tax funding enhances STEAM programs and opportunities for students. The parcel tax funds technology and instructional materials across the grade levels and the UNITE Team of coaches who support teachers in integrating technology into learning.The parcel tax also funds our elementary science specialists, who deliver hands-on lab experiences for students. The funding also supports the offering of Project Lead the Way (PLTW) programs throughout grade levels K-12. PLTW incorporates computer science, design, and engineering experiences and engages our youngest to our most senior learners in captivating curriculum that students praise.

These programs make Livermore unique as the STEM pathways, transitional kindergarten through high school, are extensive and continue to expand. Students at the elementary level are coding, programming robots, and much more. The middle and high school programs offer more advanced opportunities, culminating with high-level computer science and engineering courses at the high school. These opportunities include students engaging in introductory engineering and networking courses, which are articulated with the local college. These programs have been recognized regionally and nationally for their commitment to supporting all learners, as well as their quality, creating model programs, which others attempt to replicate. One of these programs includes the Green Engineering Academy (GEA). This program builds upon the PLTW curriculum to engage students, including a commitment to involve at-risk students, in architecture and green alternatives. These work-based learning opportunities not only benefit students but also local businesses, as many students are offered internships.

Other work-based learning programs include our District's flourishing Career Technical Education (CTE) pathway programs, including the Biotechnology Pathway, Cisco Networking Pathway, Computer Science Pathways, and Del Valle Culinary Academy. Another long-standing and enduring pathway for our District 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 brings additional pathways to our District, including Early Childhood Development, Nursing, Health Occupations, Sports Medicine, and Public Safety. These are only a few of the many pathways offered across our District's high schools. These programs and the partnerships they embody, enhance, and support our District in graduating college and career-ready students.

Many of the pathways include student leadership opportunities. Students engage in Future Farmers of America (FFA) and Distributive Education Clubs of America (DECA), and the comprehensive secondary sites offer students leadership courses to further develop as global citizens who work collaboratively to uphold the sites' mission, educating students about upcoming social, academic and civic opportunities, and much more. Leadership is valued and encouraged whether it is through a student being involved in various clubs, serving as an Associated Student Body (ASB) officer, participating in leadership courses, or completing community service hours. Developing the whole student continues to be a focus of LVJUSD education.

With a focus on STEM and rigorous and challenging content delivered across the grade levels and courses, students are also encouraged to explore their passions. Our District adds the A for Arts to STEM, making STEAM. Students begin to explore music at the elementary level, including general music in 4th grade and instrumental music for all fifth graders. Students are encouraged to continue their involvement in the arts as they move into middle and high school. Our District's arts program includes visual and performing arts, such as vocal music, band, orchestra, art, digital media, drama, and more. Students are growing as artists and create quality visual arts and produce noteworthy performances, which are highly attended by parents, peers, and community members. Students are also showcased at public events, as both our District and the greater community value the arts and recognize the skills they develop in students.

These and other rich opportunities are afforded to all students throughout the grade levels. 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. Elementary students eligible for Gifted and Talented Education (GATE), are offered after-school and evening enrichment programs in the arts, engineering, and sciences in addition to the differentiated instruction they receive during the school day. 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) courses, and International Baccalaureate (IB) in high school. Social Emotional Learning, Character Education, and Positive Behavioral Intervention 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.

LVJUSD offers several other specialized programs for students. The IB Primary and Middle Years Programmes create a dynamic pathway offered at Michell K-8. The curriculum encompasses integrated learning, global perspective, and citizenship with the mission of equipping students to live successful lives, "both now and in the future." Our District's IB pathway spans to the high school Diploma Programme, located at Granada High School (GHS), with rich course offerings and the opportunity for students to pursue an IB Diploma. Another pathway that feeds into our District's high school is the K-8 Spanish Dual Immersion (DI) program, which is offered at Junction K-8 School. This program develops both Spanish and English literacy while students master the California Content Standards. Students can choose to continue their studies as they exit eighth grade by enrolling at GHS, where core content courses are available and offered in Spanish as well as English. Students who excel are awarded the State Seal of Biliteracy, a true honor that symbolizes students' success.

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 being developed.

Across the grade levels, there is a continued area of focus on the performance and needs of English learners (ELs). Teachers and staff have been trained to utilize various instructional strategies; such as Specifically Designed Academic Instruction in English (SDAIE) and Guided Language Acquisition Design (GLAD). English learners also receive English Language Development (ELD) at all grade levels, as well as tutoring support within or beyond the school day. Our District actively engages parents in providing programmatic input, networking, and education opportunities and participation in events. Our District offers English as a Second Language (ESL) Adult Education courses and adults also have the opportunity to earn their diploma from Mexico through the Instituto Nacional para la Educación de los Adultos (INEA) Program. Meeting the needs of EL students continues to be an intense area of focus for our District. Our District is committed to expanding opportunities to ensure students are making progress across the grade levels and ready for college and careers.

Additional specialized programs that showcase our District's drive to support all learners include the Title I, Title III, and Title VI programs. Three of our District's elementary schools qualify for federal Title I funds to support the education of low-income students. These schools provide additional literacy support for students, recognizing that early literacy is critical to students' future success. In addition, each of these schools is committed to informing and including parents by providing targeted outreach and educational opportunities for parents. Two of these sites, Marylin Avenue and Junction K-8, also house After School Education and Safety (ASES) funded after-school, Broadens and Enriches Lives, Instills Educational Values, Encourages Students (BELIEVES) programs, that focus on supporting all learners with healthy choices and academic and homework support. All students are supplied with one-to-one Chromebooks. Students and staff are supported with coaching to fully integrate our district provided devices for research, learning, and innovation, as well Schoology, an online learning management platform.

LVJUSD receives specialized funding to support our identified Migrant students, Immigrant students, Native American students, and English Learners. These programs offer supplemental services to support students with the development of basic skills, as well as provide enrichment opportunities where they can apply their learning and expand their perspectives. A few of these opportunities include:

- Migrant students' engagement in activities to promote critical thinking such as Science, Technology, Engineering, and Mathematics (STEM) opportunities, after school tutoring, and middle and high school Migrant Debate Team competitions, where students have received State-level honors and National acclaim. The Migrant program also includes specialized credit recovery for high school students who may be lacking the coursework to graduate from high school due to the nature of their migratory status. These students are supported by a team of dynamic, committed staff members, who wrap services around the needs of students and their families. These services include connections to community resources, counseling, and more.
- Immigrant students are supported in making connections within the community, fully emerging into the United States education system, and learning how to become involved in our District. Students are provided assistance at the site and at the District level with the support of a designated counselor.
- Native American students are offered tutoring and culturally relevant opportunities as they stay connected to their heritage and acquire the skills needed for success in a changing world.

Our Migrant Education Program was awarded the prestigious National Magna Award, in 2018.

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, Illuminate, 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 stakeholders in this process, often through Student Study Teams (SSTs), Coordination of Service Teams (COST), conferencing, or Individualized Education Plans (IEPs). Students with IEPs are served through the Resource, Special Day Class, 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 three Non-public school programs on our campuses, as well.

In closing, our District is committed to providing high quality instructional programs with staff members who are highly trained and dedicated and a community that rallies together to support all learners. Our strong Parent Teacher Associations/Organizations and local education foundation, support programs with funding, parent volunteers, and more. Input from the learning community, as well as various data sources, drive programs aligned to the needs of our students. Instructional strategies and programs are evolving based on students' needs and to prepare students for college and career. The use of technology through thoughtful integration into the curriculum, instruction, and assessment, supports students on their journey. Recognizing the importance of the whole child, we encourage students in Livermore to be healthy individuals who are afforded the opportunity to participate in competitive athletics and learn about healthy life-styles. With the range of programs and community and parent involvement, students in Livermore are provided a well-rounded education that presents students many options. These options are created by dedicated staff members who recognize the needs of Livermore's students and are supported by a strong and supportive Board of Education. Together all members of the learning community, working collaboratively, make our District a dynamic place to learn and work.

# Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Educational equity means that every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income. Based on the CA Dashboard Evaluation last reported 2019, we are pleased to see increased improvements in student groups who traditionally have been underserved. Starting with a focus on getting students to school resulted in an improvement of Chronic Absenteeism for these student groups:  English Learners improved 1.8%, Low-Income improved by 2.5%, Foster Youth improved by .8%, Hispanic improved by 1.8%, and African Americans improved by 2.5%. The Graduation Rate also saw increased percentages in underserved student groups: Low-Income by 1.5%, Hispanic by .2%, and African American by almost 1%. When analyzing academic growth towards meeting standards, some student groups did show improvement in scores by decreasing the points below standard. These underserved student groups improved: English Learners improved in English Language  Arts by 3.2 points, Hispanic by 5.7 points, and Foster Youth by 7.9 points and in mathematics for these student groups: Hispanic improved by 1.7 points and Foster Youth improved by 27.9. Academically, both the Hispanic and Foster

Youth student groups improved in English Language Arts and mathematics, but it was the Foster Youth student group who showed the most improvement both in English Language Arts and mathematics.

The Child Welfare and Attendance staff, who work with families to make sure all of our students have the opportunity to attend school daily are credited for developing relationships improving chronic absenteeism and graduation rates, especially throughout the last year with distance learning. We also progressed in program expansion, opening opportunities for all students to find their niche. Currently, both comprehensive high schools and all middle schools offer this STEM opportunity to all students. Michell K-8 School, until recently Title I funded, delivers the International Baccalaureate (IB) Programme to all students. The IB Programme at Granada High School is also providing a pathway for the Dual Immersion students who complete the K-8 pathway at Junction K-8 School. Many of the students in the Dual Immersion Program are low-income and/or English learners. We will continue to support and expand programs for all students and we continue to offer an African American Scholars experience for high school students and their families. The student component promotes strategies for a successful high school experience in preparation for college upon graduation. The parent aspect is designed to give parents information and strategies to support their children through high school and in preparation for college, career and as contributing citizens. Feedback continues to be overwhelmingly positive and we will continue with this opportunity in the upcoming year.

# Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The CA State assessments were not given in 2019-2020 school year due to the COVID-19 global pandemic, so the latest data point we have to determine areas of need is the 2018-2019 administration. Data from 2018-19 indicates a need to focus on targeted supports for multiple student groups including: African American students (ELA 10.8 points below standard; Math 52.8 points below standard), Homeless students (ELA 38.8 points below standard; Math 94.8 points below standard), Students with Disabilities (ELA 70.9 points below standard; Math 100.6 points below standard), English Learners (ELA 34.7 points below standard; Math 63.8 points below standard), Hispanic students (ELA 15.9 points below standard; Math 53.4 points below standard), and Socioeconomically Disadvantaged students (ELA 28.2 points below standard; Math 67.7 points below standard). Overall, our District is in the green tier for ELA, but we see African American, Homeless, and Students with Disabilities in the Orange tier. Math is an area that we need to improve overall, as our District is in the yellow tier. African American, EL, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities all scored in the orange tier. We will start a new baseline with the 2020-2021 assessment season. This baseline will loosely be used to show learning loss, as students returned in March 2021 and were soon after re-assessed. Some local assessments were given during the 2019-2020 school year, but given the extreme environment, distance learning, the results may not truly reflect what students have accomplished. Data points from the 2018-2019 assessment administration will be used as a baseline and growth will be measured against that data for the next three years.

