

# Livermore Valley Joint Unified School District 2025 LCAP Board Presentation

June 10, 2025



LIVERMORE  
SCHOOL DISTRICT

Michelle Pechette  
Assistant Superintendent of Educational Services

# Presentation Objectives

1. Present an update on the 2025 LCAP for the Board of Education's Public Hearing
2. Share the work that has been completed this year
3. Prepare the Board of Education to take action at the following meeting to approve the 2025 LCAP

# About California's Local Control and Accountability Plan (LCAP)

**The Local Control and Accountability Plan (LCAP)** is a plan that school districts in California must create every three years and update every year. It explains how the district will support student learning, especially for students who need the most help—including low-income students, English Learners, and Foster Youth.

The LCAP **connects funding to goals**. It tells how money will be spent and how progress will be measured. It also requires schools to get input from families, students, teachers, and staff before making big decisions.

The main goal of the LCAP is to make sure students get what they need to succeed. It promotes fairness, transparency, and shared responsibility.

## **LCAP Essentials:**

- Part of California's system to make school funding fair and effective
- 3-year plan with yearly updates
- Focuses on support for the neediest students
- Connects spending to results
- Requires public input, meaning schools must ask families, students, and staff for feedback
- Tracks progress, using clear measures
- Must be approved with the budget by June 30

# 2024-2025 Timeline

Begin Year 2 implementing Actions and Services

Present Mid-Year Update

Present LCAP to Partners and seek Board approval

LCAP Board Approval

JUL      AUG      SEP      NOV      DEC      JAN      FEB      MAR      APR      MAY      JUN

Engage Educational Partners

Implement Actions and Services

Monitor Progress

Prepare budget for following school year

Prepare Draft LCAP

Present LCAP

# Educational Partner Engagement



**2,140**  
**Survey**  
responses

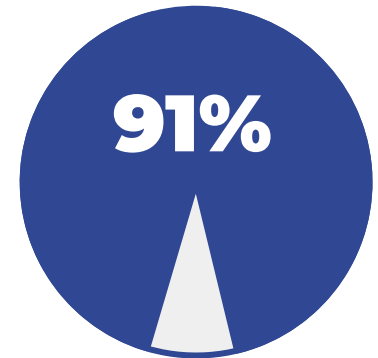
This represents a 10% increase above the 2024 Parent/Guardian LCAP Survey

Elementary  
**1,173**

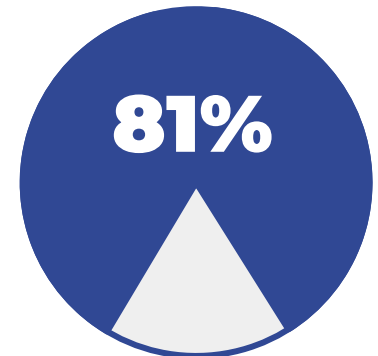
Middle  
**471**

High  
**496**

Feel welcomed & valued when interacting with the school



Are satisfied with the level of support their children receive from teachers regarding academic progress and challenges



# Parent/Guardian Survey Results

Percent who feel each item is very important or somewhat important to students' academic progress

Teacher/Student  
Connections

98%

Academic  
Counseling

98%

Learning support and  
interventions during school

97%

Updated classrooms,  
facilities, and materials

95%

Mental health resources  
and support

92%

Additional tutoring/ academic  
support outside of school

89%

# Additional Parent/Guardian Survey Results

## Additional Supports Needed for English Learners and Students with Disabilities

**Basic Needs Support:** Consistent across middle and high school: Food, healthcare, transportation, and other essentials.

**Extended Learning & English Language Support:** Extra English instruction and after-school help for English Learners, especially important in elementary and high school.

**Before & After School Care and Programs:** Includes care for low-income families and access to free extracurricular/enrichment programs.

**Essential School Meals:** Free meals at school are emphasized as critical across all grade levels.

## Additional Supports Needed for all Students

**Targeted Academic Help:** Small group instruction, tutoring in math and reading, and subject-specific support (especially in middle and high school).

**Stronger Teacher Communication:** Frequent updates on student progress and more timely feedback on assignments.

**Emotional and Relational Support:** Counseling, motivation from staff, and fostering strong relationships with peers and teachers.

**Structured Learning Opportunities:** After-school programs, study hall during the school day, and limits on screen time and homework.

