



LCFF Budget Overview for Parents

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

CDS Code: 01612000000000

School Year: 2026-27

LEA contact information:

Michelle Pechette

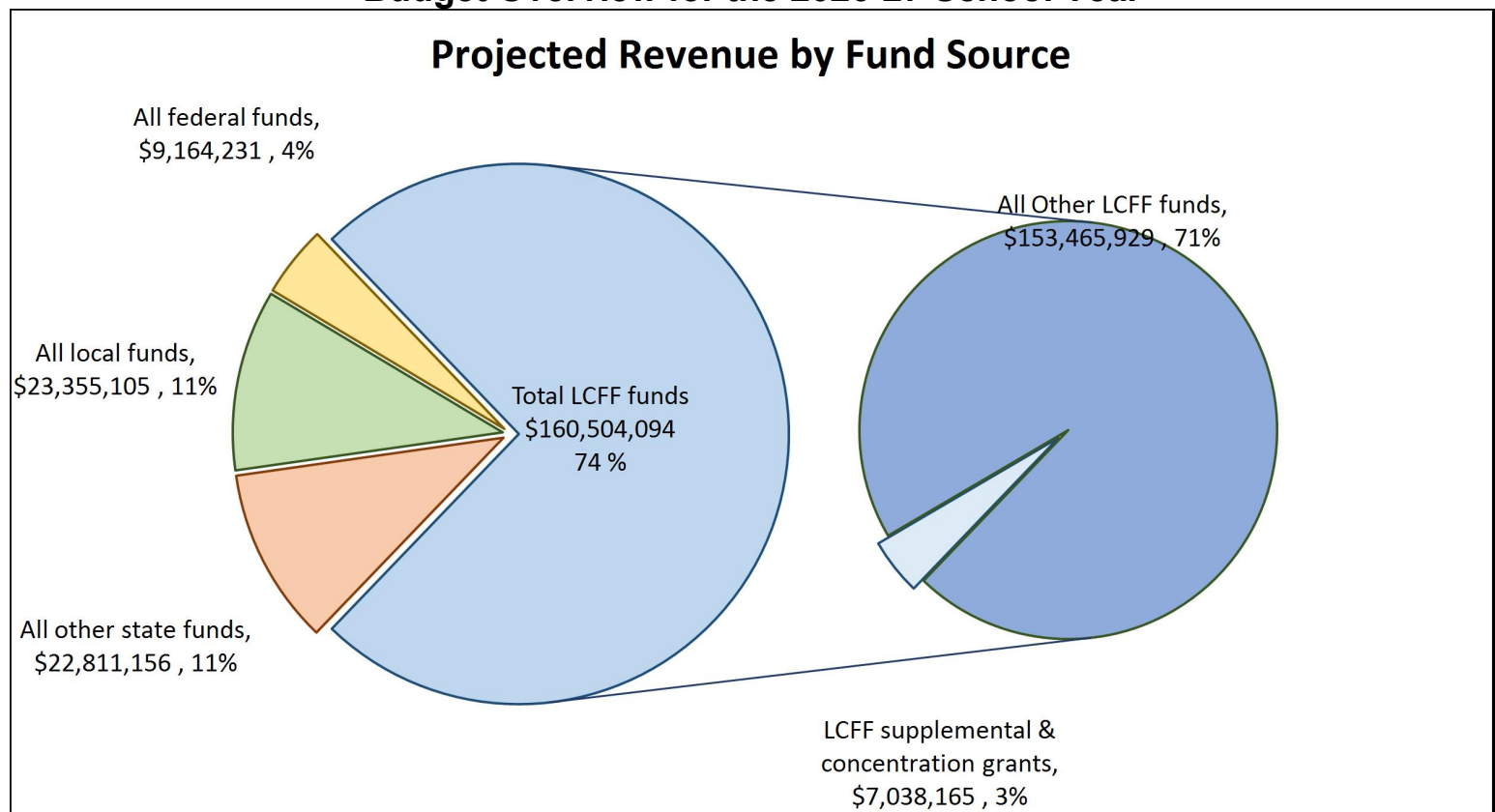
Assistant Superintendent

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925-606-3224

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

Budget Overview for the 2026-27 School Year

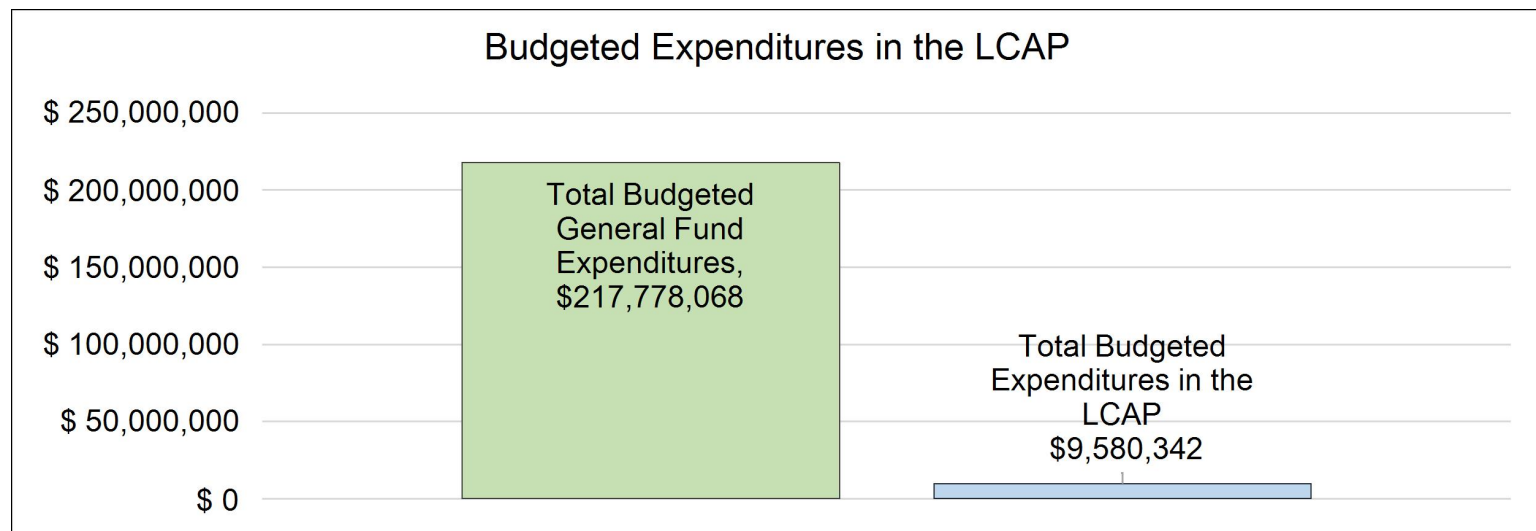


This chart shows the total general purpose revenue Livermore Valley Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Livermore Valley Joint Unified School District is \$215,834,586, of which \$160,504,094 is Local Control Funding Formula (LCFF), \$22,811,156 is other state funds, \$23,355,105 is local funds, and \$9,164,231 is federal funds. Of the \$160,504,094 in LCFF Funds, \$7,038,165 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Livermore Valley Joint Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Livermore Valley Joint Unified School District plans to spend \$217,778,068 for the 2026-27 school year. Of that amount, \$9,580,342 is tied to actions/services in the LCAP and \$208,197,726 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 district-level 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.

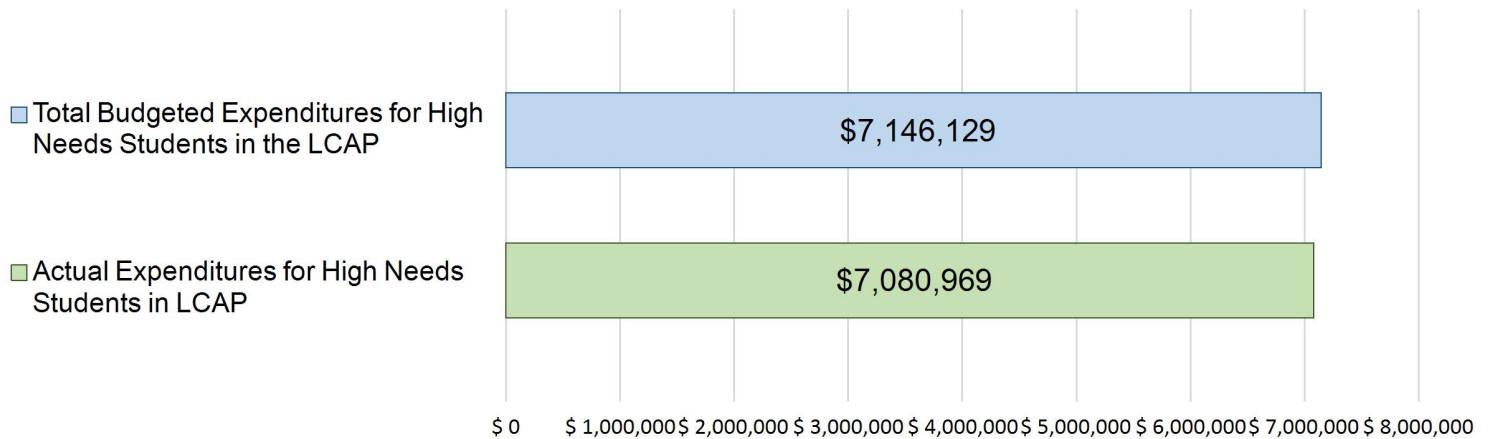
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Livermore Valley Joint Unified School District is projecting it will receive \$7,038,165 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 \$7,069,574 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 2025-26

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



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

The text description of the above chart is as follows: In 2025-26, Livermore Valley Joint Unified School District's LCAP budgeted \$7,146,129 for planned actions to increase or improve services for high needs students. Livermore Valley Joint Unified School District actually spent \$7,080,969 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$65,160 had the following impact on Livermore Valley Joint Unified School District's ability to increase or improve services for high needs students:

The difference the shifting of some expenses to other funding sources due to a decrease in LCFF supplemental funding as well as some slightly lower spending in a few areas such as Equitable Access to Field Trips and Camps, Access to Meetings, and Translation and Interpretation Services. The difference in budgeted to actual expenditures had minimal to no impact on the overall increased and improved services planned for 2025-26.



Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Livermore Valley Joint Unified School District (LVJUSD) is located in Livermore, California, and is the easternmost city in the San Francisco Bay Area. Livermore was founded in 1869 and is known for its eclectic mix of award-winning wineries, family-owned ranches, national research laboratories, and for being an art-rich community. This juxtaposition of agriculture, arts, and cutting-edge technology gives Livermore its unique reputation as a city in which ranchers, physicists, and artists are neighbors and friends.

The city is a suburban community with a current population of over 86,000 residents and an ethnic make-up of approximately 66% White, 23% Hispanic, 15% Asian, and 2% African American. The balance represents the diversity of other backgrounds, including ethnicities comprised of two or more of the aforementioned categories. Approximately 25% of Livermore families live below the poverty level. These demographics have changed over the years as Livermore has grown and become more diverse.

The Livermore Valley Joint Unified School District encompasses a 240-square mile area, including the city and vicinity. Our award-winning District is the fourth largest employer in Livermore. Our District serves approximately 13,000 students from transitional kindergarten through the 12th grade. It operates 18 school sites including nine elementary schools, two K-8 schools, three middle schools, two comprehensive high schools, and two alternative schools. Many of our District's schools are California Distinguished Schools, Gold Ribbon Schools, Pivotal Practice Schools, or recipients of other honors and prestigious awards.

The demographics of our District's student population (according to the CA Dashboard) include 38.5% White, 32.3% Hispanic, 15.7% Asian, 1.5% African American, 22% Socioeconomically Disadvantaged and 9.3% 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.

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

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

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

Reflections: Annual Performance

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

We are very proud of the growth and improvement we have managed as a district over the past year. Many of our prioritized metrics on the Dashboard took demonstrable leaps forward for both the district as a whole and several significant student groups. For our District as a whole, there is not a single CA State Dashboard Indicator that is in the "Red" -- or lowest level. This past year, three of our indicators improved while only one dropped. On California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) we did increased by 3.9 points to 25.4 points above standard, however we remain firmly entrenched within the "Green" level. CAASPP Math,

however, jumped up, increasing by 3.7 points to put us at 5.6 below standard and jumping the indicator from "Yellow" to Green. Our graduation rate overall continues to be very high -- 97.1% graduation rate (an improvement of 0.4% from the previous year) and in the "Blue." Our College and Career Readiness improved for the second straight year by 14.2% up to 65.1%, enough to push us from "Green" to "Blue." This indicator (along with the Graduation Indicator) also includes no student groups in the "Red." Most importantly, our English Learner Progress indicator jumped a whole two levels -- from "Orange" to "Green" -- based on an increase of 3.1% of students making progress, putting us overall at 46.4%. This is our second straight year of consistent ELPI improvements, but the first year we have seen it reflected on the Dashboard. However, after reporting success in our Chronic Absenteeism numbers over the past few years, we did increase that number by 0.5% up to 11.8%, enough to drop us from "Yellow" to "Orange." On the brighter side, after years of steady improvement our Suspension numbers are holding steadily low, declining by another 0.6% to 2.2% Overall and keeping us in the "Green."

Four years ago, our District instituted our own local "Scoreboard," a collection of local metrics meant to reflect our own local values and priorities and to hold ourselves accountable for those areas which we prioritize highly. Many of the elements on our Scoreboard are very similar to the Dashboard (CAASPP ELA and Math proficiency, for example), and others are significantly different (for example, the percentage of students that report favorable teacher/student relationships, or the percentage of grade 8 and 9 students showing proficiency on our District's Algebra I final assessment). Our Scoreboard includes metrics both for the District as a whole and for each school at each level, and the implementation has provided a different and very illuminating evaluation of the efficacy of our programs. For example, one of the metrics for our elementary schools is the percentage of students proficient on the end-of-year literacy assessment (EasyCBM) in first grade. This metric was meant to reflect and emphasize our devotion of resources towards early literacy. The first couple of years saw a massive increase in the number of students proficient on this metric, and we have maintained the high level of success in the years since. For example, we have kept the number of Grade 1 students proficient on that assessment at over 80 percent for the past two years. The growth in many of our "lead" measures such as early literacy is a point of significant pride for us, and one which we are trying to scale up to other areas. At the district level, 9 of our 10 Scoreboard metrics showed improvement over the previous year (the only one that regressed was the percentage of students in Grades 8 and 9 proficient on the Algebra final, which dropped by 5.53%).

In terms of needs and concern for student groups, we rely on the yearly student group designations on the state Dashboard. Here is the relevant excerpt from the original LCAP in this 3-year cycle, which includes the data that informed our LCAP's required actions from 22-23: "The state Dashboard for our District has five student groups in the lowest achievement level. The only group in more than one is Homeless students, who qualify for 'Red' in ELA achievement, Math achievement, College/Career Readiness, and Suspension rate. Other student groups included in the lowest levels are Students with Disabilities (for ELA achievement), English Learners (for College/Career Readiness), African American students (for Suspension Rate), and Foster Youth (for Suspension Rate). Compared to the year before, we have seen many student groups move out of the 'Red' levels, and we are both happy with the improvement and focused on what we can do to continue to improve the achievement of those student groups that remain, especially our Homeless students.

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

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

Students with Disabilities: ELA achievement at Granada High, Marylin Avenue Elementary, and Mendenhall Middle; Math achievement at

Junction Avenue K-8 and Marilyn Avenue Elementary; Suspension Rate at Croce Elementary, East Avenue Middle, and Livermore High; Chronic Absenteeism at Altamont Creek Elementary
Hispanic: ELA achievement at Livermore High; Math achievement at Junction Avenue K-8; Suspension Rate at Croce Elementary, Del Valle Continuation, and Junction Avenue K-8
Socioeconomically Disadvantaged: Math achievement at Junction; Suspension Rate at Croce Elementary, Del Valle, and Livermore High
Asian: Chronic Absenteeism at Croce Elementary
African American: Suspension Rate at Livermore High
Two or More Races: Suspension Rate at Junction Avenue K-8"

For a detailed table that connects these student groups listed on last year's LCAP to our LCAP Actions this year, please see our appendix.

This year, the state Dashboard for our District for 24-25 shows improvement and growth from our LCAP actions as they have addressed the needs of the student groups listed above. The Dashboard now has five student groups in the lowest achievement level. Our Long Term English Learners qualify for "Red" in Chronic Absenteeism, ELA achievement, Math achievement, and Suspension (however, they did move out of "Red" for College/Career Readiness). Our Foster Youth qualify for "Red" in Chronic Absenteeism and Suspension. Our African American students qualified for "Red" with Chronic Absenteeism (but moved out "Red" for ELA achievement, Math achievement, and Suspension). Our Homeless students qualify for "Red" for Chronic Absenteeism as well (but moved out of "Red" for ELA achievement, College/Career Readiness, and Suspension). Our Socioeconomically Disadvantaged students also qualify for "Red" with Chronic Absenteeism. Overall, though we still have five student groups in the lowest achievement level, we have greatly reduced the amount for which most of the groups qualify. This has enabled, for example, us to move out of Differentiated Assistance for our Homeless students. We're proud of the work we've done in increasing the achievement of our student groups, but recognize that there is still significant improvement to be made.