The California Dashboard shows that our performance is in the highest performance categories (green and blue) for Chronic Absenteeism, English Language Arts, and Graduation Rate. In our quest for equity, we look at this data from the perspective of each student group and there are areas that need more attention. Our homeless student population is in the orange tier for chronic absenteeism. While our suspension rate is low, at 3% and it increased by 0.5% in 2017-18. Additionally, English Learners, Foster Youth, Hispanic, 2+ races, Pacific

Islander, Socioeconomically Disadvantaged, and Students with Disabilities all fell within the orange tier for suspension rate.  Some of the increase is attributed to the increase in vaping. We have developed alternative educational interventions to address vaping. We are very proud of our student peer health educators who presented their anti-vaping message to students, parent groups, teachers, our Board of Education and the Livermore City Council.  With overall graduation rates in blue, English Learners, Students with Disabilities, and Filipino students all fell within the orange range, a full two levels below our overall student population.  In terms of college and career, our District is currently hovering in the yellow overall, with Students with Disabilities, in the red tier, and English Learners, Hispanic Students, and Socioeconomically Disadvantaged students in the  orange tier.  These are areas that we will need to address and improve. Our District will be implementing several supports to combat the gaps that currently exist including hiring and/or maintaining staff and resources such as Child Welfare and Attendance Staff; tiered and targeted interventions before school, after school, and during the school day;  counseling and nursing support; and professional development around culturally responsive teaching and trauma-informed instruction.

Local assessments (easyCBM) as well as CAASPP data from 2019-2020 are in their beginning stages and indicate a gap in achievement for African American, Hispanic, EL, and Special Education Students. Our District is in the process of restructuring our Curriculum Department, to include a Director of Assessment and Accountability, Director of Elementary Education, Director of Secondary Education, Coordinator of ELD and TItle 1 Programs, and Coordinator of Early Literacy and Equity. With the addition of these specified roles, we plan to improve our current practices around assessment, progress monitoring, cycles of inquiry, and targeted intervention to improve our ability to provide targeted interventions and support learning for all students. Additionally, we plan to increase professional development opportunities for certificated and classified instructional staff to improve instruction and accountability surrounding Early Literacy skills and English Language Development (ELD) Programs. After-school tutoring as well as additional supports during the school day will be made available to students to help close close the gaps that currently exist.

During the 2019-2020 school year, our District purchased a universal screener designed to provide immediate academic information in the areas of literacy (reading fluency and comprehension) and mathematics for students in grades K-8.  We purchased EasyCBM as a tool to provide progress monitoring in between each formal assessment.  Teachers use this tool three times per year.  The data from the screener allow sites and classroom teachers to provide timely and targeted intervention to students.  Another benefit of using this universal screening tool is that it provides a consistent assessment process and allows us to assess grades not traditionally evaluated by standardized tests (grades kindergarten through second grade).  This tool will also allow us to target specific interventions and support utilizing our Multi-tiered Systems of Support (MTSS) model.

In 2019/2020, we began the use of EasyCBM (Curriculum-Based Measure) as a pilot program and focused on Literacy screening at seven of our elementary schools in grades K through 5.  The data shows the progress made from fall to winter in all grade levels. The "At or Above" increased over time, while the "Below the 25th percentile" decreased.  Due to the COVID-19 pandemic, we did not administer the spring assessment.  Based on the data received, we created a very targeted Summer School focused on literacy development for students identified as struggling from the screener.

Beginning in the 2020-2021 school year, we expected all elementary and middle schools to use EasyCBM three times in the school year and to use both the literacy and math screeners.  Additionally, we have begun the process to identify the Tier-2 and Tier-3 support systems already in place to support students' growth in English Language Arts and math.  We have begun to identify and incorporate additional evidence-based grade-level support programs which will be offered during the instructional day as well as after school.   Training opportunities will also be made available to parents to teach them specific strategies to provide support to their students at home.

Our District remains committed to maintaining safe schools. Our Framework for Success was introduced in the fall of the 2018-19 school year. We are implementing Positive Behavior Interventions and Supports (PBIS) and Social Emotional Learning which will reduce suspension rates and maintain a safe environment for students and staff.  This year's Listening Campaign provided the foundation for focusing on "equity." Every stakeholder committee concluded that student-group results showed performance gaps between overall student data and minority student-groups, as they may not have had equal access to opportunities. After data analysis was completed by stakeholders, either the data confirmed access or opportunity gaps existed or that data had not been collected by student-group. This has been addressed by the development of Actions that will focus on student access and the opportunity gaps.  A protocol will be implemented to collect data for the Metrics by student-groups so that equity can be monitored across our District.

# LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Our LCAP highlights programs and services supporting the 3 E's - Educational Equity, English Learners, and Early Literacy, to prepare all students to meet and/or exceed our District mission "to contribute and thrive in a changing world."  Based on district priorities, a review of disaggregated student achievement data results and the CA Dashboard, we have focused on supports and resources to remove barriers for our English Learner, Low-Income, Foster Youth, and African American students to achieve academically and graduate from high school college and career ready.  Therefore, the LCAP supports include academic and social emotional counselors, Child Welfare and Attendance staff, Multi-Tiered Systems of Support including intervention supports and materials, and increased parent/guardian communications and engagement opportunities. The LCAP complements our District Title III Plan, which further defines our interventions and supports to address the needs of English Learner students, a group identified as in need of intensified attention.  Our LCAP includes programs and pathways to bring engagement and relevance to learning for students to find their passion in an environment where they can excel such as Middle College, Regional Occupational Programs (ROP), Career Technical Education (CTE), International Baccalaureate (IB), Dual Immersion, Green Engineering Academy (GEA), and Science, Technology, Engineering, and Mathematics (STEM) courses and pathways.  Additionally, it emphasizes opportunities to close educational gaps by providing equitable access to programs such as Early Learning Math Institute, Summer School, Advancement Via Individual Determination (AVID), etc. and facilitating professional development that focuses on best first instruction and the implementation of a district-wide Multi-Tiered Systems of Support that serves all students.

# 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.

N/A

**Support for Identified Schools**

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

N/A

**Monitoring and Evaluating Effectiveness**

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

N/A

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Livermore Valley Joint Unified School District continued with a multi-pronged approach to engage stakeholders, including parents, teachers, community, pupils, Livermore Education Association (LEA), California School Employees Association (CSEA), Service Employees International Union (SEIU), Classified Management/Confidentials (CMC), and Livermore Management Association (LMA) through a range of strategic actions. Each of these employee groups contributes, through their dedication and work, to the success of the students in our District. Our LVJUSD Board of Education approved the LCAP Advisory Committee, which this year is comprised of a few previous committee members and several new members. The LCAP Advisory Committee includes parent representatives from each school in our District, ensuring the inclusion of representative parents of pupils identified in Education Code section 42238.1: Foster, English Learner, Socioeconomically Disadvantaged; and ethnic student groups. Each employee group (LEA, CSEA, SEIU, CMC, and LMA) is also represented and participates on the LCAP Advisory Committee, as are student leaders from our high schools. The Committee includes twenty-five members, the majority (seventeen) of which are parents/guardians of students in our District. Our LVJUSD Board designated the District English Learner Advisory Committee (DELAC) as the English Learner Parent Advisory Committee specifically charged with representing the interests of English Learner (EL) students. This Committee includes sixteen parents representing the English Learner Advisory Committees in our District. English Learner student leaders representing District high schools are also represented and participate on this Committee.

School and Community Engagement

Advisory Committee members, understanding their role as representatives of a larger stakeholder group (School Site Councils, English Learner Advisory Committees, various employee groups, high school students in leadership positions, selected by peers and representing the student body) were encouraged to communicate with others as we moved through the LCAP process. In addition, site administrators and others in leadership positions in our District, shared input, thoughts, and desires for our students from stakeholders, including School Site Council, English Learner Advisory Committee, Parent Teacher Association (PTA), and Parent Teacher Organization (PTO) members, and pre-kinder parents. District leaders gathered input through meetings of the District Advisory Committees, and Migrant Education Parent Advisory Committee.

All District parents/guardians were given the opportunity to respond to a ThoughtExchange survey to provide feedback and input as the next three-year plan was being developed. Parents/guardians were encouraged to provide suggestions for how schools could ensure that all students are successful academically, physically, and social emotionally. Parents' responses guide the areas of focus, suggest needed supports for students, especially those with the greatest needs. After answering open-ended questions, parents were given the opportunity to see what colleagues/parents also shared and rated the shared ideas on a 1-5 star scale, thus prioritizing the ideas. Parents considered what is working, what they would like to see continued, and what needs were not yet being met about communication. This year's survey included questions specifically related to our LCAP goals. They also provided suggestions for potential meaningful parent engagement and education opportunities.

In addition, District staff regularly interacts with the parents/guardians and community through a variety of channels such as monthly Parent Communication and Information Council (PCIC), a convening of parent representatives from each District school; the monthly Faculty Communication Council (FCC), a gathering of teacher representatives from each District school; monthly Livermore Cultural Arts Council (LCAC), an active community group representing the many arts organizations in the community; monthly Innovation Tri-Valley Education and Workforce Development Committee and quarterly Tri-Valley Educational Collaborative, two organizations designed to collaborate with business and industry to best prepare our students for college and career.  Our Board-approved Advisory Committees, District English Learner Advisory and Local Control and Accountability Plan, met monthly beginning in January, 2021 to develop an understanding of the Local Control Funding Formula (LCFF) including the short- and long-term impact on our District and provide input regarding the Local Control and Accountability Plan (LCAP).

Our DELAC and LCAP Committees met monthly, and reviewed information about LCFF, the current LCAP, and the State priorities. As the work progressed, each Committee reviewed the goals and in April, a Draft LCAP was presented, with a final version to the Committees in May.

Additional stakeholders were part of our District's Listening Campaign: Parent Club Information Council (PCIC), District Counselors Meeting, Parents/Guardians of Students with Disabilities, Student Representatives at Livermore High School, Granada High School, Del Valle High School, TK-12 Principals Meeting & Leadership Teams, Faculty Communication Council (FCC), CSEA Reps & Executive Assistants, SEIU Representatives, and Focused Outreach to the Parents/Guardians of LCAP Student Groups for English Learners, Low-Income, and Foster Youth.

Committees reviewed the results of the parent survey and offered their comments and insights. The LCAP Advisory Committee provided its feedback on the proposed revisions based on stakeholder input and disaggregated student achievement data results. District staff was available for questions, comments and clarification by phone or email. Committees had presentations as a preview in preparation for their review of the draft LCAP. Questions and comments were collected for the Superintendent's responses. In addition, the Draft LCAP was posted on our District website for comment and questions.

The Superintendent responds annually, in writing, to the questions and comments from the LCAP Advisory Committees. Responses are then translated and posted in English and Spanish on the LCFF and LCAP page on our District website. Finally, June 15th is the public hearing for comments and questions regarding the draft LCAP Plan. The draft LCAP is then presented to the Board for approval on June 29th.

Stakeholders were asked to provide feedback on each LCAP goal and associated actions in their respective committees through Zoom meetings. Each committee was able to see other stakeholders' responses and were encouraged to participate in their home language when appropriate. Committees were first asked to comment on each goal globally and then specifically for the Unduplicated students.