## 4 Suggestions to Improve Parent Engagement

1. More frequent updates and **communication from school**

2. Increased parent **involvement in decision-making**

3. More frequent updates and **communication from the district**

4. Increased **parent education and workshops**

# Partner Engagement - Influences on the LCAP

## **Increased Focus on Student Support Staffing**

Parents and committee members pushed for staff with direct student contact, leading to the extension of Instructional Assistants (e.g., Kid Connection), academic interventionists, and nurses.

## **Stronger Intervention Systems**

Educational partners supported extension of MTSS (Multi-Tiered System of Supports), particularly for schools with high numbers of English Learners and low-income students.

## **Parent Communication & Engagement Investments**

Feedback emphasized the need for clear two-way communication with families. This included school site to home communication and district to home communication. This demonstrated the importance of our community engagement investments.

## **Support for Summer School and Tutoring Supports**

DELAC and others requested more opportunities for credit recovery and ELPAC preparation, leading to expanded summer programming and tutoring services.

## **Adjustments to Budgeting**

Budgets were adjusted for actions such as reduction and/or renegotiation of contracts, based on community feedback and implementation reviews.

# 3 District Goals



**Goal 1: College and Career Readiness**



**Goal 2: Student Attendance and Behavior**



**Goal 3: Parent Engagement and Community Partnerships**



# Goal 1: College and Career Readiness

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

METRIC	CURRENT STATUS
1.1 Teacher Misassignments	1%
1.2 Standards-Aligned Materials Access	100%
1.3 Standards Implementation (General)	78%
1.4 ELD Standards Implementation	67%
1.5 ELA Avg. Distance from Standard	21
1.6 ELA CAASPP Met/Exceeded	60%
1.7 Math Avg. Distance from Standard	-9.3
1.8 Math CAASPP Met/Exceeded	49%
1.9 Science (CAST) Met/Exceeded	45%
1.10 Algebra I Proficiency	43%
1.11 EasyCBM Grade 3 Risk	81%
1.12 District Writing Proficiency	60%

METRIC	CURRENT STATUS
1.13 A–G Completion Rate	48%
1.14 Grad + CTE Completion	35%
1.15 A–G + CTE Completion	19%
1.16 ELPAC Language Progress	43%
1.17 EL Reclassification Rate	13%
1.18 AP Exam Success Rate	82%
1.19 Writing Mastery (Grades 7–8)	32%
1.20 Course Access (Ed Code)	100%
1.21 College/Career Ready Graduates	50%

# \$5.8M

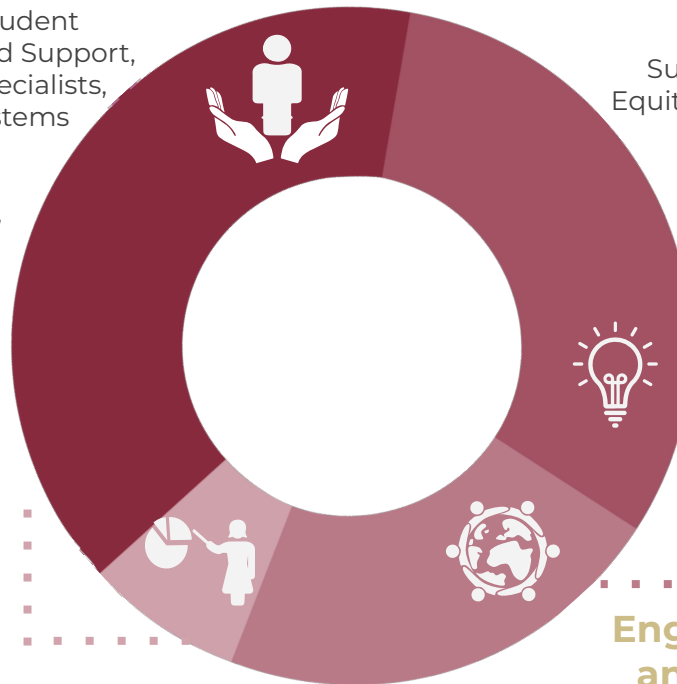
## ACTIONS & BUDGET

### \$2.2M Student Intervention and Support

Programs for Student Intervention and Support, Intervention Specialists, Multi-Tiered Systems of Support, Continuation School Support, Junction and Marilyn School Support

### \$1.9M Academic Enrichment

Summer School, Equitable access to field trips and campus for low-income students, Career Technical Education



97% of students feel they get the help that they need from teachers

### \$435K Educator Development and Support

Professional Development, support for new teachers

### \$1.3M English Learner and Academic Achievement Support

District support and leadership for academic achievement and English language development, English language development curriculum and instruction, assessment and accountability programs for unduplicated students