13 of our schools avoided any Dashboard overall indicators in the "Red" lowest level, which is down from 15 last year. Four of the remaining five schools had just one "Red" area: East Avenue Middle, Joe Michell K-8, and Granada High for English Learner Progress, and Croce Elementary for Chronic Absenteeism. Vineyard Alternative School qualified for two overall "Red" levels in ELA achievement and Math achievement.

The following student groups qualified for "Red" at the indicated sites in the indicated Dashboard metrics:

English Learners: Chronic Absenteeism at Altamont Creek Elementary, Arroyo Seco Elementary, Christensen Middle, Croce Elementary, Jackson Elementary, and Joe Michell K-8; Math achievement at Arroyo Seco Elementary, East Avenue Middle, and Junction K-8; Suspension Rate at Christensen Middle, and Junction K-8; English Learner Progress at East Avenue Middle, and Joe Michell K-8; ELA achievement at East Avenue Middle.

Socioeconomically Disadvantaged: Chronic Absenteeism at Arroyo Seco Elementary, Christensen Middle, Croce Elementary, Jackson Elementary, Rancho Elementary, and Smith Elementary; ELA achievement at Arroyo Seco Elementary, and Junction K-8; Math achievement for Arroyo Seco Elementary, East Avenue Middle, and Junction K-8; Suspension Rate for Christensen Middle.

Students with Disabilities: Chronic Absenteeism at Christensen Middle, Croce Elementary, Marylin Avenue Elementary, and Joe Michell K-8; ELA achievement for Croce Elementary, Marylin Avenue Elementary, and Mendenhall Middle; Math achievement at Mendenhall Middle; Suspension Rate at Michell K-8.

Homeless: Suspension Rate at Livermore High

Hispanic: Chronic Absenteeism at Arroyo Seco Elementary, Christensen Middle, Croce Elementary, Marylin Avenue Elementary, Mendenhall Middle, Michell K-8, and Rancho Elementary; Math achievement at Junction K-8.

White: Chronic Absenteeism at Croce Elementary.

Last year, in preparation for Learning Recovery Emergency Block Grant (LREBG) funds, our district conducted a needs assessment to evaluate the most impactful uses of those funds. Our needs assessment used the template developed and endorsed by the California Department of Education, and as such we examined which schools and student groups had challenges associated with California Assessment of Student Performance and Progress (CAASPP) ELA and Math scores as well as Chronic Absenteeism. In summary, we had five schools (Marylin Avenue, Junction K-8, Del Valle Continuation, Vineyard Alternative, and Livermore High School) with "Greatest Need" in all three areas, as well as seven student groups (English Learners, Long-Term English Learners, Homeless, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, and African American) with "Greatest Need" in all three areas. Based on this information we identified the following systems of support should the funds become available, as well as the evidence and research supporting these programs:

- Counseling and Social Emotional Support (Action 2.3)
- Math intervention programs focusing on Tier II supports and staffing for reading intervention specialists (Actions 1.4 and 1.5).
- Coaching for Tier I instructional improvement focused on "in class," real-time coaching (Action 1.4).
- Improvement in curriculum and other Tier I supports for English Learner students (Actions 1.4 and 1.13).
- Interventionists to assist English Learner students (Action 1.2).
- Funds to help with transportation to school (Action 2.1).
- Support for the implementation of standards-based grading at the secondary level (Action 1.8).
- Support for parent/guardian training (Action 3.2).

If the LREBG funds are made available, implemented programs from above would be attached mostly to actions within Goal 1 with the exception of the transportation support, which if adopted would be attached to an action within Goal 2, as well as parent/guardian training, which if adopted would be attached to an action within Goal 3. If those funds are made available and when we know the exact amount allotted, then the amounts budgeted would be enumerated in the Mid-Year LCAP update as well as the Annual Update.

Reflections: Technical Assistance

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

Over the past several years, our work within Differentiated Assistance has enabled us to exit multiple student groups from qualification for that status. We are proud of the work we previously did to exit qualification for Chronic Absenteeism, for example. This was due to a focus on attendance in our Student Services Department and the work of our Child Welfare and Attendance (CWA) program in focusing on student support. This last year, we exited qualification for our Homeless students, primarily due to a Homeless Liaison program with put into place with the financial assistance of the Alameda County Office of Education. Due to many actions in our LCAP, we were also able to exit qualification for our African American students.

This year we qualify for Differentiated Assistance due the performance of two student groups. Our Foster Youth population is low enough that we have only two Dashboard indicators for which they meet the n-size requirement -- Chronic Absenteeism and Suspension Rate -- and the group qualifies for "Red" for both indicators. Foster Youth is, of course, a group directly served through the LCAP, and we are examining the

efficacy of those actions which have the greatest impact. For example, we are utilizing our COST teams to make sure that appropriate interventions are in place for all Foster Youth, whether each student has already been referred to COST or not. Our LTEL students also qualify through "Red" on both Chronic Absenteeism and Suspension, so we are also evaluating those actions that affect attendance and behavior intervention, and examining data related to how we can best serve our Long Term English Learner students. Part of the issue we have identified is a lag in communicating to schools exactly who our LTELs are, given the fairly recent addition of the student group to Dashboard accountability. This year we have worked with the Alameda County Office of Education on establishing clear processes for data analysis for our two affected DA groups. We expect that with our new communication to schools and our reinforced analysis of student achievement for these two groups, that those issues that remain at the end of the year will help us have a much greater understanding of exactly what reforms and actions need to be put in place next year.

Comprehensive Support and Improvement

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

Schools Identified

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

No schools in our District were identified for CSI.

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Our primary group for LCAP engagement is the LVJUSD LCAP Advisory Committee. While the Committee primarily consists of parents, a wide variety of educational partners are included. This includes teacher representatives, and it also includes leadership representatives from the Livermore Education Association (teachers bargaining unit). This Committee met monthly from January through May.
Principals	Principals participate in district-level Curriculum and Superintendent meetings in which they review data and examine metrics, goals, and expenditures from the LCAP. Principals met with the Curriculum Teams on the following dates: 9/8/25; 10/6/25; 10/20/25; 11/17/25; 12/1/25; 1/12/26; 2/9/26; 2/23/26; 3/9/26; 4/13/26; and 5/11/26. In addition, principals and vice principals met together and with their Instructional Leadership Teams to review data, metrics and goals on these dates: 7/31/25 and 8/1/21.
Administrators	Our LCAP Parent Advisory Committee includes district administrator representatives.
Classified Personnel	Our LCAP Advisory Committee includes representation from our three classified unions and organizations: the California Schools Employees Association, Service Employees International Union, and Classified Management/Confidentials. The LCAP Advisory Committee met monthly from January through May.
Parents / Parent Advisory Committee	Our LCAP Advisory Committee (Parent Advisory Committee) comprised of a parent representative from each school within our

Educational Partner(s)	Process for Engagement
	<p>District, as well as student leaders from our high schools, leadership representatives, bargaining groups and employee organizations, met monthly from January - May. In addition, our District follows all requirements regarding the Board of Education adoption of the LCAP, including the public presentation, time for public comment, and time for questions and formal answers from the superintendent. Our DELAC (discussed below), also includes parent representation.</p> <p>In March all parents received a survey and were asked to provide feedback and input regarding the metrics, goals, and actions of the LCAP. In general parents reported feeling involved with their schools and that communication was strong, and they emphasized value for programs that had a direct impact on student achievement and gave "extra" help where support was necessary in the areas of math and reading tutoring and counseling appropriate to each level of school.</p> <p>The LCAP Advisory Committee meetings completed the following actions at meetings beginning in January: January 27, 2026 - Committee members reviewed budget cut proposals and examined their impact on the LCAP.</p> <p>February 3, 2026 - Committee members continued review of budget cut proposals and made recommendations for how budget cuts involve and impact the LCAP.</p> <p>March 4, 2026 - Committee members reviewed final decisions regarding budget cuts and then examined district achievement data.</p> <p>April 1, 2026 - Committee members reviewed the results of the parent survey.</p> <p>April 28, 2026 - Committee members reviewed planned actions and action budgets for 2026-2027 and provided recommendations for what to prioritize, what to de-prioritize, and what to add to the LCAP.</p> <p>May 26, 2026 - Committee members reviewed the completed draft of the 2026-2027 LCAP and made recommendations for the LCAP process for the following year.</p>

Educational Partner(s)	Process for Engagement
Students	Our LCAP Advisory Committee also includes student representatives from our high schools.
District English Learner Advisory Council (DELAC)	<p>Our DELAC, comprised primarily of parents from each school within our District, meets monthly throughout the year, they review data and metrics, gather feedback and support the development of the LCAP.</p> <p>January 29, 2026 - The Committee reviewed the 25-26 LCAP, State Priorities, and timeline. The Committee reviewed the goals, metrics, and actions identified in the LCAP.</p> <p>March 26, 2026 - The Committee continued its review of the LCAP and offered feedback on actions it would like prioritized.</p>
Board of Education	Our Board will hold a Public Hearing to solicit recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP on June 9, 2026.
Tri-Valley Special Education Local Plan Area	<p>Our plan was submitted to the Tri-Valley SELPA for review and input on May 21, 2026.</p> <p>The SELPA Director suggested including elements in the LCAP to address disproportionality, specifically achievement gaps for African American students and Students with Disabilities. Suggestions were made to include various metrics that would target these specific gaps and to use the analysis within to examine the intersection of Students with Disabilities and various other student groups such as Hispanic students, African American students, and English Learners.</p>

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

The LCAP Advisory Committee provided a wide range of consensus recommendations, which will be summarized here into the following categories: general principles, what should be prioritized and protected, what should be de-prioritized, and what could be added or altered.

General principles: Like other groups, the Advisory Committee placed a high degree of value on those positions and supports that provide direct support to students through immediate student usage or contact. In addition, it was important to the committee that the specific line items paid for through the LCAP align more clearly with the purpose of the intended action. For example, if we have an action intended to lower class size through teacher staffing, that the teachers paid for actually result in the intended lower class size.

What should be prioritized and protected: There was a high degree of value for Intervention Specialists, Kid Connection Behavior Interventionists, Counselors, and Nurses and Health Technicians. To a lesser degree there was also support voiced for Summer School and Continuation School, Assessment and Accountability, Parent Education, Access to Meetings, Translation and Interpretation, and Teachers to Lower Class Size.

What should be de-prioritized: There was strong agreement that Community Engagement should be de-prioritized. To a lesser degree there was concern over the way funds were allocated for District Support Staffing and New Teacher Support.

What could be added or altered: The committee voiced support for potentially using the LCAP to provide more stable funding for those high-impact positions that can be threatened by unstable funding at other levels, such as grant funding; this includes counselors at the elementary level and interventionists at our two Title I schools. There was also support for adding Teachers on Special Assignment to assist with a variety of teacher support, most notably district-wide English Language Development, support for expansion of the types of services provided by Summer School, support for expanding CTE offerings, and support for programs to help remedy dyslexia. There was also a desire to more carefully articulate and disperse the funding that the LCAP provides for field trips.

DELAC review the LCAP over the course of two meetings and concluded the following:

DELAC wanted the following items in LCAP prioritized and protected:

- Kid Connection
- Summer School
- Middle College lunches
- Data and Assessment department
- Junction and Marilyn teachers
- Translation services
- Attendance support
- Counselors
- Nurses/Health techs

DELAC expressed that they would like the following concerns to be reflected in the LCAP:

- Less homework and more work done at school
- Math support
- Help with homework and tutoring
- Less online curricula
- Less Dreambox
- Less Chromebook work overall
- More books/paper assignments
- More instructional aides in classes

The specific recommendations of the LCAP Advisory Committee and DELAC were reflective of recommendations made by other groups listed above as well.

As a result of the feedback received:

As stated separately, the need for budget reductions affected our LCAP, and our decisions on what to cut and what to protect were heavily influenced by and in line with the recommendations enumerated above. This includes major administrative reductions connected to several actions (1.8, 1.11, and 3.1). We also ended up protecting those actions that were originally identified for reductions but were later removed from the list (1.3, 1.5, 1.9, 1.11, 2.1, 2.2, 2.3, and 3.3).

The following items continue to be prioritized in our LCAP: Additional teaching support - smaller class sizes and intervention support at our schools with the highest population of unduplicated students, Wellness Counselors at Middle School, Support for Kid Connection (Mental Health Support at Elementary), Literacy Specialists, and Attendance Support specialists.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

In English Language Arts (ELA) there is a 55.4 point gap (a 4.3 point increase from last year) between "All students" and the highest scoring student-group that is below standard, Hispanic students at 30 below standard and a 149.7 point difference between Overall and the lowest scoring student-group, Long-Term English Learners. ELA results indicate 4 out of our 11 district student groups are meeting standards, so the following actions are designed to address the needs of the seven student groups who are performing below State standards.