DELAC: There were requests for after-school programs with classes such as cultural events, personalized tutoring, art, sports, and math. The most requested area of support was counseling services for students, including mentoring, social emotional supports and bilingual counselors. Improved and increased communication regarding different topics such as adult classes and parent workshops was a theme. There was also interest in parent/guardian supports such as parent/guardian liaisons, bilingual classes supporting English as a Second Language (ESL), and the need for free & reduced lunch support with healthy options. They suggested teachers connect with students and receive professional learning that supports English Learners with English Language Development.

LCAP Committee: Overwhelmingly, shared the need for social emotional supports from students' voice, anxiety reducing practices, peer supports & mentoring, to cultural responsiveness, restorative practices, student connections, and increased positive reinforcements. 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 were some ideas around facility concerns as well.

The number one thread that was exposed in all Stakeholder groups in some capacity was that of educational equity. At times, presenting as a need to provide more direct communication with all parents/guardians via virtual meetings, obtaining regular feedback about student progress and needed educational programs. There were also suggestions of more equitable access to social emotional supports and opportunities for successful educational planning for all students.

Input and advisement from stakeholders, including the LCAP Advisory Committee and the District English Learner Parent 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. The input and involvement from stakeholders confirmed the LCAP goals and/or action items in the following ways:

~Parents/guardians and community want all students to be engaged in learning and to be afforded every opportunity to be successful at

school and prepared for life post-graduation. The LCAP goals, based on data, experience and desires, clearly align with this

feedback.

~Input from parents and stakeholders support current efforts and practices in our District, such as counseling services, professional development, Teachers on Special Assignment as they provide learning opportunities and guidance for teachers, Child Welfare & Attendance (CWA) support and class size reduction.

~Professional Development, focused on social-emotional, cultural awareness, and PBIS.

~The English Learner LCAP Advisory Committee supports the need for continued guidance for their children and increased communications for all parents/guardians, as well as programs that support English Learner parents in increased engagement

~Parents/guardians of English Learners want to make sure their children are learning English in order to become redesignated so they are prepared for success in college and career.

~There is 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. The LCAP includes additional teaching support – smaller class sizes and intervention support.

~Committee members understand the importance of all eligible families applying for free-or reduced-price meals

~Both advisory committees want to make sure there is ongoing communication with parents regarding student academic progress.

~Parent education continues to be an action item in the LCAP.

~There is support for Summer School intervention and credit recovery for students.

~Parents/guardians continue to support the need for assistance for struggling students including homework help and tutoring beyond the

school day.

~The input, comments and recommendations from LCAP Advisory Committees confirmed current action items noted in the

LCAP with enhanced focus. For example, parents/guardians are pleased with parent education opportunities to best support their

children academically; however, they would like more opportunities

~Additional counselors focused on social and emotional, academic guidance, and parent outreach


Committee members 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 |
|--------|-------------|
| **1** | Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready. |

An explanation of why the LEA has developed this goal.

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address State and local priorities. The LCAP provides an opportunity for our District to share our story of how, what, and why programs and services are selected to meet local needs. It is designed to be the accountability and communication tool between us and our Stakeholders. The Plan consists of three areas of focus; Conditions of Learning, Pupil Outcomes, and Engagement. Each area combined, covers the identified eight State priorities required to be addressed resulting in equity and access for all students. The Local Control and Accountability Plan's (LCAP) sole purpose is to address discrepancies in the performance of English Learners, Low-Income, and Foster Youth (Unduplicated students), compared to the performance of other peer groups, by allocating additional Supplemental funds to strategic Actions that support Unduplicated students in improving or by increasing services that meet their needs. District students who are "At-Risk" of not meeting State performance standards may also be included in the plan's Actions.

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 1 was developed from analyzing a collection of data points by multiple Stakeholders, 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 Stakeholders are committed to addressing the issues of equity discovered within these results.

In English Language Arts (ELA) there is a 35 point gap between "Points Distance from Standard (States accountability system measurement) from "All students" to the highest scoring student-group that are below standard, African American students at 10.8 below standard and almost a 100 point difference between the lowest scoring student-group, Students with Disabilities. ELA results indicate 5 out of 11 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 low for "All Students" as they scored 7.1 Below Standard and there is a 45.7 point gap between "Points Distance from Standard (DFS) from "All students" to the highest scoring student-group below standard, African American students at 52.8 below standard and a 93.5 point difference between the lowest scoring student-group, Students with Disabilities. Mathematics is a lower scoring subject area over all across our District, as only 4 out of 11 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, pulling the average of all students down.

Goal 1 is designed to address 5 of the 8 State priorities in order to improve student opportunities and to address the unique needs of our student populations:

Priority 1. Basic Services: Providing all students access to fully credentialed teachers and instructional materials that align with State Standards

Priority 2. Implementation of State Standards: implementing California's academic standards, including the California State Standards in English Language Arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education, and physical education standards.

Priority 4. Pupil Achievement: Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.

Priority 7. Course Access: Student enrollment in a broad course of study that includes all of the subject areas.

Priority 8. Other Pupil Outcomes: Includes the measurement of other important student outcomes related to required areas of study, including physical education and the arts.