## College and Career Readiness



# Goal 1 All Actions

Action #	Action Title	Total Funds
1.1	Summer School	\$84,510.00
1.2	Programs for Student Intervention and Support	\$224,863.00
1.3	Continuation School Support	\$320,921.00
1.4	Multi-Tiered Systems of Support	\$194,847.00
1.5	Intervention Specialists	\$497,367.00
1.6	Junction and Marilyn School Support	\$986,946.00
1.7	Equitable Access to Field Trips & Camp for Low-Income Students	\$88,000.00
1.8	District Support and Leadership for Academic Achievement and English Language Development	\$677,928.00
1.9	Assessment and Accountability Programs for Unduplicated Students	\$424,918.00
1.10	Professional Development	\$70,000.00
1.11	Support for New Teachers	\$364,860.00
1.12	Career Technical Education	\$1,597,591.00
1.13	English Language Development Curriculum and Instruction	\$154,193.00



## Goal 2: Student Attendance and Behavior

*Increase student attendance, engagement, and improve behavior outcomes to support student learning.*

METRIC	CURRENT STATUS
2.1 Overall Attendance Rate	95%
2.2 Chronic Absenteeism Rate	11%
2.3 Middle School Dropout Rate	0%
2.4 High School Dropout Rate	1%
2.5 Five-Year Graduation Rate	97%
2.6 Suspension Rate	3%
2.7 Expulsion Rate	0%
2.8 Teacher/Student Relationships	61%
2.9 COST Team Service Rate	15%
2.10 Triennial Assessment Completion	100%
2.11 School Facility Condition	100%

# \$2.7M

## ACTIONS & BUDGET

**\$1.7M**  
**Behavioral & Social-Emotional Support**

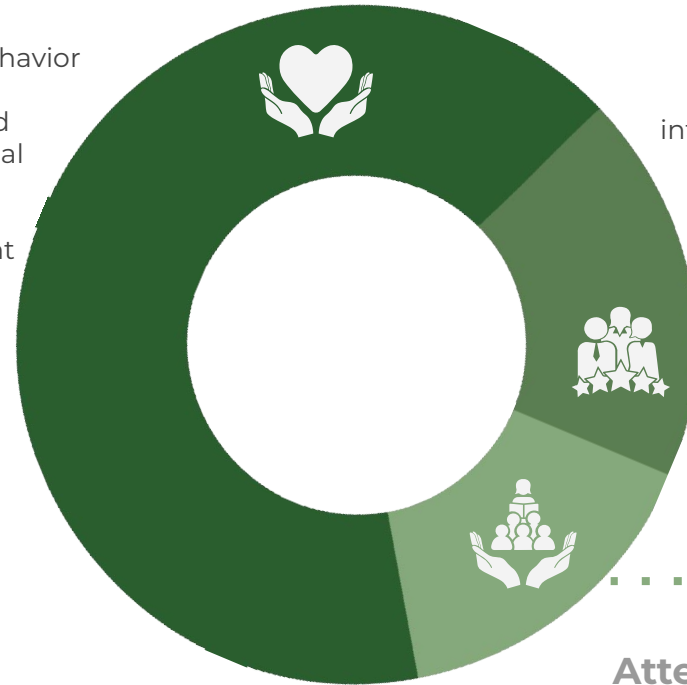
Elementary Behavior Intervention, Counseling and Social Emotional Support, supporting positive student behavior

**\$518K**  
**Leadership and Targeted Student Support**

Leadership to support intervention for unduplicated students

**\$523K**  
**Student Attendance and Engagement**

Support for student attendance, homeless student support



**Our schools works hard to create environments where all students can learn and succeed**

**Student Attendance and Behavior**



# Goal 2 All Actions

Action #	Action Title	Total Funds
2.1	Support for Student Attendance	\$473,134.00
2.2	Elementary Behavior Intervention	\$429,757.00
2.3	Counseling and Social Emotional Support	\$1,064,545.00
2.4	Leadership to Support Intervention for Unduplicated Students	\$517,540.00
2.5	Supporting Positive Student Behavior	\$248,024.00
2.6	Homeless Student Support	\$50,000.00

# Goal 3: Parent Engagement and Community Partnerships



*Increase parent engagement in student learning and build community partnerships to enhance student success.*

METRIC	CURRENT STATUS
3.1 Parent Survey Completion	16%
3.2 Engagement: LI/EL/FY Families	64%
3.3 Engagement: Families of SWD	78%