In Math, the results are "Green" as overall students scored 5.6 Below Standard, but there is a 63 point gap (a 6.1 point increase from last year) between "Points Distance from Standard (DFS) from "All students" to the highest scoring student-group below standard, Hispanic students at 68.6 below standard and a 175.8 point difference between overall students and the lowest scoring student-group, Long-Term English Learner students. Mathematics is a lower scoring subject area across our District, and as in ELA 4 out of 11 student-groups are meeting the standard. This means the student groups scoring below standard are scoring more points below standard than in ELA.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of Teacher Mis-assignments	1.4 percent	1.2 percent	1.3 percent	Zero percent	0.1 percent improvement
1.2	Percentage of students with access to their own copies of standards-aligned instructional materials for use at school and home	100 percent	100 percent	100 percent	100 percent	0
1.3	Percentage of areas in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability)	74 percent	78 percent	91 percent	100 percent	17 percent improvement
1.4	Percentage of areas related to English Language Development in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability)	67 percent	67 percent	100 percent	100 percent	33 percent improvement
1.5	Average Distance from Standard on CAASPP ELA for all students and key student groups	Overall: Green: +25 Asian: Blue: +78.6 White: Green: +41.7 African American: Yellow: -34.2 English Learners: Yellow: -60	Overall: Green: +21 Asian: Blue: +80.9 White: Green: +38.2 African American: Red: -75.7	Overall: +25.4 Asian: Blue: +86 White: Green: +41.6 African American: Yellow: -60.5 English Learners: Orange: -62.6	Overall at Green or Above and 40 points above standard Improve all student groups below standard by 30	Overall: +0.4 Asian: +7.4 White: -0.1 African American: -26.3 English Learners: -2.6 Hispanic: -8.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: Yellow: -21.1 points Socioeconomically Disadvantaged: Yellow: -35.5 Homeless: Red: -109.3 Students with Disabilities: Red: -82.8	English Learners: Orange: -63.6 Hispanic: Orange: -29.5 Socioeconomically Disadvantaged: Orange: -39.2 Homeless: Red: -106.4 Students with Disabilities: Red: -86.8 LTEL (New): Red: -124.1 LTEL (New): Red: -124.1	Hispanic: Orange: -30 Socioeconomically Disadvantaged: Orange: -45.6 Homeless: Orange: -93.7 Students with Disabilities: Orange: -74.5 LTEL: Red: -124.3 LTEL: Red: -124.3	points or above "zero"	Socioeconomically Disadvantaged: -10.1 Homeless: +15.6 Students with Disabilities: +8.3 LTEL: -0.2 (Year 1 as Baseline)
1.6	Percentage Met/Exceeded Standards on CAASPP ELA for all students and key student groups	Overall: 61.92% Asian: 81.23% African American: 37.37% Hispanic: 42.88% White: 69.69% Students with Disabilities: 22.66% Socioeconomically Disadvantaged: 41.07% English Learner: 10.49%	Overall: 60.1% Asian: 80.6% African American: 26.97% Hispanic: 39.83% White: 67.78% Students with Disabilities: 23.53% Socioeconomically Disadvantaged: 39.62% English Learner: 7.54%	Overall: 61.92% Asian: 82.48% African American: 30.87% Hispanic: 40.33% White: 68.92% Students with Disabilities: 25.19% Socioeconomically Disadvantaged: 34.84% English Learner: 6.79%	+5% Overall +10% for all student groups under 50%	Overall: 0% Asian: +1.25% African American: -6.5% Hispanic: -2.55% White: -0.77% Students with Disabilities: +2.53% Socioeconomically Disadvantaged: -6.23% English Learner: -3.7%
1.7	Average Distance from Standard on CAASPP Math for all students and key student groups	Overall: Green: -10.4 Asian: Blue: +64.5 White: Green: +6	Overall: Yellow: -9.3 Asian: Blue: +68.4 White: Green: +4.9	Overall: Green: -5.6 Asian: Blue: +67.8	Overall at Green or Above and 10 points above standard	Overall: +4.8 Asian: +3.3 White: +7.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: Yellow: -90.1 Hispanic: Yellow: -64.7 Socioeconomically Disadvantaged: Yellow: -80.1 African American: Orange: -85.2 Students with Disabilities: Orange: -110.9 Homeless: Red: -154.1	English Learners: Yellow: -84.6 Hispanic: Orange: -66.2 Socioeconomically Disadvantaged: Yellow: -72 African American: Red: -113.1 Students with Disabilities: Red: -113.7 Homeless: Orange: -134.1 LTEL (New): Orange: -171.8	White: Green: +13.1 English Learners: Orange: -90.7 Hispanic: Orange: -68.6 Socioeconomically Disadvantaged: Orange: -84.7 African American: Yellow: -95 Students with Disabilities: Orange: -84.7 Homeless: Orange: -124.7 LTEL: Red: -181.4 LTEL: Red: -181.4	Improve all student groups below standard by 30 points or above "zero"	English Learners: -0.6 Hispanic: -3.9 Socioeconomically Disadvantaged: -4.6 African American: -9.8 Students with Disabilities: +26.2 Homeless: +29.4 LTEL: -9.6 (Year 1 as Baseline)
1.8	Percentage Met/Exceeded Standards on CAASPP Math for all students and key student groups	Overall: 49.92% Asian: 75.54% African American: 25.51% Hispanic: 29.47% White: 56.9% Students with Disabilities: 19.73% Socioeconomically Disadvantaged: 27.28% English Learner: 8.48%	Overall: 49.23% Asian: 78.27% African American: 20.69% Hispanic: 27.41% White: 55.52% Students with Disabilities: 18.69% Socioeconomically Disadvantaged: 30.78% English Learner: 7.16%	Overall: 50.44% Asian: 78.01% African American: 20.99% Hispanic: 26.87% White: 57.10% Students with Disabilities: 20.50% Socioeconomically Disadvantaged: 21.72% English Learner: 5.86%	+5% Overall +10% for all student groups under 50%	Overall: +0.52% Asian: +2.47% African American: -4.52% Hispanic: -2.06% White: +0.2% Students with Disabilities: +0.77% Socioeconomically Disadvantaged: -5.56% English Learner: -2.62%
1.9	Percentage Met/Exceeded Standards on CAST for	Overall: 45.84% Asian: 63.8%	Overall: 44.49% Asian: 65.53%	Overall: 48.69% Asian: 71.13%	+5% Overall	Overall: +2.85% Asian: +7.33%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	all students and key student groups	African American: 33.33% Hispanic: 26.96% White: 53.75% Students with Disabilities: 12.43% Socioeconomically Disadvantaged: 27.59% English Learner: 2.27%	African American: 13.15% Hispanic: 25.93% White: 52.84% Students with Disabilities: 15.7% Socioeconomically Disadvantaged: 15.7% English Learner: 3.34%	African American: 20.46% Hispanic: 27.52% White: 56.96% Students with Disabilities: 16.67% Socioeconomically Disadvantaged: 21.21% English Learner: 2.05%	+10% for all student groups under 50%	African American: -12.87% Hispanic: -0.56% White: +3.21% Students with Disabilities: +4.24% Socioeconomically Disadvantaged: -6.38% English Learner: -0.22%
1.10	Percentage proficient on Algebra I Final for all students and key student groups	Overall: 28% Asian: 51% African American: 16% Hispanic: 14% White: 33% Students with Disabilities: 9% Socioeconomically Disadvantaged: 19% English Learner: 2%	Overall: 43% Asian: 68% African American: 26% Hispanic: 27% White: 49% Students with Disabilities: 15% Socioeconomically Disadvantaged: 15% English Learner: 10%	Overall: 39.53% Asian: 71.50% African American: 40.91% Hispanic: 18.82% White: 42.98% Students with Disabilities: 11.72% Socioeconomically Disadvantaged: 16.82% English Learner: 8.11%	At least 60% overall All student groups improving to at least 40%	Overall: +11.53% Asian: +20.5% African American: +24.91% Hispanic: +4.82% White: +9.98% Student with Disabilities: +2.72% Socioeconomically Disadvantaged: -2.18% English Learner: +6.11%
1.11	Percentage "Low Risk" on EasyCBM Grade 3 for all students and key student groups	Overall: 85.7% Asian: 94.4% African American: 82.1% Hispanic: 73.5% White: 90.2%	Overall: 80.9% Asian: 89.7% African American: 82.4% Hispanic: 66.3% White: 87.2%	Overall: 86.2% Asian: 93.3% African American: 76.2% Hispanic: 70.8% White: 93.8%	Maintenance of over 80% Improvement of 10% up to 80% for all student groups under 80%	Overall: +0.5% Asian: -1.1% African American: -5.9% Hispanic: -2.7% White: +3.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 54.5% Socioeconomically Disadvantaged: 75% English Learner: 46.7%	Students with Disabilities: 49.7% Socioeconomically Disadvantaged: 62.1% English Learner: 44.2%	Students with Disabilities: 62.3% Socioeconomically Disadvantaged: 59.3% English Learner: 36.4%		Students with Disabilities: +7.8% Socioeconomically Disadvantaged: -15.7% English Learner: -10.3%
1.12	Percentage proficient on District Writing Assessment for all students and key student groups	Overall: 56.85% Asian: 69.7% African American: 44.8% Hispanic: 44% White: 61% Students with Disabilities: 22.5% Socioeconomically Disadvantaged: 40.6% English Learner: 12.8%	Overall: 59.8% Asian: 75.2% African American: 49.5% Hispanic: 43.9% White: 64.8% Students with Disabilities: 27.1% Socioeconomically Disadvantaged: 43.7% English Learner: 18.6%	Overall: 54.1% Asian: 69.7% African American: 43.6% Hispanic: 37.6% White: 58.9% Students with Disabilities: 23.3% Socioeconomically Disadvantaged: 33.5% English Learner: 13.1%	Overall improvement of 10% Improvement of all student groups by 10%	Overall: -2.75% Asian: 0% African American: -1.2%% Hispanic: -6.4% White: -2.1% Students with Disabilities: +0.8% Socioeconomically Disadvantaged: -7.1% English Learner: +0.3%
1.13	Percentage meeting A-G requirements for all students and key student groups	Overall: 52.8% Asian: 81.5% African American: 28.6% Hispanic: 31.3% White: 59.6% Students with Disabilities: 13.7% Socioeconomically Disadvantaged: 26.6% English Learner: 11.1%	Overall: 47.5% Asian: 77.7% African American: 53.8% Hispanic: 24.2% White: 55.8% Students with Disabilities: 10.7% Socioeconomically Disadvantaged: 19.7% English Learner: 4.6%	Overall: 51.5% Asian: 78.8% African American: 60% Hispanic: 31.5% White: 55.3% Students with Disabilities: 9.3% Socioeconomically Disadvantaged: 25.2% English Learner: 5.7%	Overall rate of 60% Improvement of 10% for all student groups under 70%	Overall: -1.3% Asian: -2.7% African American: +31.4% Hispanic: +0.2% White: -4.3% Students with Disabilities: -4.4% Socioeconomically Disadvantaged: -1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LTEL (New): 5.2%	LTEL: 10.3%		LTEL: +5.1% (Year 1 as Baseline) English Learner: -5.4%
1.14	Percentage graduating and completing a CTE pathway for all students and key student groups	<p>Overall: 32.2%</p> <p>Asian: 44.4%</p> <p>African American: 6.3%</p> <p>Hispanic: 27%</p> <p>White: 34.1%</p> <p>Students with Disabilities: 23.3%</p> <p>Socioeconomically Disadvantaged: 25.2%</p> <p>English Learner: 26.8%</p>	<p>Overall: 35%</p> <p>Asian: 55.4%</p> <p>African American: 33.3%</p> <p>Hispanic: 29.4%</p> <p>White: 35%</p> <p>Students with Disabilities: 25.5%</p> <p>Socioeconomically Disadvantaged: 28.4%</p> <p>English Learner: 23.1%</p> <p>LTEL (New): 27.3%</p>	<p>Overall: 51.6%</p> <p>Asian: 65.2%</p> <p>African American: 33.3%</p> <p>Hispanic: 48.2%</p> <p>White: 53.8%</p> <p>Students with Disabilities: 42.4%</p> <p>Socioeconomically Disadvantaged: 48.9%</p> <p>English Learner: 34.7%</p> <p>LTEL: 44.1%</p>	<p>Overall rate of 40%</p> <p>Improvement of 5% for all student groups</p>	<p>Overall: +19.4%</p> <p>Asian: +20.8%</p> <p>African American: +27%</p> <p>Hispanic: +21.2%</p> <p>White: +19.7%</p> <p>Students with Disabilities: +19.1%</p> <p>Socioeconomically Disadvantaged: +23.7%</p> <p>English Learner: +7.9%</p> <p>LTEL: +16.8% (Year 1 as Baseline)</p>
1.15	Percentage meeting A-G requirements and completing a CTE pathway	<p>Overall: 15.9%</p> <p>Asian: 35.4%</p> <p>African American: 0%</p> <p>Hispanic: 6.1%</p> <p>White: 18.9%</p> <p>Students with Disabilities: 3.7%</p> <p>Socioeconomically Disadvantaged: 4.2%</p> <p>English Learner: 3.1%</p>	<p>Overall: 19.3%</p> <p>Asian: 45.5%</p> <p>African American: 26.7%</p> <p>Hispanic: 9.3%</p> <p>White: 19.8%</p> <p>Students with Disabilities: 1.6%</p> <p>Socioeconomically Disadvantaged: 8.4%</p>	<p>Overall: 30.9%</p> <p>Asian: 55.4%</p> <p>African American: 0%</p> <p>Hispanic: 16.1%</p> <p>White: 32.9%</p> <p>Students with Disabilities: 6.5%</p> <p>Socioeconomically Disadvantaged: 15.1%</p>	<p>Overall rate of 25%</p> <p>Improvement of 5% for all student groups</p>	<p>Overall: +15%</p> <p>Asian: +20%</p> <p>African American: 0%</p> <p>Hispanic: +10%</p> <p>White: +14%</p> <p>Students with Disabilities: +2.8%</p> <p>Socioeconomically Disadvantaged: +10.9%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English Learner: 0.9% LTEL (New): 1.3%	English Learner: 3.1% LTEL: 2.9%		English Learner: 0% LTEL: +1.6% (Year 1 as Baseline)
1.16	Percentage of English Learner students making progress toward English language proficiency on the ELPAC	43.1%	43.3%	46.4%	60%	+3.3%
1.17	Percentage of English Learner students reclassified as Fluent English Proficient	8.9%	13.4%	11.41%	20%	+2.51%
1.18	Percentage of students who passed an AP examination with a score of 3 or higher	79.5%	82%	83%	Maintenance of greater than 75%	+3.5%
1.19	Percentage of students achieving Mastery (7-8) on District Writing Assessment	30.5%	32.3%	27.4%	40%	-3.1%
1.20	Percentage of schools offering courses described in Education Codes 51210 (Grades 1-6) and 51220 (Grades 7-12), as applicable	100 percent	100 percent	100 percent	100 percent	0
1.21	Percentage graduating College and/or Career Ready (CCR) of all students and key student groups	Overall: 46.5% Asian: 73.7% Hispanic: 27.4% White: 53.2% Students with Disabilities: 10.5%	Overall: 50.4% Asian: 79.3% Hispanic: 33.7% White: 52.2% Students with Disabilities: 10.2%	Overall: 65.1% Asian: 86.5% Hispanic: 20.7% White: 69% Students with Disabilities: 21.4%	Overall rate of 60% Improvement of 10% for all student groups under 60%	Overall: +18.6% Asian: +12.8% Hispanic: +6.7% White: +15.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 21.3% English Learner: 9.6% Homeless: 8.7%	Socioeconomically Disadvantaged: 29% English Learner: 8.5% Homeless: 5.6% LTEL (New): 9.1%	Socioeconomically Disadvantaged: 44.4% English Learner: 23.7% Homeless: 20.7% LTEL: 26.9%		Students with Disabilities: +10.9% Socioeconomically Disadvantaged: +23.1% English Learner: +14.1% Homeless: +12% LTEL: +17.8% (Year 1 as Baseline)

Goal Analysis [2025-26]

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

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

- 1.1 Summer School -- Full implementation on time
- 1.2 Programs for Student Intervention and Support -- Full implementation on time
- 1.3 Continuation School Support -- Full implementation on time
- 1.4 Multi-Tiered Systems of Support -- Full implementation on time
- 1.5 Intervention Specialists -- Full implementation on time
- 1.6 Junction and Marylin School Support -- Full implementation on time
- 1.7 Access to Extra-Curricular and Co-Curricular Programs -- Full implementation on time
- 1.8 District Support and Leadership for Academic Achievement and English Language Development -- Full implementation on time
- 1.9 Assessment and Accountability Programs for Unduplicated Students -- Full implementation on time
- 1.10 Professional Development -- Full implementation on time (non-contributing)
- 1.11 Support for New Teachers -- Full implementation on time
- 1.12 Career Technical Education -- Full implementation on time (non-contributing)
- 1.13 English Language Development Curriculum and Instruction -- Full implementation on time (non-contributing)

All of the action implementations were successes in that everything was done on time without an unexpected surprise or problem. There were no real challenges.

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

The material differences between Budgeted Expenditures and Estimated Actual Expenditures were as follows: Action 1.7 was lower than projected based on the actual student need for field trip assistance, all students received the support they need to attend school field trips, and Action 1.10 was higher than projected based on the actual cost of professional development for Early Literacy and Math PD.

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

The metrics associated with the actions for this goal generally show a pattern of impressive improvement for "lead" measures (those metrics that measure a smaller part of future achievement) and much smaller, more measured improvement in our "lag" measures (those metrics that measure the summative, long-term, complex whole of learning). For example, one of our lead measures, Metric 1.10, which measures the percentage of students proficient on the Algebra I Final (and is associated with Actions 1.1, 1.2, and 1.12) has maintained an amazing jump of 11.53 percent overall, with notable gains for all but one student group. On the other side, two of our lag measures, Metrics 1.7 and 1.8, which measure student performance on CAASPP Math, have minor gains overall and a mix of small improvements and regressions among the student groups. There's a logic to this: we would hope and expect that large improvements in certain very focused assessments would -- over time -- result in improvements to larger, much more complex assessments. Last year in this section we puzzled over why we saw improvements in lead measures but minor regression in lag measures, but we're happy now that the overall trajectory appears to be upward. At the very least, we have evidence that early improvement in some areas presages later improvement in all areas. Other lead measures that followed this same pattern are Metric 1.12 (Percentage proficient on District Writing Assessment; connected to actions 1.3, 1.4, 1.5, 1.6, and 1.10) and 1.17 (Percentage of EL students reclassified; connected to actions 1.4, 1.6, 1.8, 1.9, and 1.10). One interesting outlier from this trend is the massive improvement in metrics involving some secondary outcomes (1.14 which measures percentage graduating and completing CTE pathway, as well as 1.21, which measures the percentage graduating with CCR). Another issue is with metrics that show positive impacts Overall but delayed improvement for our Unduplicated students. These metrics are explained below.

In summary, the following actions are connected to metrics which show improvement over the baseline: 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, and 1.11. One of these, 1.1 for Summer School, was an action connected entirely to stagnation last year, and which we significantly revised as a response. The action now shows impressive growth, with 5 out of its 6 metrics indicating improvement over the baseline. Our only action connected to metrics that appear to show some stagnation is 1.3 for Continuation School Support; while half of its metrics show small improvement (those metrics for CAASPP ELA and Math), the other half show either no improvement (2.5) or minor regression (1.12). None of the data points are exactly conclusive, however, and might be skewed by structural changes outside of the LCAP (an adjustment in staffing, for example).

Regarding the performance or association of our Unduplicated students on metrics associated with LEA-wide actions, here are each of the metrics evaluated in relation to the actions:

Metric 1.2 (Percentage of students with access to materials) shows positive impact connected to all students and is associated with Action 1.8 (District Support and Leadership for Academic Achievement and ELD).

Metric 1.3 (Percentage of areas in Priority 2 Self-Reflection that are 4 or 5) shows positive impact connected to all students and is associated with Action 1.8 (District Support and Leadership for Academic Achievement and ELD).

Metric 1.5 (Average DfA on CAASPP ELA) shows positive impact for Overall students but negative impact for English Learners and SED and is associated with Actions 1.1 (Summer School), 1.2 (Programs for Student Intervention), 1.4 (Multi-Tiered Systems of Support), 1.5

(Intervention Specialists), 1.8 (District Support and Leadership for Academic Achievement and ELD), 1.9 (Assessment and Accountability Programs), and 1.11 (Support for New Teachers).

Metric 1.7 (Average DfA on CAASPP Math) shows positive impact overall but a very small bit of negative impact for Unduplicated students and is associated with Actions 1.1 (Summer School), 1.2 (Programs for Student Intervention), 1.7 (Equitable Access to Field Trips & Camp), 1.5 (Intervention Specialists), 1.8 (District Support and Leadership for Academic Achievement and ELD), 1.9 (Assessment and Accountability Programs), and 1.11 (Support for New Teachers).