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 stakeholder activities, during multiple meetings, determined that the following Metrics will provide the appropriate data to monitor 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 | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 1. Fully Credentialed Teachers | 95.2% | | | | 100% Appropriately Credentialed Teachers |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 2. Board-Approved Standards-aligned Curriculum | 100% | | | | 100% Standards Aligned Curriculum |
| 3. California-Aligned Professional Development | 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 | (2018-2019 data)<br><br>All students:<br><br>Green-25.8 above<br><br><br>Filipino:<br><br>Green-41.6 above<br><br>White:<br><br>Green-42.8 above<br><br>Two or More Races:<br><br>Green-43.3 above<br><br>Asian:<br><br>Blue-75.7 above<br><br><br><br>African American:<br><br>Orange-10.8 below<br><br>Hispanic:<br><br>Yellow-15.9 below<br><br>Low-Income: | | | | All student-groups at or above (Green-Blue) DFS<br><br>Improve all student groups below DFS by 5 points each year until at or above DFS |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Yellow-28.2 below English Learner: Yellow-34.7 below Homeless: Orange-38.8 below Students with Disabilities: Orange-70.9 below | | | | |
| 5. K-2 English Language Arts Assessment Tool, EasyCBM (Collect data by student group, moving forward) | EasyCBM K-2 Kinder 20% proficient First Grade 62% proficient Second Grade 67% proficient | | | | Increase percent of students at each grade level by 5% each year Overall, and by student group until 90% is reached |
| 6. CA Dashboard SBAC Math - Points Distance from Standard (DFS) by Student-Group, 3-8 and grade 11 | (2018-2019 data) All students: Yellow-7.1 below White: | | | | Maintain all student groups at or above (Green-Blue) DFS Improve all student groups below DFS by |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Green-8.3 above<br><br>Filipino:<br><br>Green-11.7 above<br><br>Two or More Races:<br><br>Green-14.3 above<br><br>Asian:<br><br>Blue-65.5 above<br><br><br>African American:<br><br>Orange-52.8 below<br><br>Hispanic:<br><br>Orange- 53.4 below<br><br>English Learner:<br><br>Orange-63.6 below<br><br>Low-Income:<br><br>Orange- 67.7 below<br><br>Homeless:<br><br>Orange-94.8 below<br><br>Students with Disabilities:<br><br>Orange-100.6 below | | | | 5 points each year until at or above DFS |
| 7.K-2 Mathematics Assessment Tool, EasyCBM | Data to come | | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 8. CA Dashboard Graduation Rate<br><br>% of graduated students<br><br>No color=too few students<br><br>No %=Less than 11 students, not reported | (2018-2019 data)<br>All students:<br>Blue-95.2%<br><br>Students with Disabilities:<br>Orange-79.5%<br>English Learner:<br>Orange-86.8%<br><br>Homeless:<br>No color-90.9%<br>Low-Income:<br>Green- 92.8%<br>Hispanic:<br>Green- 92.8%<br>Filipino:<br>Yellow-93.3%<br>African American:<br>No color-95%<br>Two or More Races:<br>Blue-95.8%<br>White:<br>Blue-95.9%<br>Asian: | | | | 90% Minimum Graduation Rate for each student group<br><br>5% Improvement each year until 90% minimum reached |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Blue-98.8% | | | | |
| 9. CA Dashboard College & Career<br><br>% of prepared students<br><br>No color=too few students<br><br>No %=Less than 11 students, not reported | (2018-2019 data)<br>All students:<br>Yellow-54.4%<br><br>Homeless:<br>No color-9.1%<br>Students with Disabilities:<br>Red-7.4%<br>English Learner:<br>Orange-10%<br>Low-Income:<br>Orange-30.6%<br>Hispanic:<br>Orange-33.7%<br>African American:<br>No color-45%<br>White:<br>Green-60.5%<br>Filipino:<br>Yellow-60%<br>Two or More Races:<br>Green-62.9% | | | | 60.5% Minimum<br><br>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 |
|---|---|---|---|---|---|
| | Asian: Blue-80.2% Two or More Races: Blue-95.8% | | | | |
| 10a. Students passing AP exam with 3 or better by student group<br><br>10b. Students enrolled in AP classes (Total classes) by student group | a. Percent pass rate<br>Overall=918/1266, 73%<br>EL= 33%<br>LI= 49%<br>FY= 0%<br>Asian= 77%<br>White= 73%<br>AA= 58%<br><br>b. % of total enrolled in at least 1 AP course<br>EL= 1.1%<br>LI= 10%<br>FY= 0%<br>Asian= 25.7%<br>White= 58.8%<br>AA= 3.1%<br>RFEP= 14.1% | | | | 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.<br><br>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 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| 11. Seal of Biliteracy | Percent of students who earn the Seal of Biliteracy by student group:<br><br>Overall: 112<br><br>R-FEP: 38/112 | | | | 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.  Baseline data will be collected in 2021-2022. | | | | 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 | Level 1: 17.5%<br><br>Level 2 (low): 29.5%<br><br>Level 2 (high): 32%<br><br>Level 3 (low): 41%<br><br>Level 3: (high) 22%<br><br>Level 4: 4.5% | | | | ~Monitor student growth by cohort each year.<br><br>~Increase cohort acquisition by one level each year. |
| 14. English Learner Reclassification | 14% Reclassification Rate in 2020-2021 | | | | Increase Reclassification Rate by focusing on reclassifying at least |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | 10% of Level 3 (high) students each year.<br><br>In 2021-22=10% of the 22% Level 3 (high) English Learners will reclassify. |
| 15. CTE Pathway Completion Rate | 18.3% of Seniors completed a CTE pathway in 2020-21. | | | | 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 | | | | 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 | | | | Maintain 100% enrollment for ELD students |
| 18. 100% of students are offered the coursework required | All students = 100%<br><br>EL = 100% | | | | Continue offering coursework required under California |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| under California Education Code 51210 and 51220 (a) to (i) | FY = 100%<br><br>LI = 100%<br><br>Students with Exceptional Needs = 100%<br><br>AVID Participation by site<br><br>Elementary: 2<br><br>Middle: 1<br><br>High: 0<br><br>Co-teaching:<br><br>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. | | | | Education Code 51210 and 51220 (a) to (i) to 100% of students.<br><br>Increase AVID Enrollment across our District by site:<br><br>Elementary: 5<br><br>Middle: 3<br><br>High: 2<br><br>Co-teaching:<br><br>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. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1** | Full Access for All Students to Standards-Aligned Curriculum & Materials | 1. A Provide Williams compliant and standards-aligned instructional resources to facilitate full implementation of the California Content Standards including materials designed to support students with special needs. | $672,500.00 | No |
| **2** | Teachers on Special Assignment and Professional Learning | 1.B Teachers on Special Assignment offer professional development to support the implementation of the California State Standards (ELA & Math), Next Generation Science Standards, ELD Standards and strategies to facilitate access for all students. | $363,010.00 | No |
| **3** | Career Counseling & Outreach | 1.C Provide academic and career counseling (3 counselors) and outreach to support student learning for first generation college bound students, English Learners, African American, Low Income, and Foster Youth to ensure they are enrolled and successful in higher-level courses to prepare them for college and career. | $75,966.00 | Yes |
| **4** | International Baccalaureate Certification, Program Fees, & Professional Learning | 1.D Support International Baccalaureate (IB) implementation including staffing, professional development, and program fees, at Michell K-8 and Granada High School, as a program option for all students, including English Learners, Foster Youth, Socioeconomically Disadvantaged, and at-risk students. | $481,843.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 5 | Green Engineering Academy | 1.E Support Green Engineering Academy, which recruits, enrolls, and supports English Learners, Low Income, and at-risk students for success in this career pathway. | $28,746.00 | Yes |
| 6 | Career Technical Education (CTE) | 1.F Maintain relevant Career Technical Education (CTE) courses, pathways, and Middle College, supported by a commitment to the Joint Powers Agreement with Tri-Valley Regional Occupational Program to support English Learners, Socioeconomically Disadvantaged students, Foster Youth, and at-risk students. | $1,313,104.00 | No |
| 7 | Summer School | 1.G<br><br>Secondary: Offer credit recovery and academic support such as online learning, literacy development, and summer school for Low Income, at-risk and English Learner students.<br><br>Elementary: K-5 summer school literacy program, students who scored at the 25th percentile in reading on easyCBM.<br><br>2. Students who scored below the 25th%ile, and are ELs who scored 1 or 2 on ELPAC will receive instruction in the ELD program. | $239,800.00 | Yes |
| 8 | Del Valle Continuation Counselor | 1.H Provide additional attendance staff support to increase student daily attendance at Del Valle Continuation High School.  In addition, academic intervention materials are purchased to enhance student academic achievement and preparation for college and/or career readiness. | $35,359.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| 9 | Principal & Leadership Team Coaching for African American Population | 1.I Offer professional development and coaching support for principals and leadership teams in strategies to positively impact academic achievement and school connectedness for African American students. | $120,000.00 | No |
| 10 | Pre Kinder Support | 1.J Maintain support for staff to implement pre-kinder opportunities for early learning at Marylin Avenue and Junction K-8 Title I Schools, and outreach to English Learner, Low Income, and at-risk students for participation. | $94,711.00 | Yes |
| 11 | College Field Trips & 4/5 Grade Camp Support for Low-Income Students | 1.K 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 given to elementary schools for 4th or 5th grade camp, based on the number of Socioeconomically Disadvantaged students. | $80,000.00 | Yes |
| 12 | Teachers on Special Assignment: Personalized Learning | 1.L Five Teachers on Special Assignment (TOSAs) will provide professional development on instructional supports to engage and personalize learning for Low Income, English Learners, Students with Disabilities, and struggling students, including K-5 & secondary literacy training. | $374,792.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **13** | Administrator & Certificated Support for Junction K-8 | 1.M Provide a Vice Principal and 3 additional teachers to support Junction K-8 interventions for students achieving at below grade level, including, Students with Disabilities. | $526,174.00 | Yes |
| **14** | Supplemental Site Allocations | 1.O Provide funds, distributed to sites based on an unduplicated student formula, to be used to address specific intervention and enrichment needs of Low Income, English Learner, and at-risk students for specific supports necessary, to include homework support/assistance, to meet the goal of preparing students to be college and career ready as defined and monitored through the School Plan for Student Achievement process. | $845,000.00 | Yes |
| **15** | District- and Site-Level Support | 1.P Provide leadership, support, data/assessment management (Illuminate), staff and supplemental materials, for District and site level programs to meet the needs of low income, African American, and English Learner (EL) students including:<br><br>• Ensure EL students are assessed on the English Language Proficiency Assessments of California (ELPAC) and are appropriately enrolled in ELD classes to receive English Language Development (ELD) instruction at the appropriate level<br>• Support and monitor to ensure all EL students have access to the California State Standards and Next Generation Science Standards through SDAIE strategies<br>• Monitor EL programs and services implementation, in addition to monitoring EL student progress each trimester; work with sites to identify needs and provide interventions and aligned professional development and assistance, as needed.<br>• Support school sites with effective use of data to identify specific learning gaps, determine and deliver intervention strategies, and monitor to ensure progress. | $338,515.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Offer specific training to staff regarding ELD Standards and language acquisition instructional strategies such as SDAIE (Specifically Designed Academic Instruction in English) and GLAD (Guided Language Acquisition Design) | | |
| **16** | Science Lab for Independent Study | 1.R  Provide necessary materials and supplies to support the delivery of lab science course(s) for Independent Study high school students. | $5,000.00 | No |
| **17** | After-School ASES Program at Marylin Avenue & Junction K-8 | 1.S Support out-of-school academic and enrichment programs and opportunities for students by supporting the full implementation of the after-school BELIEVES Program (After School Education and Safety)for students at Marylin Avenue and Junction K-8 Schools. | $292,303.00 | Yes |
| **18** | African American Regional Educational Alliances (AAREA) | 1.T Support academic, enrichment, and college readiness programs and opportunities for African American students, as well as associated District staff professional development, through such organizations as the African American Regional Educational Alliances (AAREA). | $20,000.00 | No |
| **19** | Multi-Tiered Systems of Support | 1.U. Multi-Tiered Systems of Support intervention and supplemental materials will provide cohort schools within our District the materials and training to implement strategies to support the academic, behavioral, and social emotional needs of students.  Provide universal screening tools to help screen all students to determine any additional academic supports needed.  Provide audio-books to students who are eligible for this service (including students with disabilities) that allow students to listen to textbooks, course books, and library books. | $148,672.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 20 | Middle College Student Support | 1 V. Provide funding for Middle College students who are eligible for free and reduced lunch. | $37,800.00 | Yes |
| 21 | Provide Early Learning Math Initiative (ELMI) Professional Development | 1 W. Provide Early Learning Math Initiative (ELMI) professional development, supplies & materials for teachers and students in Pre-K, TK, and K. | $6,000.00 | Yes |
| 22 | Additional Migrant Education Support | 1 X. Extends hours of support to students classified as migratory. | $37,000.00 | Yes |
| 23 | Musical Instrument Support | 1 Y. Access to musical instruments for students to enable participation so that Low Income, Foster Youth, and English Learners may have access to music programs. | $30,000.00 | Yes |
| 24 | Advancement Via Individual Determination (AVID) | 1.Z Advancement Via Individual Determination (AVID) - Implementation of AVID in the elementary level to support student academic achievement, especially Socioeconomically Disadvantaged, ELs, and Foster Youth. | $50,000.00 | Yes |
| 25 | Transition Supports | 1.AA Training and support for staff on data systems used to monitor students in transition (Homeless) to improve attendance, academic achievement, and engagement | $2,139.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| 26 | Increase Access & Equity | 1.BB Job assignments will be adjusted to include direct leadership of programs, protocols, and monitoring system development to increase access opportunities and to address closing academic gaps for underserved students. To include positions in Educational Services: Director of Assessment & Accountability, Director of Elementary Education, Director of Secondary Education, & Coordinator of Title I & ELD Programs. | $281,189.00 | Yes |

## Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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. |

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 stakeholders, including parents, certificated, classified, 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 stakeholders 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. Stakeholders analyzed the most recent (2018-19) suspension and chronic absenteeism data and agreed upon the Metrics and Actions below to improve student outcomes by building positive relationships and aligning resources for families.

Considering the most recent State data (2019), which is based on the percentage of students suspended at least once per year, the "All Student" group did not meet standards. There was a 1% increase to 3% since 2017.  African American and Pacific Islander student groups did show a .7% improvement, however they were the highest suspended student group, with a suspension rate of 7.3%. Since this plan is to address the needs of Unduplicated students, their unique needs are considered and analyzed over time:

Low Income: 2017=3.3%, 2018=4.4%, 2019=5.1%, resulting in a 1.8% increase over 3 years

Foster Youth: 2017=20%, 2018=5.1%, 2019=5.7%, after a significant decrease in 2018, the results are now at a .6% increase over two years

English Learners: 2017=2.5%, 2018=3.2%, 2019=3.9%, resulting in a 1.4% increase over three years

Homeless: 2017=3.7%, 2018=8.5%, 2019=6.9%, after the 2018 spike, this group improved by  3.2%

Chronic Absenteeism data was added to the CA dashboard in 2018, but the CA Dashboard  has not been adjusted since the release of the 2019 outcome data due to the COVID-19 pandemic. However, our District's data did show that all student groups have shown a positive decline in chronic absenteeism since implementing Positive Behavior Interventions and Supports (PBIS), as a focus of the Multi-Tiered

Systems of Support (MTSS). All stakeholder groups agreed to continue implementing the Actions that have had a positive impact for our District.

The focus of these two data points is to show progress toward lowering the percentage of suspensions and continue to increase the percentage of attendance for each student group. The Actions below are being implemented and monitored in order to build positive relationships with student groups, building relationships and then addressing specific needs of individual student groups so that personalized learning opportunities can be implemented.

Goal 2 is designed to address 3 of the 8 State priorities:

Priority 1, Basic Services: Providing all students with facilities that are maintained in good repair.

Priority 5, Pupil Engagement – Measured by school attendance rates, chronic absenteeism rates, dropout rates, and high school graduation rates.

Priority 6, School Climate – Measured by student suspension and expulsion rates, and other locally identified means, such as surveys of pupils, parents, and teachers on the sense of school safety and connectedness.