# \$889K

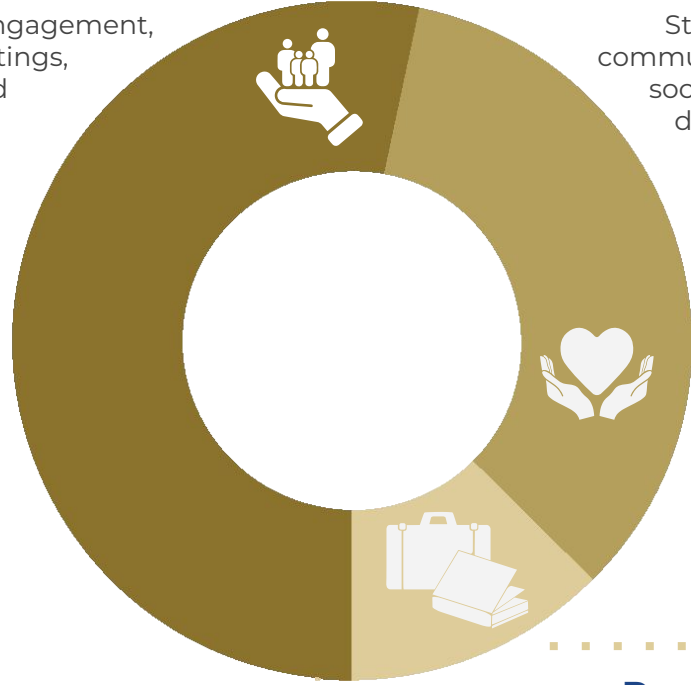
## ACTIONS & BUDGET

**\$477K**  
**Community & Family Engagement**

Community engagement, access to meetings, translation and interpretation services

**\$298K**  
**Student Wellness & Data-Driven Support**

Student health, communication and social-emotional data collection



**\$114K**  
**Parent & Family Education**

Parent education

Programs that increase engagement from parents of English Learners is a top priority

### Parent and Community Engagement



# Goal 3 All Actions

Action #	Action Title	Total Funds
3.1	Community Engagement	\$450,161.00
3.2	Parent Education	\$113,658.00
3.3	Student Health	\$290,483.00
3.4	Communication and Social Emotional Data Collection	\$7,500.00
3.5	Access to Meetings	\$2,000.00
3.6	Translation and Interpretation Services	\$25,000.00

# LCAP Actions & Budget

*Total 2025 LCFF  
Supplemental  
Funds vs Total  
Funding allocated  
per goal.*

*Total Funding may  
include State and  
Federal Grant  
Dollars.*



Goal 1: College and Career Readiness

**LCFF Supp = \$3,772,351**

**Total Funds = \$5,668,944**



Goal 2: Student Attendance and Behavior

**LCFF Supp = \$2,484,976**

**Total Funds = \$2,783,000**



Goal 3: Parent Engagement and  
Community Partnerships

**LCFF Supp = \$888,802**

**Total Funds = \$888,802**

# Changes from 2024 LCAP

1. No Major Changes to Goals or Metrics
2. Due to unexpended LREBG funds, the district added or updated actions aligned with this grant's guidelines.
3. Adjusted Budgets for Key Actions
  - a. The budget for survey software was reduced to reflect actual costs.
  - b. Certain personnel were reduced or there were funding changes based on reduced LCFF Supplemental funding.
4. Based on educational partner input, the 2025 plan increased focus on:
  - a. Academic and behavior interventionists
  - b. Student wellness staff (e.g., nurses, Kid Connection)
  - c. Supports for schools with high percentages of EL and low-income students.
5. Compliance Updates per New Legislation  
Senate Bill 153 and updated CDE guidance required:
  - a. Differentiated assistance-based actions
  - b. New tracking metrics for long-term English Learners (LTELs)
  - c. Continued support for schools with red Dashboard indicators.

# Next Steps

1. **Incorporate stakeholder feedback** from the public hearing and final review sessions into the LCAP draft
2. **Finalize LCAP and Federal Addendum** to reflect updates and meet compliance requirements under California Education Code and ESSA
3. **Post final draft for public review** on the LVJUSD website prior to the adoption meeting
4. **Bring forward for board adoption** at the **June 17th** Board of Education meeting
5. **Submit the approved LCAP and Federal Addendum** to Alameda County Office of Education by **July 1, 2025**
6. **Launch Interactive District Scoreboard** for families and community in **August 2025**, in alignment with partner feedback.

# Questions or Comments