Metric 1.9 (% Met/Exceeded on CAST) shows positive impact overall but a very small bit of negative impact for Unduplicated students and is associated with Action 1.8 (District Support and Leadership for Academic Achievement and ELD).

Metric 1.10 (Percentage proficient on Algebra I final) shows positive impact overall and for EL students but a very small bit of negative impact for SED students and is associated with Actions 1.1 (Summer School), 1.2 (Programs for Student Intervention), 1.9 (Assessment and Accountability Programs), and 1.11 (Support for New Teachers).

Metric 1.11 (Percentage "Low Risk" on EasyCBM Grade 3) shows some regression for Unduplicated students but with raw data that is already at a very high level, especially for SED. This metric is associated with Actions 1.4 (Multi-Tiered Systems of Support), 1.5 (Intervention Specialists), 1.9 (Assessment and Accountability Programs), and 1.11 (Support for New Teachers).

Metric 1.12 (Percentage proficient on District Writing Assessment) shows a growth and improvement for Overall students and English Learners but some regression for our SED students and is associated with Actions 1.4 (Multi-Tiered Systems of Support), 1.5 (Intervention Specialists), and 1.9 (Assessment and Accountability Programs).

Metric 1.13 (Percentage meeting A-G) shows a small amount of regression for our Unduplicated students compared to the baseline but an improvement over Year 1 and is associated with Actions 1.1 (Summer School), 1.2 (Programs for Student Intervention), and 1.8 (District Support and Leadership for Academic Achievement and ELD).

Metric 1.14 (Percentage graduating and completing a CTE pathway) shows a large amount of improvement overall and for every student group, and is associated with Actions 1.1 (Summer School), 1.2 (Programs for Student Intervention), and 1.8 (District Support and Leadership for Academic Achievement and ELD).

Metric 1.16 (Percentage of EL students making progress on ELPAC) shows positive improvement and is associated with Actions 1.4 (Multi-Tiered Systems of Support), 1.8 (District Support and Leadership for Academic Achievement and ELD), 1.9 (Assessment and Accountability Programs), and 1.11 (Support for New Teachers).

Metric 1.17 (Percentage of ELs reclassified) shows a positive impact and is associated with Actions 1.4 (Multi-Tiered Systems of Support), 1.8 (District Support and Leadership for Academic Achievement and ELD), and 1.9 (Assessment and Accountability Programs).

Metric 1.20 (Percentage of schools offering Ed Code aligned courses) shows positive impact on all students and is associated with Action 1.8 (District Support and Leadership for Academic Achievement and ELD).

Metric 1.21 (Percentage achieving CCR) shows strong improvement for Overall students and Unduplicated and is associated with Actions 1.1 (Summer School), 1.2 (Programs for Student Intervention), and 1.8 (District Support and Leadership for Academic Achievement and ELD).

The effectiveness of each specific action is enumerated below:

1.1 Summer School -- This action appears to be effective. Evidence of effectiveness includes improvement over baseline in five of the six metrics associated with this goal. Metric 1.7 (Overall Average Distance from Standard on CAASPP Math), 1.10 (Overall Percentage Proficient on Algebra I Final), 1.14 (Overall CTE Pathway Completion), and 1.21 (Overall Percentage College/Career Ready) each had large gains over the baseline, with three of them (1.10, 1.14, 1.21) improving by double-digit percentages. Only Metric 1.13 (Overall A-G

Completion) has dropped compared to the baseline, but still improved over Year One. Our Summer School program had recently undergone a large-scale revision, and the improved focus on credit recovery appears to have provided the extra time and instructional support needed for students to be able to remediate back to the positive secondary outcomes measured by this metric.

1.2 Programs for Student Intervention and Support -- This action appears to be effective overall, though the results are more mixed when examining the metrics focused on student groups. Overall, Metrics 1.5 (Overall Average Distance from Standard on CAASPP ELA), 1.7 (Overall Average Distance from Standard on CAASPP Math), 1.10 (Overall Percentage Proficient on Algebra I Final), 1.14 (Overall CTE Pathway Completion) improved over baseline, and most of those had the large gains described in the analysis of Action 1.1. Only 1.13 (Overall A-G Completion) dropped, and that still had an increase over Year One. However, five metrics focused on student group achievement had large increases and four metrics focused on student group achievement had a range of decreases. 1.21 for English Learners (College/Career Readiness), 1.21 for Long-Term English Learners (College/Career Readiness), 1.21 for Homeless students (College/Career Readiness), 1.5 for Homeless students (Average Distance from Standard on CAASPP ELA), and 1.7 for Homeless students (Average Distance from Standard on CAASPP Math), all had large, double-digit percentage gains ranging from 12 percent to 29.4 percent. 1.15 for LTEL (Average Distance from Standard on CAASPP ELA), 1.5 for African American students (Average Distance from Standard on CAASPP ELA), 1.7 for LTEL (Average Distance from Standard on CAASPP Math), and 1.7 for African American students (Average Distance from Standard on CAASPP Math), all dropped, one by a low of only 0.2% and another to a high of 26.3%. This action pays for those online programs that help to provide intervention for students indicating a need, and what seems obvious based on the data is that the programs are helping our overall population and many student groups with remediation, but that there are two student groups (LTEL and African American students), that still need further support in moving towards proficiency on grade-level ELA and math assessments.

1.3 Continuation School Support -- This action appears to be effective. Metrics 1.5 and 1.7 (Overall Average Distance from Standard on CAASPP ELA and Math, respectively), both improved over baseline. There is also a metric here from Goal 2 (2.5 Percentage of Students Graduating within Five Years), and while that metric shows no gain, it is at a very high baseline level already (97.1%), so maintenance of the baseline is itself a success, especially when this action pays for our continuation school, which has such a direct impact on that graduation rate (anywhere from 50-75 of our 1000 graduating seniors each year recover credits through the continuation school). There is one metric that dropped: 1.12 (Percentage Proficient on District Writing Assessment), which does indicate that we need to examine how we support students with grade-level writing so that they are well-prepared to stay on track towards graduation.

1.4 Multi-Tiered Systems of Support -- This action appears to be effective, but like 1.2 there are mixed results at the student group level (with the same metrics and student groups, actually) that indicate a need to examine how the action serves students in particularly vulnerable groups. Metrics 1.11 (Overall "Low Risk" on Grade 3 Reading Screener), 1.16 (Percentage of EL Students Making Progress on ELPAC), and 1.17 (Reclassification Percentage) all improved over baseline, and only 1.12 (Overall Percentage Proficient on District Writing Assessment) dropping by about 3 percent. For student groups, 1.5 for Homeless (Average Distance from Standard on CAASPP ELA), 1.7 for Homeless (Average Distance from Standard on CAASPP Math), and 1.5 for Students with Disabilities (Average Distance from Standard on CAASPP ELA), all improved greatly over the baseline. However, for the same 1.5 and 1.7 metrics, our African American and LTEL students dropped. This action provides staffing for numerous screening and tiered intervention systems throughout our elementary and early secondary levels, and though the data appears to show effectiveness in important areas, it appears that we need to examine more closely how to help our African American and LTEL students access the intervention resources provided.

1.5 Intervention Specialists -- This action appears to be effective. Two of the metrics (1.5 Overall and 1.7 Overall) and their improvement have been discussed with the previous actions. Metric 1.11 (Overall "Low Risk" on Grade 3 Reading Screener) also improved over baseline, and though Metric 2.5 (Graduation Percentage) did not either improve or decline, as discussed earlier it is already so high that maintenance of the number indicates high achievement. Only one metric (1.12, Overall Percentage Proficient on District Writing Assessment) decreased in comparison with the baseline. For the most part, this action pays for reading interventionists at the elementary level, so while the data indicates it to be effective, we could look at how to use those resources to improve achievement in writing as well.

1.6 Junction and Marylin School Support -- This action appears to be effective. Metrics 1.5 (Overall Average Distance from Standard on CAASPP ELA), 1.7 (Overall Average Distance from Standard on CAASPP Math), 1.11 (Overall "Low Risk" on Grade 3 Reading Screener), and 1.17 (Reclassification Percentage) all showed a very clear degree of improvement over the baseline. Only 1.12 (Overall Percentage Proficient on District Writing Assessment) dropped, once again indicating a need to improve how we support students with writing skills. This action provides staffing to lower class sizes at our two Title I schools, and this has allowed our teachers the space to provide much more individualized instruction and support to a student population that includes a much higher percentage of Unduplicated students than the rest of the district.

1.7 Access to Extra-Curricular and Co-Curricular Programs -- This action appears to be effective. Metrics 1.15 (Overall Percentage A-G and CTE Pathway Completion) and 1.21 (Overall College/Career Readiness) both had large gains over baseline of 15 percent and 18 percent, respectively. There was a 3 percent drop for Metric 1.19 (Overall Percentage Achieving Mastery on District Writing Assessment), once again indicating a need to examine how our actions help to support students in writing. However, the weight of the evidence does lie with improvement for this metric, which helps to pay for access to co-curricular programs like Science Camp and Middle College so that all students can benefit from the enrichment that these programs provide. The enrichment helps drive students beyond proficiency towards mastery-level achievement and strong secondary outcomes beyond just graduation rate.

1.8 District Support and Leadership for Academic Achievement and English Language Development -- This action appears to be effective. Metrics 1.3 (Percentage of California Priority 4 and 5 Areas Rated 4-5 on Self-Reflection), 1.5 (Overall Average Distance from Standard on CAASPP ELA), 1.7 (Overall Average Distance from Standard on CAASPP Math), 1.9 (Overall CAST Proficiency Percentage), 1.14 (CTE Pathway Completion), 1.16 (Percentage of EL Students Making Progress on ELPAC), 1.17 (Reclassification Percentage), and 1.21 (College/Career Readiness) all improved over the baseline, most to large degrees. Two metrics had no improvement or regression: 1.2 (Percentage of Students with Access to Materials), and 1.20 (Percentage of Schools Offering Ed Code Compliant Courses), but that's because they remain at 100 percent, which of course means that maintenance of the number is the best that can be done. Of all the metrics associated with this goal, only one dropped: 1.13 (Overall Percentage A-G). This action pays for a variety of district positions necessary to organize and supervise all the many programs in support of student success in our district, so it makes that there are so many metrics associated with evaluating the effectiveness of the action. Since all the many metrics indicate success save one, it appears that the district support provided has been effective in managing the complex array of academic programs.

1.9 Assessment and Accountability Programs for Unduplicated Students -- This action appears to be effective. Much like 1.8, this action pays for portions of a district-level department focused on managing and evaluating programs in support of not only all students but also those vulnerable student groups emphasized within the LCAP and other similar systems. Because of the nature of the action, it is also associated with a wide variety of metrics, many of which have been discussed in relation to other actions, and almost all of which show improvement over the baseline. Metric 1.3 (Percentage of California Priority 4 and 5 Areas Rated 4-5 on Self-Reflection), 1.5 (Overall Average Distance

from Standard on CAASPP ELA), 1.7 (Overall Average Distance from Standard on CAASPP Math), 1.9 (Overall CAST Proficiency Percentage), 1.10 (Overall Percentage Proficient on Algebra I Final), and 1.11 (Overall "Low Risk" on Grade 3 Reading Screener) all showed improvement over the baseline to a significant degree. One metric regressed in relation to the baseline (1.12 Overall Percentage Proficient on District Writing Assessment), once again indicating a need to expand our focus on supporting students in their writing skills.

1.11 Support for New Teachers -- This action appears to be effective. Metrics 1.5 (Overall Average Distance from Standard on CAASPP ELA), 1.7 (Overall Average Distance from Standard on CAASPP Math), 1.11 (Overall "Low Risk" on Grade 3 Reading Screener), and 1.17 (Percentage of ELs Making Progress on the ELPAC) all showed improvement over the baseline. There were no metrics that showed any declination. This action pays for staffing to support new teachers, helping to make sure that they have the skills necessary to help our students progress towards academic proficiency and achievement, and we believe that paying for new teacher support is a long-term investment that pays off in the form of high student achievement for years to come.

Actions 1.10 (Professional Development), 1.12 (Career Technical Education), and 1.13 (English Language Development Curriculum and Instruction) are all non-contributing. Analysis of effectiveness is as follows:

1.10 Professional Development -- This action appears to be effective. Metrics 1.5 (Overall Average Distance from Standard on CAASPP ELA), 1.7 (Overall Average Distance from Standard on CAASPP Math), 1.11 (Overall "Low Risk" on Grade 3 Reading Screener), and 1.17 (Percentage of ELs Making Progress on the ELPAC) all showed improvement over the baseline, and all of these metrics measure academic areas that have been emphasized in our professional development over the past two years. Early Literacy, math instruction, and English Learner progression have all been important elements withing our professional development plans, and the training appears to be connected to academic improvement in those areas.

1.12 Career Technical Education -- This action appears to be effective. Metric 1.21 (Percentage graduating CCR) has shot up by almost 20 percent, and Metric 1.15 (Percentage completing A-G and CTE Pathway) has almost doubled to 30 percent. The percentage completing a CTE pathway (Metric 1.14) has remained relatively consistent at around 33 percent. This action concerns the numerous programs we support to increase student access to CTE programs, and so any support in this area would clearly connect directly to the metrics associated with CTE. Our programs include multiple pathways, a robust relationship with Tri-Valley Regional Occupation Center, and various other programs such as those that support Work-Based Learning.

1.13 English Language Development Curriculum and Instruction -- This action appears to be effective. We have made large improvements in the percentage of our students progressing on the ELPAC (Metric 1.16), and this metric is directly connected to our efforts in this action. Recently we have reconfigured our middle school program and implemented a new curriculum in order to better support our multilingual learners at that level, and many of our gains on the ELPI were directly attributed to this and to major changes in how we supported students and schools in taking the ELPAC itself, utilizing the direct ELD instructor and program much more within the assessment process.

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

For Metric 1.11, we have changed our literacy screener from EasyCBM to DIBELS in order to comply with new state law, so while the metric essentially remains the same the actual assessment itself will be different. For the purposes of LCAP and because the "risk" label is consistent, we will continue with the metric and compare Year 3 with DIBELS to the previous years with EasyCBM.

Last year, because the new student group category of Long-Term English Learners is one reason why our district qualified for Differentiated Assistance, we have added metrics for LTELs to 1.5, 1.7, 1.13, 1.14, 1.15, and 1.21.

This year, our district faced a severe budget shortfall of almost \$15 million. This necessitated a thorough analysis of how we allocated funds throughout the district and in all of our programs, including those supported by the LCAP. While the worst-case scenarios were avoided, ultimately we did reach a point where we were either forced to raise class sizes by reducing teachers and counselors, including teachers and counselors at sites with large numbers of Unduplicated students, or reducing elements within the LCAP in order to make room for paying for those same teachers and counselors. Feedback from partner groups including but not limited to the LCAP Advisory Committee was clear: those groups wanted to protect all elements of the LCAP, but if forced to choose wanted to keep cuts focused on those positions with minimal student contact and away from positions with high levels of student contact, such as teachers and interventionists.

Our goals and target outcomes have not changed, and every action remains, but the actions enumerated below are the ones affected by the district need to protect teacher staffing and class size:

1.8 District Support and Leadership for Academic Achievement and English Language Development: Reduction of 1.0 FTE Director (Elementary and Secondary being combined into one 1.0 FTE position).

1.11 Support for New Teachers: Reduction of .5 FTE Teacher on Special Assignment.

1.6 Junction and Marilyn School Support: Addition of FTE for teachers.

1.3 Continuation School Support: Addition of FTE for teachers.

In addition, there were two elements that were affected by issues unrelated to the budget shortfall:

1.2 Programs for Student Intervention and Support: Reduction of money for Dreambox due to the second year of a multi-year contract.