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 stakeholder 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 | 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 |
| 2. CA Dashboard Suspension Rate: % | (2018-2019 data) | | | | Reduce suspension rates by at least 1% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| of students in Kindergarten through grade 12 who have been suspended at least once in a given school year. | All students:<br><br>Orange-3%<br><br><br>African American:<br><br>Yellow-7.3%<br><br>Pacific Islander:<br><br>Orange-7.3%<br><br>Homeless:<br><br>Yellow-6.9%<br><br>Students with Disabilities:<br><br>Orange-6.7%<br><br>Foster Youth:<br><br>Orange-5.7%<br><br>Low-Income:<br><br>Orange 5.1%<br><br>American Indian:<br><br>Yellow-5%<br><br>Two or More Races:<br><br>Orange-4.1%<br><br>English Learner:<br><br>Orange-3.9%<br><br>Hispanic:<br><br>Orange-3.8%<br><br>White: | | | | per year for all student groups, over the State suspension rate:<br><br>EL, Hispanic, 2 or More races, Low Income, Students with Disabilities, and Homeless  by end of year one.<br><br><br>Reduce suspensions for Pacific Islander students by 2% by end of year one.<br><br><br>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 |
|---|---|---|---|---|---|
| | Yellow-2.6%<br><br>Filipino:<br><br>Yellow-1.2%<br><br>Asian:<br><br>Blue-1% | | | | |
| 3. Expulsion Rate:  % of students in kindergarten through grade 12 who have been expelled at least once in a given school year. | (2020-21 data)<br><br>All students: 0% | | | | Maintain 0% student expulsion rate |
| 4. Chronic Absenteeism:<br><br>% of students in Kindergarten through 8th grade who are absent 10%  or more of the instructional days they were enrolled. | (2018-2019 data)<br><br>All students:<br><br>Green-3.5%<br><br><br>Homeless:<br><br>Orange-23.5%<br><br>African American:<br><br>Yellow-11.6%<br><br>Foster Youth:<br><br>Green-9.5%<br><br>Students with Disabilities:<br><br>Green-7.1%<br><br>Low-Income: | | | | Close the chronic absenteeism gap for:<br><br>*Foster Youth<br><br>*Low-Income<br><br>*Students with Disabilities<br><br>By at least 1% per year, for student groups listed above<br><br><br>*African American<br><br>*Homeless<br><br>By at least 2% per year, for student groups listed above |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Green 6.8%<br>English Learner:<br>Green-4.7%<br>Hispanic:<br>Green-4.4%<br>Two or More Races:<br>Yellow-4.3%<br>White:<br>Green-2.8%<br>Filipino:<br>Yellow-2.6%<br>Asian:<br>Blue-1.7% | | | | Focus on causation and developing proactive positive disciplinary approaches, PBIS |
| 5. Middle School Dropout Rate | 0% | | | | Maintain 0% |
| 6. High School Dropout Rate (now one-year, not cohort) | 4.2% | | | | Reduce dropout rate by 1% each year, with a goal of 0% |
| 7. FitnessGram – Passing at least 5 of 6 Standards | (2019-2020)<br>Grade 5    62%<br>Grade 7    68%<br>Grade 9    75% | | | | Increase students passing FitnessGram, at least 5 of 6 standards by 5% per year |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 8. Average Daily Attendance | (2020-21)<br><br>ADA - 13,195 | | | | Maintain consistent enrollment around 13,000 |
| 9. Mental Health Survey (Such as Panorama): Provide input opportunities regarding school programs, climate, inclusion and safety annually<br><br>(Monitor major student groups) | 2019-20<br>SEL levels of the students<br><br>Self Management:<br>AA 72%<br>Hispanic 73%<br>White 78%<br>Confidentiality Protected 80%.<br><br>Growth Mindset<br>AA 49%<br>Hispanic 54%<br>White 57%<br>Confidentiality Protected 50%.<br><br>Emotional Regulation<br>AA 36%<br>White 52% | | | | 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 |
|---|---|---|---|---|---|
| | Confidentiality Protected 51%.<br><br>Data for EL, SED, and Foster Youth (FY):<br><br>SEL For EL<br>EL 51%<br>IFEP 75%<br>Reclassified 70%<br>Data shows SEL increases as language proficiency increases)<br><br>SEL for SED<br>Free 63%<br>Reduced 73%<br>Full 77%<br><br><br>(Data shows SEL increases as economic status increases.)<br><br>SEL For Foster Youth | | | | |

| 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. | | | | |
| 10. CA Healthy Kids Survey: Provide input opportunities regarding school programs, climate, inclusion and safety annually | Collect data by student-groups, including EL, SED, & FY. Given every two years. | | | | Once baseline is determined, reduce any opportunity gaps by 1% per year |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Class Size Reduction | 2.A Maintain staffing for small class sizes to facilitate personalized learning with greater teacher-student contact. | $3,683,544.00 | No |
| 2 | Smaller Class Size and Student Support | 2.B Recruit and secure staff, including those certified to teach English Learners and bilingual education, to provide smaller class sizes at Marylin Avenue, Jackson Avenue, Junction K-8, Del Valle and Transitional Kindergarten to support greater teacher-student contact and personalized learning. | $960,653.00 | Yes |
| 3 | Technology Support & Materials | 2.D Provide technology resources necessary to support one-to-one student access to personalized learning devices. | $1,217,810.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 4 | Attendance Focus | 2.E  Secure staff to support students who are Low Income,  English Learners, and Foster Youth to attend school daily, utilizing  regular contact, and connecting targeted families with community resources. | $77,878.00 | Yes |
| 5 | Foster Youth Professional Learning | 2.F Ensure the Foster Youth Liaison, Director of Student Services, attends professional development to stay current on resources to support students and families in order to decrease potential adverse effects of school mobility and increase opportunities for academic success. Provide training/support to District and site administrators on Foster Youth needs and the District/Community services available. | $2,139.00 | Yes |
| 6 | Child Welfare and Attendance (CWA) | 2.G Designate Child Welfare and Attendance staff to provide support, intervention, and access to community resources to facilitate school success. | $90,636.00 | Yes |
| 7 | Counseling and Emotional Supports | 2.H Provide English Learners and at-risk youth counseling services specifically for social emotional support at the secondary level and Kid Connection intervention services to address elementary students' early mental health needs. | $488,735.00 | Yes |
| 8 | MTSS: Professional Development in PBIS | 2.I All schools and site leadership will have training in PBIS, and teams will be selected to participate in restorative practice professional development (as part of our District commitment to implementing a Multi-Tiered System of Support). | $10,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| 9 | Professional Development: MTSS/Equity | 2.J Provide professional development on cultivating respectful and safe schools, equitable grading practices, and Tier-1 and Tier-2 interventions as part of our District's commitment to implementing a Multi-Tiered System of Support. | $184,986.00 | Yes |
| 10 | MTSS: Framework for Success, School Cohorts | 2.K Implement PBIS & Social-Emotional curriculum as part of our District's commitment to implementing the LVJUSD Framework for Success Multi-Tiered System of Support (MTSS). | $150,000.00 | Yes |
| 11 | Increased Counseling and Support | 2.L  Increase counselor support for homeless (students/families in transition), and continue to support the increase in middle and high school counseling staff and vice principal high school staff put in place in 2018-2019, to increase academic, behavioral, and social/emotional support and decrease suspension rates for unduplicated pupils, with special attention to student groups that have performance gaps in suspension rates. | $808,861.00 | Yes |
| 12 | At-Risk, Foster Youth & Homeless Supports | 2.M. Provide transportation and resources (e.g., bus passes, taxi service, clothing, school supplies, food) to eliminate barriers to attending school for at-risk, Foster Youth, and Homeless students | $5,000.00 | Yes |
| 13 | Support of Unsheltered & Foster Youth | 2.N. Meet with community partners monthly (8 times per year) to ensure coordination of services to unsheltered (homeless) students. | $2,139.00 | Yes |

# Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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. |

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 3 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 stakeholders 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.

Goal 3 is designed to address one State priority: Priority 3, Parental Involvement: Districts will seek parent/guardian input in decision-making and they will promote parent/guardian participation in the educational programs of all students.

This goal was developed so that focused opportunities are provided for parents/guardians to remain informed and are provided two-way communication opportunities throughout the year. This long-term goal is our District's opportunity to build positive relationships, develop an understanding of the unique needs of our student groups, and a way to develop a proactive, positive collaboration with parents/guardians and our community. The stakeholder 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 stakeholder 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 | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 1. A District-wide communication outreach and monitoring system | Baseline Year: Minimally, once a month, site level communications are sent to parents.<br><br>(Informing Parents) | | | | Monitor that every site communicates with parents/guardians each month throughout the year. |
| 2. Monitor parent access and use of the communication outreach system | This system provides the opportunity for a systematic monitoring of student progress, both by parents and staff.<br><br>An access protocol is being collaboratively developed so parents and teachers can monitor student progress. | | | | Collect percentage of parent/guardian access to their child's progress, with a focus on the most at-risk student groups.<br><br>Develop protocols that increase parents/guardians understanding of the importance of monitoring their child's success. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | (Monitoring of student progress by staff & parents) | | | | Design resolutions, once baseline is determined, to reduce any equity gaps by 1% per year |
| 3. Parent Engagement & Informational Opportunities:<br><br>Informative meetings, trainings and collaborative input on topics of interest. | 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. | | | | 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.<br><br>During the final year of this plan, as our District conducts the LCAP process, additional opportunities for feedback will be provided. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| **1** | Sustain and Improve District-wide Communication & Engagement Program | 3.A Continue to improve communication strategies and structures for timely and easy access to information, support, and resources so that parents are engaged. | $153,195.00 | Yes |
| **2** | Parent/Guardian Engagement: Translations & Interpretation Services | 3.B Provide translation and interpretation services for parents and guardians. | $35,000.00 | Yes |
| **3** | Parent/Guardian Education | 3.C Continue development and implementation of a district-wide parent education program (such as "Livermore Learns") that provides workshops, resources and guidance to enable parents to support their children academically, behaviorally, and social emotionally. | $145,837.00 | Yes |
| **4** | Parent/Guardian Education Supports for Marylin Avenue & Junction K-8 Schools | 3.D Incorporate regular parent/guardian education and support for Pre-kindergarten parents at Marylin Avenue Elementary and Junction Avenue K-8 Title I Schools to support student success. | $6,500.00 | Yes |
| **5** | Parent/Guardian Supports: Childcare to Attend Meetings, Events, & Educational Opportunities | 3.E Provide childcare for parents/guardians to attend classes, events, and activities at school. | $2,109.00 | Yes |
| **6** | District-wide Outreach of Available Supports | 3.F Develop and implement district-wide focused outreach to parents/guardians, including bilingual support staff, to ensure access, greater understanding and utilization of technology, student achievement and progress portals, content area parent education services, child nutrition services, and health services, to better support | $367,549.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | their children's success.  Targeted groups for parents/guardians of Students with Disabilities and unduplicated students will be formed to provide specific training and information on how to access and participate in programs designed to support students with specific needs. | | |
| 7 | Adult Education Parent Classes | 3.G Provide staff instructional materials, and supplies for parents/guardians to have the opportunity to increase their fluency and literacy with English and to advance their academic skills to support their children's success through Adult Education courses. | $55,000.00 | Yes |
| 8 | District-wide Communication and Information Systems | 3.H  Utilize district-wide notification systems, District and school websites, student information system, online grade book, and social media platforms to inform parents/guardians and students of educational programs and opportunities, and increase two-way communication with parents/guardians and students. | $95,000.00 | No |
| 9 | Parent/Guardian Engagement in School & District Leadership & Decision-Making | 3.I Broaden increased parent/guardian engagement in learning through their participation in voluntary efforts in curricular and co-curricular programs, attendance at community forums and district-wide events, participation in leadership positions at their school/district, and providing ongoing feedback on areas of celebration and areas of improvement. | $50,000.00 | Yes |

# Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|---|---|
| 5.37% | $6,423,125 |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.**

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

(1) Supplemental funds are being expended in the following ways for unduplicated students that are above services and actions for all students therefore Foster Youth, English Learners, and Low-Income students were considered first.