1.3 Continuation School Support: Reduction of .34 teacher FTE due to the position being eliminated because of the ending of a grant and the money associated with that grant.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Summer School	Provide credit recovery, learning loss recovery, and learning acceleration through summer school, focusing on inclusion of Low Income, English Learner, and at-risk students.	\$84,510.00	Yes
1.2	Programs for Student Intervention and Support	Provide programs throughout the school year to support students in meeting proficiency and exceeding standards in ELA, Math, and ELD. Our district has a variety of support programs provided from TK-12, and all of these provide English Learner, Foster Youth, Homeless, and Low	\$99,863.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Income students access to the opportunity to remediate towards proficiency in the key content areas of ELA, Math, and ELD. By providing timely support in both targeted and intensive programs, we can more quickly return students to proficiency and prepare them to meet secondary and post-secondary goals such as meeting the College and Career Readiness indicator.</p> <p>In conjunction with Action 2.7, this Action also works to make sure there is a system of academic intervention available for our Homeless students to access and use to improve ELA and Math indicators.</p> <p>Should LREBG funds become available, part of this action will be using those funds, and will be evaluated by Metrics 1.5 and 1.7, specific to English Learners. Supported by research on focused RTI programs such as Jumpstart RTI (2011) by Susan Hall.</p>		
1.3	Continuation School Support	Provide extra teacher staffing to lower class size and extra counseling support at our continuation high school.	\$445,301.00	Yes
1.4	Multi-Tiered Systems of Support	<p>Provide staffing, programs, materials, and professional development sufficient to a Multi-Tiered Systems of Support program that serves students at all three tiers.</p> <p>For example, our primary Tier II intervention system in the elementary schools addresses early literacy and is called Universal Access (UA) time. Students are assessed using a screener and those that qualify are then assessed using a diagnostic that places them into targeted intervention groups intended to improve fluency and comprehension in reading. Many of our student groups (English Learners, Students with Disabilities, Homeless, Hispanic, Socioeconomically Disadvantaged) as well as students representing intersections of these same categories require targeted support of the type provided by UA time to improve in ELA and Math. All of the elements of UA time (and other, similar tiered intervention systems) are coordinated by the elements provided by this action.</p> <p>Should LREBG funds become available, part of this action will be using those funds, and will be evaluated by Metrics 1.7, 1.16, and 1.17.</p> <p>Supported by RTI program research, such as the ones discussed in Simplifying Response to Intervention (2012) by Buffom, Mattos, and</p>	\$188,310.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Weber. Supported by Tier I MTSS program research, such as those described by Hattie in Visible Learning: The Sequel (2023).		
1.5	Intervention Specialists	Provide a variety of intervention specialists specific to each school site to support students in achieving grade level proficiency in various content areas. Should LREBG funds become available, part of this action will be using those funds, and will be evaluated by Metrics 1.5, 1.7, and 1.12. Supported by RTI program research, such as the ones discussed in Simplifying Response to Intervention (2012) by Buffom, Mattos, and Weber.	\$568,838.00	Yes
1.6	Junction and Marylin School Support	Provide extra teacher staffing to lower class size at Junction K-8 and Marylin Avenue Elementary, our schools with the greatest concentration of English Learners and Socioeconomically Disadvantaged students.	\$1,134,103.00	Yes
1.7	Equitable access to Field Trips & Camp for Low-Income Students	Support transportation for field trips at schools with high percentages of unduplicated students; as well as, college trips with counselors for targeted students at middle and high school level. In addition, financial support will be provided for elementary schools for 4th or 5th grade camp, based on the number of Socioeconomically Disadvantaged students.	\$88,000.00	Yes
1.8	District Support and Leadership for Academic Achievement and English Language Development	Provide leadership across the district for implementation, expansion, and monitoring of all academic programs supporting achievement for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Provide academic support services for first-generation, English Learner students. For example, the vision, implementation, and monitoring of our Tier II and Tier III programs (such as Universal Access Time, Math Academy, English Workshop, etc.) are determined by our Directors of Secondary and Elementary Education. They supervise the Teachers on Special Assignment that work with our literacy and math interventions and they determine and monitor the programs intended to support our Unduplicated students. Many of our student groups (English Learners -- including Long	\$417,495.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Term English Learners -- Students with Disabilities, Homeless, Hispanic, Socioeconomically Disadvantaged) as well as students representing intersections of these same categories require targeted support in order to improve in ELA and Math. The personnel included in this action are all required to staff, enact, coordinate, and monitor the intervention actions in this and every other academic goal and action. They are also the management needed to make sure that our Unduplicated students have access to instructional materials and that all of our classes meet education code for the incorporation of content standards.</p> <p>Should LREBG funds become available, part of this action will be using those funds, and will be evaluated by Metrics 1.5, 1.7, and 1.9. Supported by PLC research, such as in the book Learning by Doing (2020) by DuFour, DuFour, Eaker, and Many.</p>		
1.9	Assessment and Accountability Programs for Unduplicated Students	Provide support at the district level for Assessment and Accountability staffing and programs that directly impact, assess, monitor, and report on the academic achievement and progress of English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	\$465,219.00	Yes
1.10	Professional Development	Provide professional development to teachers and staff in English Language Development, Math Instruction, Early Literacy, and Dual Immersion.	\$50,000.00	No
1.11	Support for New Teachers	Provide training and professional development for teachers new to the profession on how to most effectively support English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	\$346,118.00	Yes
1.12	Career Technical Education	Maintain relevant Career Technical Education courses, pathways, and Middle College, supported by a commitment to the Joint Powers Agreement with Tri-Valley Regional Occupational Program (TVROP).	\$1,661,494.00	No

Action #	Title	Description	Total Funds	Contributing
1.13	English Language Development Curriculum and Instruction	<p>Provide core and supplemental ELD curricula at elementary, middle, and high school, and provide both designated and integrated ELD time. Ensure that Long-Term English Learners (LTELs) are enrolled in a section of designated ELD.</p> <p>Should LREBG funds become available, part of this action will be using those funds, and will be evaluated by Metrics 1.16 and 1.17. Supported by Tier I MTSS program research, such as those described by Hattie in Visible Learning: The Sequel (2023).</p>	\$162,397.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

While state data from 2021-2022 and 2022-2023 regarding suspensions showed a gradual return to the pattern of pre-pandemic data, and while that stretch of data is what form our baseline, the last two years have shown vast improvement in our suspension numbers. The Dashboard ranking is now "Green" for the second year in a row, up from "Orange." In 2022-2023, 3.2% of our students were suspended at least once, but last year that number dropped to 2.2%, our second year in a row of a 0.6% drop. While numbers have improved, gaps remain: African American students, Socioeconomically Disadvantaged students, and Students with Disabilities all have higher averages than our "All Students" average.

Improvement in Chronic Absenteeism continues a trend towards positive growth. We strongly believe that all positive educational outcomes begin with attending school regularly, so we would like to continue to build on our improvements and target those groups that have not recovered as quickly, such as Socioeconomically Disadvantaged (21.7% Chronically Absent, an improvement from 25.8%) and English Learners (19.3% Chronically Absent, an improvement from 23.9%). Though these numbers are improvements from the baseline, we did

unfortunately see some regression from the massive improvement of Year 1. While Year 2 was still an improvement over the baseline, we are hoping to rebound and continue in our improvement this year.

This long-term goal is our District's ultimate responsibility for all of our students. The Metrics and Actions chosen below will provide opportunities to build positive relationships, develop an understanding of the unique needs of each student group and develop a disciplinary approach that embraces a culturally relevant prospective for all students. The group activities, during multiple community meetings, determined that the following Metrics will provide the appropriate data to monitor a specific student group's progress and the Actions will provide the unique opportunities needed to improve/increase services for each student group, providing equitable opportunities for all students. Ongoing data collections will provide opportunities to adjust and/or refine the Actions as needed in order to serve the intended student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	District attendance rate for all students and key student groups	Overall: 94.4% Asian: 94.6% African American: 90% Hispanic: 91.7% White: 93.6% Students with Disabilities: 90.3% Socioeconomically Disadvantaged: 90.4% English Learner: 91%	Overall: 94.7% Asian: 95.81% African American: 93.55% Hispanic: 93.97% White: 95.15% Students with Disabilities: 92.96% Socioeconomically Disadvantaged: 90.2% English Learner: 93.16%	Overall: 94.71% Asian: 95.78% African American: 93.11% Hispanic: 93.66% White: 95.29% Students with Disabilities: 92.60% Socioeconomically Disadvantaged: 90.02% English Learner: 92.56%	Overall rate of 95% Increase of 1% for every student group	Overall: +0.31% Asian: +1.18% African American: +3.11% Hispanic: +1.96% White: +1.69% Students with Disabilities: +2.3% Socioeconomically Disadvantaged: -0.2% English Learner: +1.56%
2.2	Percentage of students who are chronically absent (absent =>10 percent of the school year) for all students and key student groups	Overall: 15% Asian: 9.7% African American: 29.1% Hispanic: 20.8% White: 12.2%	Overall: 11.3% Asian: 9.2% African American: 26.1% Hispanic: 15.8% White: 8.2%	Overall: 11.8% Asian: 9.3% African American: 33.1% Hispanic: 18.1% White: 8.1%	Overall rate of 10% Reduction of 5% for every student group over 15%	Overall: -3.2% Asian: -0.4% African American: +4% Hispanic: +2.7% White: +4.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 24.2% Socioeconomically Disadvantaged: 25.8% English Learner: 23.9%	Students with Disabilities: 17.7% Socioeconomically Disadvantaged: 18.7% English Learner: 16.9%	Students with Disabilities: 17.8% Socioeconomically Disadvantaged: 21.7% English Learner: 19.3%		Students with Disabilities: -6.4% Socioeconomically Disadvantaged: -4.1% English Learner: -4.6%
2.3	Percentage of middle school students who have dropped out of school	0%	0%	0%	Maintain 0%	0
2.4	Percentage of high school students who have dropped out of school	1.1%	1.0%	0.28%	Maintain overall rate of less than 5%	-0.82%
2.5	Percentage of students graduating high school within five years for all students and key student groups	Overall: 97.1% Asian: 97.9% African American: 100% Hispanic: 94.8% White: 98.5% Students with Disabilities: 86% Socioeconomically Disadvantaged: 94.4% English Learner: 82.9%	Overall: 96.9% Asian: 94.9% African American: 81.3% Hispanic: 95.3% White: 98.9% Students with Disabilities: 92% Socioeconomically Disadvantaged: 93.6% English Learner: 92.6%	Overall: 97.1% Asian: 97.3% African American: 95.2% Hispanic: 96.7% White: 97.2% Students with Disabilities: 88% Socioeconomically Disadvantaged: 94% English Learner: 92.9%	Maintain overall rate of greater than 95% Improvement of 3% for all student groups less than 90%	Overall: 0% Asian: -0.6% African American: -4.8% Hispanic: +1.9% White: -1.3% Students with Disabilities: +2% Socioeconomically Disadvantaged: -0.4% English Learner: +10%
2.6	Percentage of students suspended at least once for all students and key student groups	Overall: 3.2% Asian: Yellow: 1.3% African American: Red: 11.9% Hispanic: Orange: 4.5%	Overall: Green: 2.8% Asian: Green: 1.2%	Overall: Green: 2.2% Asian: Blue: 0.6% African American: Yellow: 8.8%	Overall rate of 2.5% Reduction of 2% for every student group over 5%	Overall: -1% Asian: -0.7% African American: -3.1% Hispanic: -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: Green: 2.4% Students with Disabilities: Orange: 5.9% Socioeconomically Disadvantaged: Orange: 5.9% English Learner: Orange: 5% Homeless: Red: 8.5%	African American: Red: 12% Hispanic: Green: 4% White: Green: 2.3% Students with Disabilities: Orange: 5.6% Socioeconomically Disadvantaged: Yellow: 4.9% English Learner: Green: 3.5% Homeless: Red: 11.8% LTEL (New): Yellow: 8%	Hispanic: Green: 3.5% White: Green: 1.6% Students with Disabilities: Green: 4.2% Socioeconomically Disadvantaged: Green: 4.4% English Learner: Orange: 4.4% Homeless: Yellow: 7.8% LTEL: Red: 8.1%		White: -0.8% Students with Disabilities: -1.7% Socioeconomically Disadvantaged: -1.5% English Learner: -0.6% Homeless: -0.4% LTEL: +0.1% (Year 1 as Baseline)
2.7	Percentage of students expelled	0.1%	0.1%	0.1%	Maintain overall rate of less than 0.2%	0
2.8	Percentage of students reporting favorable teacher/student relationships for all students and key student groups	Overall: 57% Asian: 59% African American: 56% Hispanic: 52% White: 58% Students with Disabilities: 55% Socioeconomically Disadvantaged: 55% English Learner: 51%	Overall: 61.4% Asian: 65.1% African American: 94% Hispanic: 58.9% White: 61.4% Students with Disabilities: 64.9% Socioeconomically Disadvantaged: 59.1% English Learner: 59.6%	Overall: 60.3% Asian: 63.2% African American: 53.3% Hispanic: 58.3% White: 60.8% Students with Disabilities: 61.5% Socioeconomically Disadvantaged: 56.2% English Learner: 59.8%	Overall rate of 65% Increase of 8% for all student groups	Overall: +3.3% Asian: +4.2% African American: -2.7% Hispanic: +6.3% White: +2.8% Students with Disabilities: +6.5% Socioeconomically Disadvantaged: +1.2% English Learner: +8.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Percentage of low-income, English Learner, and Foster Youth students served by Coordination of Services Teams (COST)	8.2%	15.2%	21.9%	15%	+13.7%
2.10	Triennial assessment completion rate	100%	100%	100%	100%	0
2.11	Percentage of schools in good or exemplary condition	100%	100%	100%	100%	0

Goal Analysis [2025-26]

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

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

2.1 Support for Student Attendance -- Full implementation on time
 2.2 Elementary Behavior Intervention -- Full implementation on time
 2.3 Counseling and Social Emotional Support -- Full implementation on time
 2.4 Leadership to Support Intervention for Unduplicated Students -- Full implementation on time
 2.5 Supporting Positive Student Behavior (non-contributing) -- Full implementation on time
 2.6 Homeless Student Support (non-contributing) -- Full implementation on time

All of the action implementations were successes in that everything was done on time without an unexpected surprise or problem. There were no real challenges.

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

The material differences between Budgeted Expenditures and Estimated Actual Expenditures were as follows: Action 2.1 was higher than projected based on salary increases for staff and final salaries for new hires, the action was implemented as planned, Action 2.3 was higher than projected based on salary increases for staff and counseling staff paid from the restoration of the Learning Recovery Emergency Block Grant was added to the expenditures, the action was implemented as planned.

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

For Year 1 every single metric associated with the actions in this section has shown improvement over the previous year, and with a few minor corrections that positive trend has continued into Year 2.

Improvement in this section has been so positive that our evaluation of the actions stems more from a determination of which actions seem to have been most effective compared to those actions which have had a relatively lesser effect. However, according to the evidence here nothing could be said to have been ineffective.

In the top tier of metrics associated with impressive statistical improvement are these three: Metric 2.2 (percentage of chronically absent students) dropped by 3.2% overall compared to the baseline and to a larger degree for our SED and EL students and is associated with Actions 2.1 and 2.4; Metric 2.6 (percentage of students suspended) dropped overall 0.4% from 3.2% to 2.8% with even larger drops for our SED and EL students and is associated with Actions 2.2, 2.3, 2.4, 2.5, 2.6, and 3.4; Metric 2.9 (percentage of Unduplicated served by COST) climbed 8.7% to 16.9%, our second year of improvement, already surpassing the 3-year outcome goal, and is associated with Actions 2.2, 2.3, and 2.5.

In the second tier of metrics associated with moderate statistical improvement are these two:

Metric 2.1 (attendance rate) climbed by 0.31%, saw gains in all student groups excepting SED students, and is associated with Actions 2.1, 2.3, 2.5, 2.6, as well as several Actions in Goal 3.

Metric 2.8 (percentage of students reporting favorable teacher/student relationships) climbed by 3.3% over the baseline, had gains with every student group except for African American students, and is associated with actions 2.2, 2.3, and 2.4.

The third tier is comprised by the remaining metrics (2.3, 2.4, 2.5, 2.7, 2.10, 2.11) which maintained student achievement levels that were already very high. In short, there are no metrics in this section that indicate an undesirable outcome, and all actions are connected to evidence which shows positive effectiveness, either to a large degree or a moderate degree.

Regarding the performance or association of our Unduplicated students on metrics associated with LEA-wide actions, here are each of the metrics evaluated in relation to the actions:

Metric 2.1 (Attendance rate) shows positive growth for English Learners compared to the baseline, a very very slight regression for SED, and is associated with Actions 2.1 (Support for Student Attendance), 2.3 (Counseling and Social Emotional Support), and 2.4 (Leadership to Support Intervention for Unduplicated Students).

Metric 2.2 (Percentage of students chronically absent) shows massive improvement for Unduplicated students and is associated with Actions 2.1 (Support for Student Attendance) and 2.4 (Leadership to Support Intervention for Unduplicated Students).

Metric 2.5 (Percentage of students graduating) shows a large gain for English Learners, a slight drop to an already high graduation rate for SED, and is associated with Action 2.4 (Leadership to Support Intervention for Unduplicated Students).

Metric 2.6 (Percentage of students suspended) shows significant improvement for Unduplicated students and is associated with Actions 2.2 (Elementary Behavior Intervention), 2.3 (Counseling and Social Emotional Support), and 2.4 (Leadership to Support Intervention for Unduplicated Students).

Metric 2.7 (Percentage of students expelled) has shown consistent success for all students and is associated with Action 2.4 (Leadership to Support Intervention for Unduplicated Students).

The effectiveness of each specific action is enumerated below:

2.1 Support for Student Attendance -- This action appears to be effective. Evidence includes improvement over baseline for both of the metrics associated with the action: 2.1 (Overall Attendance Rate) and 2.2 (Chronic Absenteeism Percentage). Both of these metrics have improved significantly over the baseline, though Chronic Absenteeism did regress slightly after Year 1. There are no metrics associated with this action that did not improve. This action pays for our Child Welfare Advocates and attendance aides, who provide frontline support immediately to those students identified as chronically absent and their families. The immediate support and connection to resources has positively affected those metrics associated with the action.

2.2 Elementary Behavior Intervention -- This action appears to be effective. All the metrics associated with the action show improvement over the baseline. This includes Metrics 2.6 (Overall Students Suspended at Least Once), 2.8 (Overall Percentage of Positive Teacher/Student Relationships), and 2.9 (Percentage of Unduplicated Served by COST). Each of these has had a significant improvement, including a 13% improvement for positive teacher/student relationships. This action supports our students by employing members of our Kid Connection program, which provides short-term, small group intervention for those students experiencing social maladjustment, instructing them on how to have positive social interactions. This then has an impact on behavior during both structured and unstructured time and academic attitude, which are measured by the metrics. The COST metric is included because that process is how students are identified for Kid Connection, along with other academic and behavioral interventions.

2.3 Counseling and Social Emotional Support -- This action appears to be effective. Again, each of the four metrics associated with the action show an improvement over the baseline, and there are no metrics that show regression. This includes Metrics 2.1 (Overall Attendance Rate), 2.6 (Overall Students Suspended at Least Once), 2.8 (Overall Percentage of Positive Teacher/Student Relationships), and 2.9 (Percentage of Unduplicated Served by COST). This action pays for counselors at the middle and high school level to provide both short-term and long-term social-emotional counseling (as well as academic counseling) to our students. When students receive the intensive support that they need, attendance improves, suspensions go down, and students feel better about their teachers. We have included the COST metric once again because COST is one way that students are identified for counselor support, and we want to make sure that our Unduplicated students are getting the support needed.

2.4 Leadership to Support Intervention for Unduplicated Students -- This action appears to be effective. All the metrics included show improvement over the baseline, and no metrics indicate regression. This includes Metrics 2.1 (Overall Attendance Rate), 2.2 (Chronic Absenteeism Percentage), 2.6 (Overall Students Suspended at Least Once), 2.8 (Overall Percentage of Positive Teacher/Student Relationships), and one metric from Goal 1, 1.16 (Percentage of EL Students Making Progress on the ELPAC). Metrics focused on student groups also indicate improvement. This includes Metric 2.6 for African American students, Homeless students, and LTEL students (Overall Students Suspended at Least Once). There are two metrics that show no movement from baseline: 2.5 (Percentage of Students Graduating within 5 Years) and 2.7 (Percentage of Students Expelled), but that is because the baseline for both is so positive that maintenance of the number is itself indicative of effectiveness. This action pays some district-level support of our behavior and social-emotional programs, but primarily it pays for vice principals at the high schools. Vice principals provide essential frontline support to those students most in need of extra attention, and the preventative (and reactive) care they provide should increase attendance, reduce absenteeism and suspensions, and help students feel better about their classroom teachers. Increasing these fundamental metrics should also increase those English Learner students who are progressing on the ELPAC. All of these logical metrics show improvement for this action, indicating that the action is effective in support students.

Actions 2.5 (Supporting Positive Student Behavior) and 2.6 (Homeless Student Support) are both non-contributing. Analysis of effectiveness is as follows:

2.5 Supporting Positive Student Behavior -- This action appears to be effective. Metric 2.6 (Overall Students Suspended at Least Once) has shown continual and steady improvement, and Metric 2.7 (Percentage Expelled) has maintained its very low percentage. Our district focus on PBIS has included support and training for our many schools that have achieved silver, gold, and even platinum recognition from the state PBIS program, and the site implementation of this program has a direct effect on the suspension numbers.

2.6 Homeless Student Support -- This action appears to be effective. This action was originally included as required by our Differentiated Assistance status, which was required due to the performance of our Homeless students in ELA, Math, and Suspension numbers. We paid for Homeless Liaisons to work with students and families at three of our high impact sites, and the improvement was such that we actually no longer qualify for Differentiated Assistance due to our Homeless Student performance. Suspensions have decreased and test scores have improved as we have focused on coordination of academic services through our Liaison program.

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

The budget shortfall and attendant need for budget reductions described in this section for Goal 1 also affected an action in Goal 2. This change is as follows:

2.3 Counseling and Social Emotional Support: Addition of Counselor FTE

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Support for Student Attendance	<p>Provide staffing and supplies for student services related to improving student attendance.</p> <p>Our Child Welfare Advocates each work with multiple schools to identify and support those students with attendance concerns. Any student group over-represented in chronic absenteeism numbers either at the district level or at any particular school will then also disproportionately receive support from our CWAs, who meet with families, communicate standards and concerns, coordinate district and community resources and materials, and facilitate the Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) process.</p> <p>Should LREBG funds become available, part of this action will be using those funds, and will be evaluated by Metrics 2.1 and 2.2. Supported by research on attendance summarized by Hattie in Visible Learning: The Sequel (2023).</p>	\$618,876.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Elementary Behavior Intervention	Provide "Kid Connection" intervention at elementary schools to support positive behavior and social-emotional skills.	\$479,684.00	Yes
2.3	Counseling and Social Emotional Support	Provide counseling at the middle and high school levels to support students with social-emotional skills.	\$1,290,234.00	Yes
2.4	Leadership to Support Intervention for Unduplicated Students	Provide staffing both districtwide and at specific sites to implement and monitor positive behavior programs, social-emotional supports, and academic achievement programs for English Learners, Foster Youth, and Socioeconomically Disadvantaged students, as well as other student groups with significant achievement gaps. Provide professional development in whole system management aimed at improving equitable outcomes for student groups with low achievement at disproportionate levels.	\$495,042.00	Yes
2.5	Supporting Positive Student Behavior	Provide staffing and programs to implement Positive Behavioral Interventions and Supports as well as Restorative Practices. Our District includes numerous student groups over-represented in high suspension numbers. Our PBIS program helps our schools build systems of proactive behavioral discipline and misbehavior prevention, and PBIS in tandem with our growing Restorative Practices program aims to broaden the nature and available options of our reactive discipline so that schools do not rely solely on ineffective measures -- including suspension -- in order to lower student behavioral referrals. Any student group over-represented in high suspension numbers would then disproportionately benefit from programs intended to lower those numbers and establish effective alternatives.	\$251,405.00	No
2.6	Homeless Student Support	Provide support staff at all schools with 10 or more Homeless students to organize family assistance with student behavior and student tutoring in ELA and Math.	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of parents/guardians who complete Parent Survey	Survey not in place yet; new system will be ready July 2024	14%	20%	50%	6% (Year 1 as Baseline)
3.2	Percentage of parents/guardians of students who are low-income, English Learner, or Foster Youth who agree or strongly agree that they are involved in their student's school	Survey not in place yet; new system will be ready July 2024	64%	72%	75%	8% (Year 1 as Baseline)
3.3	Percentage of parents/guardians of Students with Disabilities who agree or strongly agree that they are involved in their student's school	Survey not in place yet; new system will be ready July 2024	78%	81%	75%	3% (Year 1 as Baseline)

Goal Analysis [2025-26]

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

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

- 3.1 Community Engagement -- Full implementation on time
- 3.2 Parent Education -- Full implementation on time
- 3.3 Student Health -- Full implementation on time
- 3.4 Communication and Social Emotional Data Collection -- Full implementation on time
- 3.5 Access to Meetings -- Full implementation on time
- 3.6 Translation and Interpretation Services -- Full implementation on time

All of the action implementations were successes in that everything was done on time without an unexpected surprise or problem. There were no real challenges.

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

The material differences between Budgeted Expenditures and Estimated Actual Expenditures were as follows: Action 3.5 was lower than projected based on the actual additional staffing hours paid to provide childcare at meetings and Action 3.6 was lower than projected due lower usage of translation services., Action 3.3 was higher than projected based on salary increases for staff, the action was implemented as planned.

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

The three Metrics associated with this goal all measure the effectiveness of a system that had not been implemented yet and so no real baseline data could be established. Now that we have two years worth of data with the new system it is easier to determine whether our actions are having the effect that we've wanted. The new parent survey system has been implemented, allowing us to gather more meaningful data and to disaggregate the results much more accurately. Our first year of data, which was our real baseline, indicated a value for the actions that inform this goal. The second year of data has provided confirmation that the new system is working (because of the consistency of the data) and that our actions have been largely effective (due to positive growth in each of the areas). Parents indicate a value for access to information, avenues for understanding and two-way communication and supports for student health, both physical and mental. Since the six Actions in this system at this early stage of metrical evaluation all appear to either enact values of the community or make the communication of those values possible in the first place, then the six Actions appear to be positive in supporting the goal. Regarding the performance or association of our Unduplicated students on metrics associated with LEA-wide actions, here are each of the metrics evaluated in relation to the actions:

Metric 3.1 (Percentage of parents completing survey) shows positive growth for all students and is associated with Actions 3.1 (Community Engagement) and 3.4 (Communication and Social Emotional Data Collection).

Metric 3.2 (Percentage of Unduplicated parents who agree they are involved in school) shows positive growth for all students and is associated with Actions 3.1 (Community Engagement), 3.2 (Parent Education), and 3.3 (Student Health).

Metric 3.3 (Percentage of Students with Disabilities parents who agree they are involved in school) shows positive growth for all students and is associated with Actions 3.2 (Parent Education) and 3.3 (Student Health).

The effectiveness of each specific action is enumerated below:

3.1 Community Engagement -- This action appears to be effective. Both of the metrics for this action are associated with our revamped parent survey process. This includes Metrics 3.1 (Percentage of Parents Completing Parent Survey) and 3.2 (Percentage of Unduplicated Families Who Agree They Are Involved in Student's School). These metrics are directly connected to our revised system for collecting and aggregating parent feedback, and this action funds the department responsible not only for administering the survey but for maintaining communication throughout the year and ensuring that it is accessible to all families. If the work of the department in other places was not working, then that would also manifest here in survey contributions that either stagnated or regressed. What we've seen so far seems to indicate improvement levels of community engagement.

3.2 Parent Education -- This action appears to be effective. Both of the metrics for this action are associated with our revamped parent survey process. This includes Metrics 3.2 (Percentage of Unduplicated Families Who Agree They Are Involved in Student's School) and 3.3 (Percentage of Families of Students with Disabilities Who Agree They Are Involved in Student's School). This action pays for Parent

Liaisons, supply needs for Parent Education programs, and supply needs for Adult Education. These programs serve families of students who are vastly over-represented in Unduplicated and Students with Disabilities, so the services provided should disproportionately benefit those same students and families and help them to become more involved in school and the educational process. According to these metrics, the action appears to be helping create that effect.

3.3 Student Health -- This action appears to be effective. It includes two metrics from Goal 3 -- 3.2 (Percentage of Unduplicated Families Who Agree They Are Involved in Student's School) and 3.3 (Percentage of Families of Students with Disabilities Who Agree They Are Involved in Student's School) -- and two metrics from Goal 2 -- 2.1 (Attendance Rate) and 2.5 (Percentage of Students Graduating within Five Years). All of the metrics show improvement except for 2.5, which had a baseline at such a high level that maintenance of the number is itself an indication of effectiveness. This action pays for staff to ensure student health, making sure that students from all backgrounds have access to basic nursing and health technician medical care such that they are able to attend school more often and graduate on time. These metrics, combined with the connection of families measured by Metrics 3.2 and 3.3, indicate that the program is having the intended effect.

3.4 Communication and Social Emotional Data Collection -- This action appears to be effective. It includes one metrics from Goal 3 -- 3.1 (Percentage of Parents Completing Parent Survey) -- and three metrics from Goal 2 -- 2.1 (Attendance Rate), 2.5 (Percentage of Students Graduating within Five Years), and 2.6 (Percentage of Students Suspended at Least Once). All of these metrics indicate improvement over the baseline except for 2.5, which is still positive as discussed above in 3.3. This action pays for the system by which we pay for our survey software in order to collect and then aggregate the information. Because it allows us to then disaggregate the feedback by various student groups, it should provide assistance to help us better serve those students at risk for suspension or not graduating. Based on this logic and these metrics, the action appears to be having its intended effect.

3.5 Access to Meetings -- This action appears to be effective. It includes two metrics from Goal 3 -- 3.2 (Percentage of Unduplicated Families Who Agree They Are Involved in Student's School) and 3.3 (Percentage of Families of Students with Disabilities Who Agree They Are Involved in Student's School) -- and two metrics from Goal 2 -- 2.1 (Attendance Rate) and 2.5 (Percentage of Students Graduating within Five Years). All of the metrics show improvement except for 2.5, which had a baseline at such a high level that maintenance of the number is itself an indication of effectiveness. This action pays for childcare so that families can attend meetings like LCAP Advisory or DELAC, making sure that families from all backgrounds and levels of resource are able to participate in feedback and policy advice. These metrics, combined with the connection of families measured by Metrics 3.2 and 3.3, indicate that the program is having the intended effect.

3.6 Translation and Interpretation Services -- This action appears to be effect. It includes one metric from Goal 3 -- 3.2 (Percentage of Unduplicated Families Who Agree They Are Involved in Student's School) -- and one metric from Goal 2 -- 2.10 (Triennial Assessment Completion Rate). Metric 3.2 has improved over the baseline, and Metric 2.10 has not improved, but that is because the baseline was 100 percent, so maintenance of the baseline is itself an indication of effectiveness. This action pays for translation services for meetings and interpretation services for important documents, ensuring that families that do not speak English are able to participate in those meetings essential to the education of their individual child. Since both metrics are positive, it appears to be having its intended effect of providing access where otherwise the family would be unable to comprehend the material or advocate for their child.

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

Metric 3.1 Year 1 was originally reported as 16 percent, but has since been corrected by the department that administers the survey to 14 percent.

The budget shortfall and attendant need for budget reductions described in this section for Goal 1 also affected Goal 3. This change is enumerated below:

3.1 Community Engagement: Reduction of 1.0 FTE Director of Community Engagement

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Engagement	Provide staffing to engage the community and enable two-way communication with student families and target the communication needs of English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	\$206,602.00	Yes
3.2	Parent Education	Provide staffing to enable communication to families and provide programs and materials necessary for parental education programs, targeting especially the needs of English Learners and Socioeconomically Disadvantaged students. Should LREBG funds become available, part of this action will be using those funds, and will be evaluated by Metric 3.2. Supported by research regarding community engagement such as that described in Marzano's School Leadership that Works.	\$127,543.00	Yes
3.3	Student Health	Provide staffing to support student physical health, focusing especially on access for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	\$319,808.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Communication and Social Emotional Data Collection	Provide a method for surveying community partners and then quickly accessing and disaggregating the data collected.	\$7,500.00	Yes
3.5	Access to Meetings	Provide support for family access to district events and communication meetings, focusing especially on child care.	\$2,000.00	Yes
3.6	Translation and Interpretation Services	Provide translation and interpretation services for school and district meetings for the families of English Learners.	\$20,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$7,038,165	\$N/A