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

~Academic and career counselors meet with all students however, they will do outreach specifically to English Learners, African American, Low Income, and Foster Youth to ensure they are enrolled in higher-level courses.
~All students have the opportunity to enroll in the Green Engineering Academy. Staff recruits to ensure 50% Low Income, English Learner, and at-risk students participate in the program.
~Staff provides credit recovery and academic support through online learning, literacy development, and Summer School for Low Income, at-risk, and English Learner students. These options are only available to unduplicated and at-risk students.
~Provide additional attendance staff to increase student daily attendance, as well as academic intervention materials to enhance student academic achievement and preparation for college and/or career readiness at Del Valle Continuation High School.
~Maintain instructional staffing, support staff, and materials to implement pre-kinder opportunities for early learning only at schools with over 40% unduplicated students with outreach to English Learner, Low Income and at-risk students for participation.
~Support transportation through contracting for buses for field trips at schools with high percentages of unduplicated students as well as college trips with counselors for targeted, unduplicated, and at-risk students at middle and high school level.
~Teachers on Special Assignment, including those working with our newest teachers, offer professional development specifically on instructional supports to engage and personalize learning for Low Income, English Learners, Students with Disabilities and struggling

students. Professional development for all teachers (including use of Curriculum Specialists) with emphasis on providing standards-based high quality instruction, including Tier-I interventions for all students. The described actions and services are in alignment with concepts discussed in the Blueprint for Great Schools and ELA/ELD California Framework (Professional learning is the vehicle for all school staff to learn to effectively implement the curricular and instructional practices
~Provide support, including staffing and materials, for Junction K-8, to implement interventions for students achieving below grade level.
~Provide funds, distributed to sites based on an unduplicated student formula, specifically to be used to address specific needs of Low Income, English Learner, and at-risk students for specific supports necessary, including homework support/assistance, to meet the goal of preparing students to be college and career ready as defined and monitored through the School Plan for Student Achievement process.
~Provide support staff, including operational support, and materials for District- and site-level programs to meet the needs of Low Income and English Learner (EL) students including: Ensure EL students are assessed on the English Language Proficiency Assessment for California (ELPAC), and receive English Language Development (ELD) instruction at the appropriate level; Support and monitor to insure all EL students have access to the California State Standards and Next Generation Science Standards through Specifically Designed Academic Instruction in English (SDAIE) strategies; Monitor progress of EL students each trimester, work with sites to identify needs and interventions and provide support and assistance as needed.
~Support with instructional materials, services for English Learners, and students in the Dual Immersion Pathway K-High School, by providing students the opportunity to maintain and increase understanding of their first and second languages.
~Support out-of-school academic and enrichment programs and opportunities for students, through the full implementation of the after-school extended learning BELIEVES Program, for students at Marylin Avenue and Junction K-8 Schools.
~Support out-of-school extended learning, enrichment, Science Technology Engineering and Math (STEM), college readiness experiences and related opportunities for African American students through the African American Education Regional Alliances (AAERA) programming and the African American Scholars Project.


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

~Provide staffing for smaller class sizes at schools with over 40% unduplicated students, Marylin Avenue, Junction K-8, Del Valle, as well as transitional kindergarten to support greater teacher-student contact and personalized learning. Class sizes are reduced by 7-10%.
~Ensure the Foster Youth liaison attends professional development to stay current on resources to support students and families to decrease potential adverse effects of school mobility and increase opportunities for academic success. Provide training/support to District and site administrators on Foster Youth issues and District/community services available.
~Designate Child Welfare and Attendance staff to provide support and access to community resources targeted to support English Learners.
~Provide English Learners and at-risk youth, counseling services specifically for social emotional support at the secondary level and Kid Connection intervention services to address elementary students' early mental health needs.


Goal #3: Enhance parent and community engagement and communication.

~Implement and document a systematic and ongoing communication, involvement and outreach strategy to ensure all parents/guardians have a voice and can therefore be equal partners in preparing students for college and career. District staff will provide outreach and communicate regularly with families of English Learners to develop and implement plan.
~Provide translation/interpretation and contracted services for parents/guardians of English learners.
~Staff offer targeted parent/guardian education and support opportunities to include assistance with navigating the educational system, accessing student grades and progress on-line, supporting students with preparing college and careers beyond high school and topics generated by parents/guardians of English Learners and Socioeconomically Disadvantaged students.
~Staff provides regular parent/guardian education and support for pre-kinder parents/guardians at Marylin Avenue and Junction K-8 Title I Schools to support student success.
~Provide staff for childcare for Low Income parents to attend classes, events, and activities at school.
~Nurses and designated staff to connect parents and families with community resources to support student health, wellness, and education.

(2) How these actions are effective in meeting the goals for these students.

Livermore uses research to support Actions implemented in serving Foster Youth, English Learners, and Socioeconomically Disadvantaged Students and Supplemental funds are used for the following service in a school-wide manner in schools with under 40% unduplicated students:

~Additional teachers hired to Reduce Class Size, add a more personalized learning experience for all students, but even more so for our earliest English Learner and at-risk learners in Transitional Kindergarten. This is most effective for Transitional Kindergarteners entering school at a young age as it supports building a solid school- readiness foundation. Research indicates Transitional Kindergarten will have a positive effect on preparing California's children for Kindergarten readiness and success beyond the primary grades. Entering Kindergarten at an older age is one early predictor for student success. As Cannon and Lipscomb have stated, "Students who are older when they enter Kindergarten have better elementary math and reading scores. These effects appear to persist through eighth grade, albeit with smaller magnitudes" (Cannon and Lipscomb, Changing the Kindergarten Cutoff Date: Effects on California Students and Schools 2008). Providing smaller class sizes at Marylin Avenue, Junction K-8, and Del Valle to support greater teacher-student contact and personalized learning. This is effective as students who are second language learners and students from low-income homes benefit from a more personalized and individualized learning environment. Smaller class sizes allow the teacher to more closely monitor student progress and intervene in a timely manner. This is good for all students but essential and principally directed toward preparing second language learners and students from low-income homes academically and social emotionally for college and/or career.

~A review of 112 papers from 1979-2014 on the effects of smaller class sizes by David Zyngier, Senior Lecturer in Curriculum and Pedagogy Monash University, suggests that smaller class sizes in the first four years of school can have an important and lasting impact on student achievement, especially for children from culturally, linguistically and economically disenfranchised communities (Zyngier, Class Size and Academic Results, with a Focus on Children from Culturally, Linguistically and Economically Disenfranchised Communities, 2014). This action is good for all students, and essential and principally geared toward preparing second language learners and students from low-income homes academically and socially emotionally for college and/or career, through a more personalized and individualized learning experience. This finding is also true for Del Valle High School. In Insights on Educational Policy, Practice, and Research Number 6, December 1995, Stacey Rosenkrantz Aronson, states that to facilitate the personal attention necessary to foster a sense of community in

the alternative school, both schools and classes are small. "Ideally, student/teacher ratios should be 10:1 or smaller, and not more than 15:1" (Jacobs, 1994).

~To provide out-of-school academic and enrichment programs and opportunities for African American students primarily through a partnership agreement with the African American Education Regional Alliances (AAERA), (Science Technology Engineering and Math) STEM STEPS program, and African American Scholars Project. This is most effective as our District's academic data, including State testing data for both ELA and Math, graduation rates, indicate an opportunity and achievement gap that needs to be closed. In addition, the recent report, The Condition of College and Career Readiness 2015, African American Students published by American College Testing (ACT) and the United Negro College Fund (UNCF), it was noted that African American students were least likely to meet benchmarks in math and science and this may deter students from pursuing STEM related careers. The report further noted the recommendation to promote rigorous exposure to engage in STEM fields early in students' academic experiences. (2016 by ACT Inc.) AAERA's STEM Steps programming offers intensive STEM and college awareness experiences to participating students through culturally relevant pedagogy including project-based curriculum units and exploration activities. This action is essential and principally geared toward and the most effective use of funds to target African American students, many of whom also qualify for free and/or reduced meals, to address the specific need to provide culturally relevant enrichment content in a college-going environment in order to close the achievement gap and prepare students for college and careers.

~Implement Multi-Tiered Systems of Support (MTSS) Framework, providing professional development, materials and for Positive Behavior Interventions and Supports (PBIS) social emotional learning, academic support programs and materials, and universal screening tools. According to the California Department of Education (CDE), California's MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework for local educational agencies (LEAs) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systemic change through intentional integration of services and supports to quickly identify and meet the needs of all students through CWAs and Instructional Aides. Student access to interventions (academic, behavioral, and social) through a Multi-Tiered Systems of Support (MTSS) including counseling, Data Analyst to assist school sites with student assessment data to identify students for intervention, school site MTSS coordination, intervention staff, and credit recovery programs. Additional research to support the above actions and services include: Removing Barriers to Learning and Improving Student Outcomes: The Importance of School-Based Mental Health Services, American Counseling Assn., American School Counselor Assn., National Assn. of School Psychologists, School Social Work Assn. of America, and National Alliance of Specialized Instructional Support Personnel Effective Specialized Instructional Support Services Research Brief May 2013; Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System, 2015; Visible Learning - A Synthesis of Over 800 Meta-Analyses Relating to Achievement (response to intervention has an effect size of 1.07 and early intervention has an effect size of 0.47 which are both in the zone of desired effects).

~Provide lunches to students who are eligible for free and reduced lunch attending the Middle College Program at Las Positas College (LPC). We are required to provide free and reduced lunches to eligible students but LPC does not participate in the National Child Nutrition Program. Students from Granada High School, Livermore High School, Del Valle High School, and Vineyard School may attend Middle College.

~Allocate funds for 4th and 5th grade outdoor education field trips based on the number of students in those grades who are Socioeconomically Disadvantaged.

~California's vast and complex Prekindergarten through grade twelve (Prek–12) educational system requires a multifaceted approach that is scalable and sustainable. The California Department of Education's (CDE) vision of "one coherent system of education" offers an opportunity to build the foundation for educational excellence. Through the use of Implementation Science, Universal Design for Learning, and the Whole Child approach, among other evidence-based interventions, MTSS affords a full range of academic, behavioral, and social support for all students to achieve. Supplemental funds will be used in a school-wide manner at schools with over 40% unduplicated students. Funds will be used in the following ways:

Support transportation (funding buses) for field trips that provide relevant and enriching experiences, in order to build critical background knowledge, for students at Marylin Avenue, Junction K-8, and Jackson Avenue Schools. This is justified as these schools have limited field trips as there are few parents who are available with automobiles and adequate insurance coverage to transport students on field trips. This is good for all students, but essential and principally directed toward ensuring our most challenged students, including those who are second language learners and those from low-income environments, have access to the curriculum in an engaging and relevant learning environment. Students from impoverished backgrounds have limited opportunities to explore and visit museums and other enriching environments. Field trips fill that gap and provide background knowledge for students from low-income homes. In Robert Marzano's book, Building Background Knowledge for Academic Achievement, he states that the most direct ways for schools to enhance students' academic background knowledge are to directly provide academically oriented experiences as a regular part of school offerings,

Forge mentoring relationships between students and caring adults under the assumption that such relationships will provide more academically oriented experiences. Marzano further indicates that with adequate resources, the way to build background knowledge is to provide mentoring opportunities. 'These activities would go a long way toward leveling the playing field in terms of the students' academic background knowledge." (Marzano, Building Background Knowledge for Academic Achievement, 2004)

~Provide support, including staffing, materials, professional development and contracted services for online supplemental support programs, for Junction K-8, to implement Response to Intervention. This is seen as effective as students who are not achieving grade-level standards through classroom instruction and Tier-1 interventions, need a greater level of support. This additional support is good for all students but essential and principally directed toward preparing English Learners and Low-Income students to be academically prepared for college and/or career beyond high school. Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. The Junction Tier-2 and Tier-3 interventions integrate strategies to engage English Learners and presents content in a comprehensible manner. As stated in an article posted on the Center on Response to Intervention at American Institutes for Research website, What should educators take into consideration when instructing English Language Learners, particularly in an RTI framework? "But it is important then that we think about interventions as ways in which we provide opportunities for students who are English Language Learners in which they not only develop specific skills but also broaden, and situate, and place those interventions and the practice of those skills in context that makes sense, that are relevant, for the cultural practices of those students so they have a better understanding and increase the motivation level of those students."