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.660%	0.000%	\$0.00	4.660%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Summer School</p> <p>Need: According to the 2022-2023 Dashboard, there is a significant gap for our English Learners and Low-Income students in ELA and Math Achievement, and the percentage meeting desired graduate status -- such as those meeting A-G requirements -- is lower than the overall population.</p>	Our summer credit recovery programs provide our English Learner, Foster Youth, and Low-Income students access to the opportunity to make up credits for failed classes, enabling them to meet graduation requirements and access classes required for A-G completion or CTE pathway completion that they might miss from needing to make up a failed class. Learning acceleration will enable middle school students to advance to a math pathway that allows them to complete	<p>1.5 District Overall: Average Distance from Standard on CAASPP ELA</p> <p>1.7 District Overall: Average Distance from Standard on CAASPP Math</p> <p>1.10 District Overall: Percentage proficient on Algebra I final</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>On CAASPP ELA, our overall average distance from standard is +25, but there is a significant gap between that and our English Learners (-60) and Low Income students (-35.5). On CAASPP Math, our overall average distance from standard is -10.4, but there is a significant gap between that and our English Learners (-90.1) and our Low-Income students (-80.1). Similar gaps appear for those students meeting A-G requirements and those students graduating college and/or career ready.</p> <p>Scope: LEA-wide</p>	<p>Algebra I in the eighth grade, increasing access to upper level math classes in high school. Our experience has shown us that this model is the most effective use of our funds. In 2022-2023, over 200 students -- about five percent of our high school population -- used summer school to recover credits. That is more than the number of students that attended our continuation high school all of last year (180). While we do offer credit recovery options during the year, those options compete for attention with standard offerings and electives. By utilizing time during the summer, we allow students that need it to focus solely on credit recovery without having to also focus on keeping up in other classes and activities as well. From John Hattie's Visible Learning: The Sequel (2023) -- "Does going to summer school make a difference?... It is difficult to ignore even these small gains if they are critical to students who may be already marginal (as that is often the criteria for selection)."</p>	<p>1.13 District Overall: Percentage meeting A-G requirements 1.14 District Overall: Percentage graduating and completing a CTE pathway 1.21 District Overall: Percentage graduating College and/or Career Ready</p>
1.2	<p>Action: Programs for Student Intervention and Support</p> <p>Need: According to the 2022-2023 Dashboard, there is a significant gap for our English Learners and Low-Income students in ELA and Math Achievement, and the percentage meeting desired graduate status -- such as those meeting A-G requirements -- is lower than the overall population. Our English Learners for the District placed in the "Red" indicator on the CA Dashboard for College/Career Readiness, as did our schools Del Valle and Vineyard.</p>	<p>Our District has a variety of support programs provided from TK-12, and all of these provide English Learner, Foster Youth, and Low-Income students access to the opportunity to remediate towards proficiency in the key content areas of ELA, Math, and ELD. By providing timely support in both targeted and intensive programs, we can more quickly return students to proficiency and prepare them to meet secondary and post-secondary goals. This action is the most effective use of the funds because intervention programs -- both short-term and long-term -- require supplies and systems that are uniquely targeted to the nature of the problem. The alternative would be "more of the same" Tier I</p>	<p>1.5 District Overall: Average Distance from Standard on CAASPP ELA 1.7 District Overall: Average Distance from Standard on CAASPP Math 1.10 District Overall: Percentage proficient on Algebra I final 1.13 District Overall: Percentage meeting A-G requirements 1.14 District Overall: Percentage graduating</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>A comparison of the overall percentage of students graduating College and/or Career Ready and Unduplicated student groups graduating College and/or Career Ready shows a significant gap. Overall 46.5% of our students qualify as CCR, while 21.3% of our Low-Income students qualify as CCR and 9.6% of our English Learners qualify as CCR. The metrics that eventually lead up to the CCR number (CAASPP ELA and math, Algebra I final, A-G compliance) show similar gaps. Any attempt to address those "causal" metrics should also affect the CCR metric and help close those gaps.</p> <p>Scope: LEA-wide</p>	<p>instruction, which by definition had not already achieved its goal with the students identified in need of help. Susan Hall's Jumpstart RTI (2011) identifies appropriate and targeted Tier II and Tier III curriculum as essential to any effective intervention system.</p>	<p>and completing a CTE pathway</p> <p>1.21 Percentage graduating College and/or Career Ready for the following categories: District -- English Learners, Long-Term English Learners, Homeless, Foster Youth Del Valle -- Overall Vineyard -- Overall Granada -- English Learners Livermore High -- English Learners</p> <p>1.5, 1.7 Average Distance from Standard in Math and English for the following categories: District -- Long-Term English Learners, African American, Homeless</p>
1.3	<p>Action: Continuation School Support</p> <p>Need: English Learners, Foster Youth, and Socioeconomically Disadvantaged students are over-represented at our continuation high school, and they also graduate at a lower rate and have lower achievement on ELA and math assessments.</p>	<p>Lowering class sizes at the continuation high school will provide teachers more one-on-one time with each student, which is essential given that the presence of students at the continuation school inherently involves a lack of credits accrued and a need to remediate to grade-level proficiency. This action is the most effective use of these funds because the student group that benefits is a group that by definition is severely deficient in credits, and therefore is in need of intensive and long-term remediation in order to graduate and achieve</p>	<p>2.5 District Overall: Percentage graduating 1.12 District Overall: Percentage proficient on District Writing Assessment 1.5 District Overall: Average Distance from Standard on CAASPP ELA 1.7 District Overall: Average Distance from</p>

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	<p>In 2022-2023, the overall percentage of students proficient on the District Writing Assessment is 56.85%, while the percentage of Low-Income students was 40.6% and the percentage of English Learners was 12.8%. This gap in the foundational ability of writing is exactly the kind of insufficiency that our continuation school is meant to address.</p> <p>Scope: Schoolwide</p>	<p>grade-level standards. More intensive systems and instructional approaches are needed due to the severity of the problem, and each student requires a heavy dose of individual attention. Essentially, this action allows every class at the continuation school to make almost exclusive use of small-group learning, which Hattie in Visible Learning: The Sequel (2023) identifies as having a .46 effect size, the largest in the "Classroom effects" section.</p>	<p>Standard on CAASPP Math</p>
<p>1.4</p>	<p>Action: Multi-Tiered Systems of Support</p> <p>Need: During the school year 2022-2023, there is a significant gap for our English Learners and Low-Income students in ELA and Math Achievement, and the percentage meeting desired graduate status -- such as those meeting A-G requirements -- is lower than the overall population. In addition, there is a much greater need for intervention support for these students at the elementary level, as evidenced by screeners such as EasyCBM. For example, 85.7 percent of our overall students were designated as "Low Risk" on EasyCBM, compared to 75% of our Low-Income students and 46.7% of our English Learners. This highly predictive early assessment mirrors the gaps present CAASPP ELA and Math achievement. In addition, 43.1% of our English Learners made progress towards English Language Proficiency. While by definition there is no "gap" here, our own priorities as a district</p>	<p>Since our unduplicated students have an achievement gap when compared to peers, any large-scale system of interventions targeting low achievement will disproportionately benefit those students. We want to provide short-term, targeted intervention for those students so we can prevent them from falling behind, and we want to provide long-term, intensive intervention for those students, such as Emerging and Expanding English Learners, to allow them to access necessary content.</p> <p>This action is the most effective use of these funds because the MTSS system is reliant on a heavy amount of centralized organization. For example, without a screener, there can be no screening and therefore nobody identified as requiring help. Without a central person organizing the screening process, providing training, structuring analysis of the data generated, and implementing appropriate intervention strategies, there wouldn't be a tiered system of intervention at all. The alternative would be to not provide systemic intervention, which would obviously be ineffective at helping students</p>	<p>1.11 District Overall: Percentage of "Low Risk" on EasyCBM 1.12 District Overall: Percentage proficient on District Writing Assessment 1.16 District Overall: Percentage of EL students progressing on ELPAC 1.17 District Overall: Percentage of EL students reclassified</p> <p>1.5 Average Distance from Standard on CAASPP ELA for the following groups: District -- Student with Disabilities, African American, Homeless, LTEL, Foster Youth Granada -- English Learners and Students with Disabilities</p>

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	<p>would have us intending to help a much larger percentage progress on the ELPAC. Our Students with Disabilities placed in the "Red" indicator on the CA Dashboard for ELA achievement, as did multiple student groups at different schools for both ELA and Math achievement.</p> <p>Scope: LEA-wide</p>	in need of help return to achieving grade-level standards.	<p>Arroyo Seco -- English Learners Junction -- English Learners Livermore High -- Hispanic Marylin -- Students with Disabilities Mendenhall -- Students with Disabilities</p> <p>1.7 Average Distance from Standard on CAASPP Math for the following groups: District -- African American, Homeless, LTEL, Foster Youth Granada -- English Learners and Homeless Junction -- English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities Livermore High -- English Learners Marylin -- Students with Disabilities</p>
1.5	<p>Action: Intervention Specialists</p> <p>Need: Our English Learners, Foster Youth, and Socioeconomically Disadvantaged students often have different needs based on the local context of the site. Because our unduplicated</p>	Each school site is unique, and each site responds to their own unique identified needs by providing intervention support that target local issues. For example, one site may have a greater need for a reading specialist while another may need support for academic behaviors among students. By providing intervention specialists specific to each site, we will disproportionately benefit students that	<p>1.11 District Overall: Percentage of "Low Risk" on EasyCBM 1.12 District Overall: Percentage proficient on District Writing Assessment</p>

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	<p>students on average achieve at lower levels academically than peers, they are in more need of site specific plans to provide appropriate intervention. Intervention is needed to address gaps in 2022-2023 CAASPP ELA proficiency (Overall 61.92% compared to 41.07% for Low-Income students and 10.49% for English Learners) and CAASPP Math proficiency (Overall 49.92% compared to 27.28% for Low Income students and 8.48% for English Learners).</p> <p>Scope: LEA-wide</p>	<p>require intervention, namely our unduplicated students.</p> <p>This action is the most effective use of these funds because it balances the centrally organized actions of this goal with allowing sites flexibility in staffing to adjust to their own needs with their own intervention specialists. In Simplifying Response to Intervention (2012), Buffum, Mattos, and Weber argue that, "The central office should focus on building the capacity of a school... District Leaders should create a series of resources and trainings to empower both school site personnel and those holding these new kinds of positions to make better informed decisions about intervention programs, intervention strategies, universal screening, and progress monitoring tools." Site intervention specialists are a crucial link in organizing district resources for staff and ensuring they are relevant to the school site and, most importantly, to the students they immediately serve.</p>	<p>2.5 District Overall: Percentage graduating</p> <p>1.5 District Overall: Average Distance from Standard on CAASPP ELA</p> <p>1.7 District Overall: Average Distance from Standard on CAASPP Math</p>
1.6	<p>Action: Junction and Marylin School Support</p> <p>Need: Junction TK-8 and Marylin Avenue have the greatest concentration of English Learners and Socioeconomically Disadvantaged students in our District. Both these student groups experience a significant achievement gap when compared to peers in elementary and middle school assessment data, as indicated by the 2022-2023 Dashboard. For example, on CAASPP ELA, our overall average distance from standard is +25, but there is a significant gap between that and our</p>	<p>By lowering the class-size at Junction TK-8 and Marylin Avenue, we can increase the amount of time teachers have for each student and the time available to respond to academic remediation needs. We also increase the ease with which teachers can take advantage of flexible scheduling for programs like our Universal Access (UA) time, which is where intervention support for math and reading take place at the elementary level. By increasing the time students have with each teacher during intervention support, we will disproportionately benefit the high concentration of students at these schools with specific academic needs.</p>	<p>1.11 District Overall: Percentage of "Low Risk" on EasyCBM</p> <p>1.12 District Overall: Percentage proficient on District Writing Assessment</p> <p>1.5 District Overall: Average Distance from Standard on CAASPP ELA</p> <p>1.7 District Overall: Average Distance from Standard on CAASPP Math</p>

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	<p>English Learners (-60) and Low-Income students (-35.5). On CAASPP Math, our overall average distance from standard is -10.4, but there is a significant gap between that and our English Learners (-90.1) and our Low-Income students (-80.1).</p> <p>Scope: Schoolwide</p>	<p>This action is the most effective use of these funds because these schools have our highest concentration of student groups with inequitable outcomes, and therefore have an increased imperative to manage student support efficiently and effectively. More intensive systems and instructional approaches are needed due to the severity of the problem, and each student requires a heavy dose of individual attention. Essentially, this action allows classes at the schools to employ heavy use of small-group learning, which Hattie in Visible Learning: The Sequel (2023) identifies as having a .46 effect size, the largest in the "Classroom effects" section.</p>	<p>1.17 District Overall: Percentage of EL students reclassified</p>
1.8	<p>Action: District Support and Leadership for Academic Achievement and English Language Development</p> <p>Need: On the 2022-2023 Dashboard, our Unduplicated Student Groups have a significant achievement gap on academic measures in ELA, Math, and academic outcomes such as UC A-G ready rate. On CAASPP ELA, our overall average distance from standard is +25, but there is a significant gap between that and our English Learners (-60) and Low Income students (-35.5). On CAASPP Math, our overall average distance from standard is -10.4, but there is a significant gap between that and our English Learners (-90.1) and our Low-Income students (-80.1). Similar gaps appear for those students meeting A-G requirements and those students graduating college and/or career ready.</p>	<p>Our curricular programs and complex intervention systems require large-scale leadership to implement, expand, and monitor. By establishing this leadership, we will be able to better ensure those programs and systems are specifically targeting the needs of the students that need them the most, and we will be able to ensure fidelity to systems that show tangible effects on student achievement.</p> <p>This action is the most effective use of these funds because centralized organization is essential in building the kinds of intervention systems most effective for the support of our most vulnerable student groups. In Learning by Doing: A Handbook for Professional Learning Communities at Work, 2nd edition (2010), DuFour, DuFour, Eaker, and Many discuss the necessity of centralized administration in building effective PLCs: "It has become increasingly evident, however, that effective leadership in the central office can contribute to successful implementation of the process throughout an entire district rather than in</p>	<p>1.3 Percentage of Priority 2 elements rated 4 or 5 1.2 District Overall: Percentage of students with access to standards-aligned curriculum 1.20 District Overall: Percentage of schools offering courses that meet ed code 1.5 District Overall: Distance from standard on CAASPP ELA 1.7 District Overall: Distance from standard on CAASPP Math 1.9 District Overall: Percent proficient on CAST 1.17 District Overall: Percent of English Learners reclassified</p>

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	<p>In addition, on the 2022-2023 Dashboard, our English Learner students have lower achievement in secondary outcomes, specifically those regarding graduating with a range of post-secondary options available. First-generation students experience particular challenges in this area and require specialized counseling in order to plan for academic success.</p> <p>A comparison of the overall percentage of students graduating College and/or Career Ready and Unduplicated student groups graduating College and/or Career Ready shows a significant gap. Overall 46.5% of our students qualify as CCR, while 21.3% of our Low-Income students qualify as CCR and 9.6% of our English Learners qualify as CCR. The metrics that eventually lead up to the CCR number (CAASPP ELA and math, Algebra I final, A-G compliance) show similar gaps. Any attempt to address those "causal" metrics should also affect the CCR metric and help close those gaps.</p> <p>Scope: LEA-wide</p>	<p>isolated schools." They call this "reciprocal accountability," which is the relationship between expected performance and the provision of capacity to meet that expectation. Without staff in place to implement, expand, and monitor all of these programs, of which PLCs are just one example, there could be no system of reciprocal accountability.</p>	<p>1.13 District Overall: Percentage graduating A-G ready 1.21 District Overall: Percentage graduating college/career ready 1.14 District Overall: Percentage graduating with a CTE pathway</p> <p>1.16 Percentage of English Learners Making Progress toward English Language Proficiency on the ELPAC for the following groups: District Granada Christensen Arroyo Seco Rancho Las Positas</p>
1.9	<p>Action: Assessment and Accountability Programs for Unduplicated Students</p> <p>Need: On the 2022-2023 Dashboard, our Unduplicated Students have significant achievement gaps when compared to peers and require a complex system of assessment</p>	<p>Providing systems of assessment and accountability that allow for efficient retrieval of disaggregated data will enable sites and teachers to more quickly provide targeted and intensive intervention, especially for our students with the greatest needs, our unduplicated student groups. In addition, smoothly administered state assessments which minimize problems allow for a stress and anxiety free environment, increasing</p>	<p>1.5 District Overall: Distance from standard on CAASPP ELA 1.7 District Overall: Distance from standard on CAASPP Math 1.17 District Overall: Percent of English Learners reclassified</p>

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	<p>and accountability procedures in order to serve them effectively, support remediation, monitor existing programs, and assess efficiently and effectively.</p> <p>There isn't an area of academic assessment that this doesn't affect in some way. Gaps in ELA achievement, math achievement, literacy screeners, the District Writing Assessment, English Learner progress, A-G completion and CCR achievement have all been discussed with other actions. We will add here the gap in proficiency on the district-wide Algebra I final, the creation and data collection of which have been made possible by the district Assessment system. Our overall percentage of students proficient on the final was 28%, already alarming, but compounding this issue is the gap between that and Students with Disabilities (9%), Low Income students (19%) and English Learners (2%).</p> <p>Scope: LEA-wide</p>	<p>the validity and reliability of our assessment data. Ensuring valid and reliable data that can be efficiently disaggregated for unduplicated (and other) student groups will allow teachers to respond to needs with appropriate instruction and remediation where necessary.</p> <p>This action is the most effective use of these funds because our MTSS systems require not just assessment but what Buffum, Mattos, and Weber in Simplifying Response to Intervention (2012) call "convergent assessment": "Convergent assessment ensures that interventions and enrichments are both timely and targeted. Instruction must target specific skills or knowledge in a timely sequence that proceeds toward a known learning destination. If we don't know exactly where each student is... our interventions and enrichments will be well-intentioned 'shotgun blasts' of strategies." Each step in this framework -</p> <ul style="list-style-type: none"> - identification of specifics skills or knowledge, timely sequencing, targeted interventions -- requires expansive organization and coordination of skills development. Essentially, any system without an intensive assessment system at its center will lack academic targets, academic measurements, and timely reactions to those measurements. This would leave our Unduplicated students without any system for academic measurement or support. 	<p>1.16 District Overall: Percentage of English Learners progressing on ELPAC</p> <p>1.10 District Overall: Percentage proficient on Algebra I final</p> <p>1.12 District Overall: Percentage proficient on District Writing Assessment</p> <p>1.11 District Overall: Percentage "Low Risk" on EasyCBM</p>
1.11	<p>Action: Support for New Teachers</p> <p>Need: On the 2022-2023 Dashboard, there is a significant gap for our English Learners and Low-Income students in ELA and Math</p>	<p>By providing training, specific to the needs of Unduplicated students, for teachers early in their careers, we will establish the need for teachers to help all students advance academically regardless of challenges or obstacles. By improving the instructional practices of these teachers we will increase achievement for all students and</p>	<p>1.5 District Overall: Average distance from standard on CAASPP ELA</p> <p>1.7 District Overall: Average distance from standard on CAASPP Math</p>