~Schools have identified a need to address student behavioral and social-emotional development and the need to implement school-wide initiatives, Evidence based programs such as Positive Behavior Interventions and Supports (PBIS) and Choose Love social emotional curriculum will enhance the climate and culture of the school in order for all students to succeed. In our current social and political

atmosphere, some schools have been challenged with the need for students to take a more active role and to have a stronger voice in the value each student brings to the diverse school community. This is most effective as our unduplicated students, Low-Income, English Learner and Foster Youth, can only achieve at the highest levels, if the school environment supports social-emotional learning for all students and increases self confidence, teamwork, self direction, leadership, problem-solving and communication. Evidence indicates that "learning is only possible after students' social, emotional, and physical needs have been met. When those needs are met, students are more likely to succeed in school." Fredericks, Linda (2003) Making the Case for Social Emotional Learning and Service Learning, An Issue Paper for the partnership of Collaborative for Academic, Social and Emotional Learning (CASEL), Education Commission of the States National Center for Learning and Citizenship (NCLC) and Laboratory for Student Success (LCC). According to CASEL students acquiring the social emotional competencies, leads to less emotional distress and conduct issues and better grades and achievement. The multiple-year implementation process is partially based on the previous year.

~In addition, the following actions/services will be implemented for all students, including unduplicated students: AVID support and Career Technical Education. Additional research to support the district-wide CTE services include: CTE Pathways Initiative Annual Report 2013; Visible Learning - A Synthesis of Over 800 Meta-Analyses Relating to Achievement (career education programs have a positive impact on student outcomes, Baker & Popwicz). Our District has determined, based on the research outlined above and stakeholder input, that these actions and services are the most effective use of funds to meet the goals.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

(1) Supplemental funds are being expended in the following ways for unduplicated students that are above services and actions for all students therefore Foster Youth, English Learners, and Low-Income students are provided increased or improved service as described below:

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

~The additional Academic and career counselors will do outreach specifically to English Learners, African American, Low-Income and Foster Youth to ensure they are enrolled in higher-level courses and they are reaching standards in enrolled courses.

~All students have the opportunity to enroll in the Green Engineering Academy. Staff recruits to ensure 50% Low Income, English Learner and at-risk students participate in the program as focused additional supports.

~Staff provides credit recovery and academic support through online learning, literacy development and Summer School for Low Income, at-risk, and English Learner students. These options are only available to unduplicated and at-risk students.

~Provide additional attendance staff to increase student daily attendance as well as academic intervention materials to enhance student academic achievement and preparation for college and/or career readiness at Del Valle Continuation High School. These options are only available to unduplicated and at-risk students.

~Maintain instructional staffing, support staff, and materials to implement Pre-Kindergarten opportunities for early learning only at schools with over 40% unduplicated students with additional outreach to English Learner, Low Income, and at-risk students for participation.

~Support transportation through contracting for buses for field trips at schools with high percentages of unduplicated students as well as college trips with counselors for targeted unduplicated and at-risk students at middle and high school level.

~Teachers on Special Assignment, including those working with our newest teachers, offer professional development specifically on instructional supports to engage and personalize learning for Low-Income, English Learners, Students with Disabilities and struggling students.

~Provide support, including staffing and materials, for Junction K-8, to implement interventions for students achieving below grade level.

~Provide funds, distributed to sites based on an unduplicated student formula, specifically to be used to address specific needs of Low Income, English Learner, and at-risk students for specific supports necessary, including homework support/assistance, to meet the goal of preparing students to be college and career ready as defined and monitored through the School Plan for Student Achievement process.

~Provide support staff, including operational support, and materials for District- and site-level programs to meet the needs of Low-Income and English Learner (EL) students including: Ensure EL students are assessed on the English Language Proficiency Assessment for California (ELPAC), and receive English Language Development (ELD) instruction at the appropriate level; Support and monitor to ensure all EL students have access to the California State Standards and Next Generation Science Standards through SDAIE strategies;

~Monitor progress of EL students each trimester, work with sites to identify needs and interventions and provide additional support and assistance as needed.

~Support with instructional materials, services for English Learners and students in the Dual Immersion Pathway K-High School, by providing students the opportunity to maintain and increase understanding of their first and second languages.

~Support out-of-school academic and enrichment programs and opportunities for students, through the full implementation of the after-school extended learning BELIEVES Program, for students at Marylin Avenue and Junction K-8 Schools.

~Support out-of-school extended learning, enrichment, Science Technology Engineering and Math (STEM), college readiness experiences and related opportunities for African American students through the African American Education Regional Alliances (AAERA) programming and the African American Scholars Project.


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


~Provide staffing for smaller class sizes at schools with over 40% unduplicated students, Marylin Avenue, Junction K-8, Del Valle, as well as Transitional Kindergarten to support greater teacher-student contact and personalized learning. Class sizes are reduced by 7-10%.

~Ensure the Foster Youth Liaison attends professional development to stay current of resources to support students and families to decrease potential adverse effects of school mobility and increase opportunities for academic success. Provide training/support to district and site administrators on Foster Youth issues and district/community services available.

~Designate Child Welfare and Attendance staff to provide additional academic and social-emotional support and access to community resources targeted to support English Learners.

~Provide English Learners and at-risk youth, counseling services specifically for social emotional support at the secondary level and Kid Connection intervention services to address elementary students' early mental health needs.


Goal #3: Enhance parent and community engagement and communication.


~Implement and document a systematic and ongoing communication, involvement and outreach strategy to ensure additional opportunities for Low-Income, English Learners and Foster Youth parents/guardians have a voice and can therefore be equal partners in preparing their children for college and career. District staff will provide outreach and communicate regularly with families of the unduplicated students.

~Provide translation/interpretation and contracted services for parents and guardians of English Learners for extended outreach opportunities.

~Staff offer targeted parent/guardian education (English as a Second Language classes) and extended support opportunities to include assistance with navigating the educational system, accessing & monitoring student grades and progress on-line, supporting students with preparing college and careers beyond high school and topic generated by parents of English Learners and Socioeconomically Disadvantaged students.

~Staff provides parent/guardian education and support for Pre-Kindergarten parents/guardians at Marylin Avenue and Junction K-8 Title I Schools to support student success.

~Provide staff for childcare for Low Income parents to attend classes, events, and activities at school.

~Nurses and other designated staff to connect parents and families with community resources to support student health, wellness, and education.

# Total Expenditures Table

| | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|
| | $12,409,332.00 | $1,796,856.00 | $879,506.00 | $6,500.00 | $15,092,194.00 |

| Totals: | Total Personnel | Total Non-personnel |
|---|---|---|
| Totals: | $10,679,439.00 | $4,412,755.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1 | All | Full Access for All Students to Standards-Aligned Curriculum & Materials | | $672,500.00 | | | $672,500.00 |
| 1 | 2 | All | Teachers on Special Assignment and Professional Learning | $363,010.00 | | | | $363,010.00 |
| 1 | 3 | English Learners Foster Youth Low Income | Career Counseling & Outreach | $75,966.00 | | | | $75,966.00 |
| 1 | 4 | All | International Baccalaureate Certification, Program Fees, & Professional Learning | $481,843.00 | | | | $481,843.00 |
| 1 | 5 | English Learners Foster Youth Low Income | Green Engineering Academy | $28,746.00 | | | | $28,746.00 |
| 1 | 6 | All | Career Technical Education (CTE) | | $433,598.00 | $879,506.00 | | $1,313,104.00 |
| 1 | 7 | English Learners Foster Youth Low Income | Summer School | $39,800.00 | $200,000.00 | | | $239,800.00 |
| 1 | 8 | English Learners Foster Youth Low Income | Del Valle Continuation Counselor | $35,359.00 | | | | $35,359.00 |
| 1 | 9 | All African-American | Principal & Leadership Team Coaching for African American Population | $120,000.00 | | | | $120,000.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|------------------|-------|-----------|-------------------|-------------|---------------|-------------|
| 1 | 10 | English Learners Foster Youth Low Income | Pre Kinder Support | $94,711.00 | | | | $94,711.00 |
| 1 | 11 | Low Income | College Field Trips & 4/5 Grade Camp Support for Low-Income Students | $80,000.00 | | | | $80,000.00 |
| 1 | 12 | English Learners | Teachers on Special Assignment: Personalized Learning | $374,792.00 | | | | $374,792.00 |
| 1 | 13 | English Learners Foster Youth Low Income | Administrator & Certificated Support for Junction K-8 | $526,174.00 | | | | $526,174.00 |
| 1 | 14 | English Learners Foster Youth Low Income | Supplemental Site Allocations | $845,000.00 | | | | $845,000.00 |
| 1 | 15 | English Learners Low Income | District- and Site-Level Support | $338,515.00 | | | | $338,515.00 |
| 1 | 16 | All | Science Lab for Independent Study | $5,000.00 | | | | $5,000.00 |
| 1 | 17 | English Learners Foster Youth Low Income | After-School ASES Program at Marylin Avenue & Junction K-8 | | $292,303.00 | | | $292,303.00 |
| 1 | 18 | All African-American | African American Regional Educational Alliances (AAREA) | $20,000.00 | | | | $20,000.00 |
| 1 | 19 | English Learners Foster Youth Low Income | Multi-Tiered Systems of Support | $148,672.00 | | | | $148,672.00 |
| 1 | 20 | English Learners Foster Youth Low Income | Middle College Student Support | $37,800.00 | | | | $37,800.00 |
| 1 | 21 | English Learners Foster Youth Low Income | Provide Early Learning Math Initiative (ELMI) Professional Development | $6,000.00 | | | | $6,000.00 |
| 1 | 22 | English Learners | Additional Migrant Education Support | $37,000.00 | | | | $37,000.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 23 | English Learners Foster Youth Low Income | Musical Instrument Support | $30,000.00 | | | | $30,000.00 |
| 1 | 24 | English Learners Foster Youth Low Income | Advancement Via Individual Determination (AVID) | $50,000.00 | | | | $50,000.00 |
| 1 | 25 | Foster Youth | Transition Supports | $2,139.00 | | | | $2,139.00 |
| 1 | 26 | English Learners Foster Youth Low Income | Increase Access & Equity | $281,189.00 | | | | $281,189.00 |
| 2 | 1 | All | Class Size Reduction | $3,683,544.00 | | | | $3,683,544.00 |
| 2 | 2 | English Learners Foster Youth Low Income | Smaller Class Size and Student Support | $960,653.00 | | | | $960,653.00 |
| 2 | 3 | All | Technology Support & Materials | $1,217,810.00 | | | | $1,217,810.00 |
| 2 | 4 | English Learners Foster Youth Low Income | Attendance Focus | $77,878.00 | | | | $77,878.00 |
| 2 | 5 | Foster Youth | Foster Youth Professional Learning | $2,139.00 | | | | $2,139.00 |
| 2 | 6 | English Learners Foster Youth Low Income | Child Welfare and Attendance (CWA) | $90,636.00 | | | | $90,636.00 |
| 2 | 7 | English Learners Foster Youth Low Income | Counseling and Emotional Supports | $340,280.00 | $148,455.00 | | | $488,735.00 |
| 2 | 8 | English Learners Foster Youth Low Income | MTSS: Professional Development in PBIS | $10,000.00 | | | | $10,000.00 |
| 2 | 9 | English Learners Foster Youth Low Income | Professional Development: MTSS/Equity | $184,986.00 | | | | $184,986.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|------------------|-------|-----------|-------------------|-------------|---------------|-------------|
| 2 | 10 | English Learners Foster Youth Low Income | MTSS: Framework for Success, School Cohorts | $150,000.00 | | | | $150,000.00 |
| 2 | 11 | English Learners Foster Youth Low Income | Increased Counseling and Support | $808,861.00 | | | | $808,861.00 |
| 2 | 12 | Foster Youth Low Income | At-Risk, Foster Youth & Homeless Supports | $5,000.00 | | | | $5,000.00 |
| 2 | 13 | Foster Youth Low Income | Support of Unsheltered & Foster Youth | $2,139.00 | | | | $2,139.00 |
| 3 | 1 | English Learners Foster Youth Low Income | Sustain and Improve District-wide Communication & Engagement Program | $153,195.00 | | | | $153,195.00 |
| 3 | 2 | English Learners | Parent/Guardian Engagement: Translations & Interpretation Services | $35,000.00 | | | | $35,000.00 |
| 3 | 3 | English Learners Foster Youth Low Income | Parent/Guardian Education | $145,837.00 | | | | $145,837.00 |
| 3 | 4 | Low Income | Parent/Guardian Education Supports for Marylin Avenue & Junction K-8 Schools | | | | $6,500.00 | $6,500.00 |
| 3 | 5 | English Learners Foster Youth Low Income | Parent/Guardian Supports: Childcare to Attend Meetings, Events, & Educational Opportunities | $2,109.00 | | | | $2,109.00 |
| 3 | 6 | English Learners Foster Youth Low Income | District-wide Outreach of Available Supports | $367,549.00 | | | | $367,549.00 |
| 3 | 7 | English Learners Low Income | Adult Education Parent Classes | $5,000.00 | $50,000.00 | | | $55,000.00 |
| 3 | 8 | All | District-wide Communication and Information Systems | $95,000.00 | | | | $95,000.00 |
| 3 | 9 | English Learners Foster Youth Low Income | Parent/Guardian Engagement in School & District Leadership & Decision-Making | $50,000.00 | | | | $50,000.00 |

## Contributing Expenditures Tables

| Totals by Type | Total LCFF Funds | Total Funds |
|---|---|---|
| **Total:** | $6,423,125.00 | $7,120,383.00 |
| **LEA-wide Total:** | $4,649,065.00 | $5,047,520.00 |
| **Limited Total:** | $128,417.00 | $128,417.00 |
| **Schoolwide Total:** | $1,645,643.00 | $1,944,446.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|---|---|---|---|---|---|---|---|
| 1 | 3 | Career Counseling & Outreach | LEA-wide | English Learners Foster Youth Low Income | All Schools | $75,966.00 | $75,966.00 |
| 1 | 5 | Green Engineering Academy | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Livermore High School | $28,746.00 | $28,746.00 |
| 1 | 7 | Summer School | LEA-wide | English Learners Foster Youth Low Income | All Schools | $39,800.00 | $239,800.00 |
| 1 | 8 | Del Valle Continuation Counselor | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Del Valle Continuation | $35,359.00 | $35,359.00 |
| 1 | 10 | Pre Kinder Support | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Marylin Ave and Junction K-8 | $94,711.00 | $94,711.00 |
| 1 | 11 | College Field Trips & 4/5 Grade Camp Support for Low-Income Students | Limited to Unduplicated Student Group(s) | Low Income | Specific Schools: Elementary and High School | $80,000.00 | $80,000.00 |
| 1 | 12 | Teachers on Special Assignment: Personalized Learning | LEA-wide | English Learners | All Schools | $374,792.00 | $374,792.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|---|---|---|---|---|---|---|---|
| 1 | 13 | Administrator & Certificated Support for Junction K-8 | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Junction K-8 | $526,174.00 | $526,174.00 |
| 1 | 14 | Supplemental Site Allocations | LEA-wide | English Learners Foster Youth Low Income | All Schools | $845,000.00 | $845,000.00 |
| 1 | 15 | District- and Site-Level Support | LEA-wide | English Learners Low Income | All Schools | $338,515.00 | $338,515.00 |
| 1 | 17 | After-School ASES Program at Marylin Avenue & Junction K-8 | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Marylin Ave and Junction K-8 | | $292,303.00 |
| 1 | 19 | Multi-Tiered Systems of Support | LEA-wide | English Learners Foster Youth Low Income | All Schools | $148,672.00 | $148,672.00 |
| 1 | 20 | Middle College Student Support | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: Middle College | $37,800.00 | $37,800.00 |
| 1 | 21 | Provide Early Learning Math Initiative (ELMI) Professional Development | LEA-wide | English Learners Foster Youth Low Income | All Schools | $6,000.00 | $6,000.00 |
| 1 | 22 | Additional Migrant Education Support | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $37,000.00 | $37,000.00 |
| 1 | 23 | Musical Instrument Support | LEA-wide | English Learners Foster Youth Low Income | All Schools | $30,000.00 | $30,000.00 |
| 1 | 24 | Advancement Via Individual Determination (AVID) | LEA-wide | English Learners Foster Youth Low Income | All Schools | $50,000.00 | $50,000.00 |
| 1 | 25 | Transition Supports | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | $2,139.00 | $2,139.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|---|---|---|---|---|---|---|---|
| 1 | 26 | Increase Access & Equity | LEA-wide | English Learners Foster Youth Low Income | All Schools | $281,189.00 | $281,189.00 |
| 2 | 2 | Smaller Class Size and Student Support | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Marylin Ave, Jackson Ave, Junction K-8, and Del Valle Continuation | $960,653.00 | $960,653.00 |
| 2 | 4 | Attendance Focus | LEA-wide | English Learners Foster Youth Low Income | All Schools | $77,878.00 | $77,878.00 |
| 2 | 5 | Foster Youth Professional Learning | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | $2,139.00 | $2,139.00 |
| 2 | 6 | Child Welfare and Attendance (CWA) | LEA-wide | English Learners Foster Youth Low Income | All Schools | $90,636.00 | $90,636.00 |
| 2 | 7 | Counseling and Emotional Supports | LEA-wide | English Learners Foster Youth Low Income | All Schools | $340,280.00 | $488,735.00 |
| 2 | 8 | MTSS: Professional Development in PBIS | LEA-wide | English Learners Foster Youth Low Income | All Schools | $10,000.00 | $10,000.00 |
| 2 | 9 | Professional Development: MTSS/Equity | LEA-wide | English Learners Foster Youth Low Income | All Schools | $184,986.00 | $184,986.00 |
| 2 | 10 | MTSS: Framework for Success, School Cohorts | LEA-wide | English Learners Foster Youth Low Income | All Schools | $150,000.00 | $150,000.00 |
| 2 | 11 | Increased Counseling and Support | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: Middle school and High school | $808,861.00 | $808,861.00 |
| 2 | 12 | At-Risk, Foster Youth & Homeless Supports | Limited to Unduplicated Student Group(s) | Foster Youth Low Income | All Schools | $5,000.00 | $5,000.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|--------------|-------|-------------------------------|----------|------------|-------------|
| 2 | 13 | Support of Unsheltered & Foster Youth | Limited to Unduplicated Student Group(s) | Foster Youth Low Income | All Schools | $2,139.00 | $2,139.00 |
| 3 | 1 | Sustain and Improve District-wide Communication & Engagement Program | LEA-wide | English Learners Foster Youth Low Income | All Schools | $153,195.00 | $153,195.00 |
| 3 | 2 | Parent/Guardian Engagement: Translations & Interpretation Services | LEA-wide | English Learners | All Schools | $35,000.00 | $35,000.00 |
| 3 | 3 | Parent/Guardian Education | LEA-wide | English Learners Foster Youth Low Income | All Schools | $145,837.00 | $145,837.00 |
| 3 | 4 | Parent/Guardian Education Supports for Marylin Avenue & Junction K-8 Schools | Schoolwide | Low Income | Specific Schools: Junction Ave K-8 and Marylin Ave Title 1 Schools | | $6,500.00 |
| 3 | 5 | Parent/Guardian Supports: Childcare to Attend Meetings, Events, & Educational Opportunities | LEA-wide | English Learners Foster Youth Low Income | All Schools | $2,109.00 | $2,109.00 |
| 3 | 6 | District-wide Outreach of Available Supports | LEA-wide | English Learners Foster Youth Low Income | All Schools | $367,549.00 | $367,549.00 |
| 3 | 7 | Adult Education Parent Classes | LEA-wide | English Learners Low Income | All Schools | $5,000.00 | $55,000.00 |
| 3 | 9 | Parent/Guardian Engagement in School & District Leadership & Decision-Making | LEA-wide | English Learners Foster Youth Low Income | All Schools | $50,000.00 | $50,000.00 |

## Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Total Planned Expenditures | Total Estimated Actual Expenditures |
|---|---|---|---|---|---|
| | | | | | |

| Totals: | Planned Expenditure Total | Estimated Actual Total |
|---|---|---|
| Totals: | | |

# Instructions

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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](mailto:lcff@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

*General Information* – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

*Reflections: Successes* – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

*Reflections: Identified Need* – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

*LCAP Highlights* – Identify and briefly summarize the key features of this year's LCAP.

*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**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: 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**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

**Local Control and Accountability Plan:**
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1**: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

**Prompt 2**: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3**: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

*Focus Goal(s)*
**Goal 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.

**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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

*Broad Goal*
**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.

**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*
**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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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) |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then. | Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then. | Enter information in this box when completing the LCAP for **2021–22**. |

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 self-reflection tool for local indicators within the Dashboard.

*Actions*: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

*Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

*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.

*Goal Analysis:*

Enter the LCAP Year

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.

- 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.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- 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.

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

## Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

## Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services:*** Identify the 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).

***Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:*** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

***Required Descriptions:***

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools**: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

# For School Districts Only:

**Actions Provided on an LEA-Wide Basis:**

*Unduplicated Percentage > 55%:* For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

*Unduplicated Percentage < 55%:* For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."**

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

# Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **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.

- o **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.

- o **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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

- o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **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.