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	<p>Achievement, and the percentage meeting desired graduate status -- such as those meeting A-G requirements -- is lower than the overall population. The needs of Unduplicated students present a special challenge for those teachers early in their careers.</p> <p>Intervention is needed to address gaps in CAASPP ELA proficiency (Overall 61.92% compared to 41.07% for Low-Income students and 10.49% for English Learners) and CAASPP Math proficiency (Overall 49.92% compared to 27.28% for Low Income students and 8.48% for English Learners).</p> <p>Scope: LEA-wide</p>	<p>disproportionately benefit those student groups with significant achievement gaps.</p> <p>This action is the most effective use of these funds because our new teacher support program is a coaching model, which Hattie (Visible Learning: The Sequel ((2023))) identifies as effective in improving academic outcomes. "Coaches need to deeply diagnose the current baseline reality... work in partnership with the teacher, listen and engage in dialogue not monologue, be precise not provisional... anchor the coaching in the class... and jointly plan next steps." This is exactly the model of coaching our teacher induction program uses, helping new teachers to identify the needs of their Unduplicated students and other vulnerable student groups requiring intervention, then plan to effectively support and remediate those students.</p>	<p>1.16 District Overall: Percent of EL students progressing on ELPAC</p> <p>1.11 District Overall: Percentage "Low Risk" on EasyCBM</p> <p>District Overall: Percentage proficient on Algebra I final</p>
2.1	<p>Action: Support for Student Attendance</p> <p>Need: Based on 2022-2023 data, though our attendance rates (overall and for student groups) are over 90 percent, there are gaps in attendance for English Learners and Socioeconomically Disadvantaged (SED) students. Chronic absenteeism rates also indicate significant differences between student groups.</p> <p>One school, Vineyard, placed in the "Red" indicator for the CA Dashboard for Chronic Absenteeism, as did several student groups for several different schools.</p> <p>Our overall attendance rate is 94.4%, but our Low Income students have an ADA of 90.4% and our English Learner students have an</p>	<p>By providing staffing for services supporting students with attendance, we will disproportionately benefit those student groups that are more represented in lower attendance and higher chronic absenteeism numbers. Staff will be able to connect with identified student groups and provide assistance necessary to the student group (for example, providing bilingual support to the families of English Learners). Supplies (bus passes, clothes, etc.) will also be supplied to SED students to remove obstacles to attendance.</p> <p>This action is the most effective use of these funds because our experience and the feedback of our educational partners (PCIC, LCAP Advisory Council) has emphasized the importance of having a central person as the supportive resource and primary communicator to the family regarding attendance. In other words, it matters much more to families when it is a consistent person</p>	<p>2.1 District Overall: Attendance rate</p> <p>2.2 Percentage chronically absent for the following groups: District -- Overall Vineyard -- Overall Altamont Creek -- Students with Disabilities Joe Michell -- English Learners Croce -- Asian</p>

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	<p>ADA of 91%, indicating a gap of 3-4% in the amount of the year attended.</p> <p>Scope: LEA-wide</p>	<p>discussing attendance success with them rather than a formal series of messages from a robot phone call or systematized form letter. Attendance is so fundamental to the educational process that Hattie (Visible Learning: The Sequel ((2023))) does not judge its effect on education but rather judges other programs based on their their effect on attendance.</p>	
2.2	<p>Action: Elementary Behavior Intervention</p> <p>Need: Based on the 2022-2023 Dashboard, Unduplicated student groups have higher rates of suspension than peer groups, as well as gaps in attendance data that are a result of either behavior issues or social-emotional obstacles. For example, overall our percentage of students suspended at least once is 3.2%, but for our Low Income students it is 5.9% and for our English Learners it is 5%. Other data, such as referral data, illustrates similar gaps.</p> <p>Scope: LEA-wide</p>	<p>By providing targeted, short-term behavior support at the elementary level, we will develop positive social-emotional skills and academic behaviors in our students. Our COST teams organize access to behavior interventions, and COST teams are required to include English Learners and any students meeting identified parameters (which include many of the metrics here that SED students are over-represented in), so these intervention services disproportionately benefit our Unduplicated students. This action is the most effective use of these funds because of the high degree of impact we've seen locally by our use of the program. Our Wellness coordinator reports that over 80 percent of the students involved in the program make progress on behavioral goals. Many of the student goals for this program involve decreasing disruptive behavior, and in Visible Learning: The Sequel (2023), Hattie says that strategies that do this have a .82 effect size on student academic achievement, a massive improvement not only for the student in the program, but for the students no longer burdened by the disruptions of others.</p>	<p>2.6 District Overall: Suspension rate 2.9 District Overall: COST inclusion 2.8 District Overall: Percentage reporting favorable teacher/student relationships</p>
2.3	<p>Action: Counseling and Social Emotional Support</p> <p>Need:</p>	<p>By providing staffing for counseling at the secondary level, we will provide counseling necessary for affected students to improve in their social emotional skills and positive behavior.</p>	<p>2.6 District Overall: Suspension rate 2.9 District Overall: COST inclusion</p>

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	<p>Based on the 2022-2023 Dashboard, attendance and suspension rates both indicate gaps for our Unduplicated students, and though there is not an evident gap, all student groups including Unduplicated would benefit from an increase in those students reporting positive teacher/student relationships. All of these interact and relate to the social emotional skill set of students.</p> <p>Our overall percentage of students who are designated as chronically absent is 15%. For our Low Income students it is 25.8% and for our English Learners it is 23.9%, an alarming gap of 8-10% indicating the need for intensive social emotional supports intended to help students comfortably access their education while present at school.</p> <p>Scope: LEA-wide</p>	<p>Because our Unduplicated students are over-represented, they will disproportionately benefit from additional services in these areas. In addition, our COST teams manage access to counselors as an intervention, and our Unduplicated students are either required (English Learners) or more likely (SED by qualifying through parameters) to be monitored as part of the COST process.</p> <p>This action is the most effective use of these funds because of the importance of social-emotional counseling in improving behavioral outcomes. By increasing the availability and ability of our counselors to provide intensive support, we increase both the numbers of students served and the quality of the support they receive, important especially for those students over-represented in misbehavior data such as suspension rates, like our Low Income and English Learner students (discussed above in the Need section). As cited in the previous goal and action regarding First-Generation counseling, in Visible Learning: The Sequel (2023) Hattie cites the importance of counseling services in providing access to students to academic interventions such as those enabled by Response to Intervention programs.</p>	<p>2.1 District Overall: Attendance rate 2.8 District Overall: Percentage reporting favorable teacher/student relationships</p>
2.4	<p>Action: Leadership to Support Intervention for Unduplicated Students</p> <p>Need: Based on 2022-2023 data, our Unduplicated students, as well as other student groups with achievement gaps, require a complex network of intervention programs and systems to help remediate areas of concern. Those programs require management at the district and site</p>	<p>By providing management at the site and district levels we can establish an organizational point person that is responsible for vertical articulation of programs and horizontal fidelity to established systems. By ensuring proper implementation and site fidelity, we will improve student outcomes and narrow achievement gaps. For Homeless students in particular, organizational leadership at our District and site level is necessary to integrate services in ways that improve student achievement.</p>	<p>2.6 District Overall: Suspension rate 2.7 District Overall: Expulsion rate 1.16 District Overall: Percentage of EL students progressing on ELPAC 2.9 District Overall: Percentage of students served by COST</p>

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	<p>levels so that they can be implemented with fidelity and monitored for effect on student achievement. Homeless students, in particular, experience significant achievement gaps and require organization of support systems. Ultimately, we want our students to experience academic success, and our actions for improving behavior and social-emotional skills are really aimed at improving academic outcomes. The most obvious metric where this shows up is attendance, since behavior and emotional problems often quickly become attendance problems. Our overall percentage of students who are designated as chronically absent is 15%. But for our Low Income students it is 25.8% and for our English Learners it is 23.9%, an alarming gap of 8-10% indicating the need for intensive behavior and social emotional supports intended to help students comfortably access their education while present at school, as well as the need for staffing to coordinate those services. In addition there is a gap in our graduation rates, which -- while overall very high -- do indicate some level of opportunity gap for our more vulnerable student groups. Overall the percentage of students that graduate within 5 years is 97.1%, but for Low Income students it is 94.4%, and for English Learners it is 82.9%, a significant drop from the overall percentage. In addition, our District as a whole needs improvement on suspension rates, and Unduplicated students -- as well as other vulnerable student groups -- have gaps on suspension data as well as local referral data.</p>	<p>This action is the most effective use of these funds because of the necessity of coordination at both the site and district level for any and all of our intervention systems to work, especially for our Unduplicated students and our other most vulnerable student groups. In Simplifying Response to Intervention (2012), Buffum, Mattos and Weber say the following: "Without the firm and consistent commitment of every adult on campus, the implementation of a system of supports will not yield results." Identifying responsible individuals who can coordinate the services available through our different systems and report on their results helps to ensure even commitment at all levels of implementation.</p> <p>As for behavior, staffing district organizational systems and providing professional development to sites will give sufficient training and accountability for fidelity to confidently establish tiered behavior intervention systems at all levels of our District (elementary, middle, and high). PBIS systems will reinforce positive behavior and train staff in viewing and responding to problem behavior as a functional issue, such that the need for reactive disciplinary strategies such as suspension will decrease over time.</p> <p>This action is the most effective use of these funds because of the fundamental obstacle that misbehavior creates for our most vulnerable student groups, and because other reactive discipline measures (such as suspension), have been not only ineffective at decreasing problem behaviors but have also worked to further exclude students from academic instruction and intervention. In Simplifying Response to Intervention (2012), Buffum, Mattos, and Weber</p>	<p>2.2 District Overall: Chronic absenteeism rate 2.5 District Overall: Graduation rate 2.1 District Overall: Attendance rate 2.8 District Overall: Percentage reporting positive student/teacher relationships</p> <p>2.6 Suspension rate for the following schools and student groups: District -- African American District -- Foster Youth District -- Homeless District -- LTEL Del Valle -- Overall Junction -- Overall Del Valle -- English Learners, Hispanic, and Socioeconomically Disadvantaged East Avenue -- Students with Disabilities Granada -- English Learners Junction -- Hispanic and Two or More Races Croce -- Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities Livermore High -- African American, English</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Overall our percentage of students suspended at least once is 3.2%, but for our Low Income students it is 5.9% and for our English Learners it is 5%. Other data, such as referral data, illustrates similar gaps.</p> <p>On the CA Dashboard, our African American Students, Foster Youth, and our Homeless students all placed in the "red" indicator for Suspension, as did our schools Del Valle Continuation High and Junction TK-8.</p> <p>Six of our schools had student groups in the "Red" indicator for Suspension.</p> <p>Scope: LEA-wide</p>	<p>begin a section on behavior intervention with this: "Behavior has a profound impact on a student's ability to learn at school, and instructional interventions are not the only method by which schools can substantially improve student learning... Schools that commit to initiating and sustaining a system of behavioral supports will experience increased student learning."</p>	<p>Learners, Socioeconomically Disadvantaged, and Students with Disabilities</p>
3.1	<p>Action: Community Engagement</p> <p>Need: Based on 2022-2023, the families of our Unduplicated students face a wide variety of challenges as they seek to partner with our District to provide a positive educational experience for students. While our District has processes in place (such as DELAC) to engage our educational partners, there is underrepresentation, as well as under-communication, from the families of our student groups that have the most educational needs.</p> <p>Right now we do not have the systems in place to judge the level of underrepresentation, and correcting that is a major part of our actions for this goal.</p> <p>However, we do know from the metrics in the</p>	<p>While our District has processes in place (such as DELAC) to engage our educational partners, a more comprehensive set of communication organization and programs would ensure the representation of underrepresented student groups at all levels. Staffing our Community Engagement Department and purchasing programs necessary for both communication and survey data disaggregation will enable us to better understand and represent the needs of all parts of our community.</p> <p>This action is the most effective use of these funds because of the central importance of effective communication in managing positive educational relationships with the community. In School Leadership that Works, Marzano, Waters, and McNulty identify Communication as one of the core responsibilities of educational leadership, and say, "This responsibility seems self-evident -- good communication is a critical feature of any endeavor</p>	<p>3.1 District Overall: Percentage of families completing survey 3.2 District Overall: Percentage of families of Unduplicated students agreeing they are involved in student's school</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>other sections that our Unduplicated student groups and other vulnerable student groups experience a variety of academic gaps and opportunity gaps. Experience and discussion with our educational partner groups such as DELAC, PCIC, and the LCAP Advisory Committee has emphasized for us how important clear and available two-way communication is to our community in engaging and involving the families of all of our students.</p> <p>Scope: LEA-wide</p>	<p>in which people work in close proximity for a common purpose. In Chapter 2, we mentioned it in conjunction with instructional leadership, total quality management, and theories of leadership promoted by virtually every theorist reviewed in that chapter." Because of the fundamental importance of communication, we aim to ensure high quality relationships across the district with all of our families, especially those that are traditionally under-represented.</p>	
3.2	<p>Action: Parent Education</p> <p>Need: Based on data from 2022-2023, as stated above, the families of our Unduplicated students face a wide variety of challenges in educating their students. Underrepresentation at a variety of district and site educational opportunities disproportionately affects those very students and families that need support the most. This is also true of Special Education student families, where a partnership with the educational process is crucial to student success. Right now we do not have the systems in place to judge the level of underrepresentation, and correcting that is a major part of our actions for this goal. However, we do know from the metrics in the other sections that our Unduplicated student</p>	<p>By providing free and widely available parent education on pertinent school topics, we will help our under-represented families be better able to partner with the school to provide positive educational experiences for students. Parent Liaisons also enable personalized communication for those families, such as the families of EL students, that might not benefit from more generic attempts at communication. This action is the most effective use of these funds because when we empower our underrepresented families with background on educational skills and knowledge, we increase their ability to support the student academically at home and we also increase their ability to provide meaningful feedback to the school and district. In Visible Learning: The Sequel (2023), Hattie identifies parental involvement as having an effect size of .30, and says the following: "Ma found very high correlations (.53) for the involvement of parents in the early childhood years, particularly for home-</p>	<p>3.3 District Overall: Percentage of SwD families who agree they are involved in student's school</p> <p>3.2 District Overall: Percentage of families of Unduplicated students agreeing they are involved in student's school</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>groups and other vulnerable student groups experience a variety of academic gaps and opportunity gaps. Experience and discussion with our educational partner groups such as DELAC, PCIC, and the LCAP Advisory Council has emphasized for us how important clear and available two-way communication is to our community in engaging and involving the families of all of our students.</p> <p>Scope: LEA-wide</p>	<p>school connections, school participation, and leadership roles in shaping up social services and educational systems." This is exactly what our system of parent education hopes to foster.</p>	
3.3	<p>Action: Student Health</p> <p>Need: This action relies heavily on a combination of metrics from multiple goals. Based on data from 2022-2023, our Unduplicated students experience achievement gaps on multiple measures, and especially for our SED students it is possible that lack of access to basic services, such as health services, can be an obstacle to accessing education. Right now we do not have the systems in place to judge the level of underrepresentation, and correcting that is a major part of our actions for this goal. However, we do know from the metrics in the other sections that our Unduplicated student groups and other vulnerable student groups experience a variety of academic gaps and opportunity gaps. Experience and discussion with our educational partner groups such as DELAC, PCIC, and the LCAP Advisory</p>	<p>By providing staffing for health services we can ensure that students with medical issues receive expertise, monitoring, and support within the educational process, removing this barrier to education and allowing access to intervention systems for other areas.</p> <p>This is the most effective use of these funds because of the importance of moderating potentially negative impacts on education. In Visible Learning: The Sequel (2023), Hattie says that illness and physical syndromes have a terribly negative effect on school outcomes (-.51 and -.42, respectively). A student without adequate access to sufficient medical services could easily experience negative obstacles that would impede the success of any or all of the other actions we prescribe to help our students succeed academically. Ensuring that our Unduplicated students and other vulnerable student groups have access to sufficient health-related support helps ensure that these negative influences do not counteract the positive effects of other supportive programs.</p>	<p>3.3 District Overall: Percentage of SwD families who agree they are involved in student's school</p> <p>3.2 District Overall: Percentage of families of Unduplicated students agreeing they are involved in student's school</p> <p>2.1 District Overall: Attendance rate</p> <p>2.5 District Overall: Graduation rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Council has emphasized for us how important clear and available two-way communication is to our community in engaging and involving the families of all of our students.</p> <p>Scope: LEA-wide</p>		
3.4	<p>Action: Communication and Social Emotional Data Collection</p> <p>Need: Based on data from 2022-2023, our Unduplicated students experience gaps in suspension rate and attendance rate that can be signs of the need for social emotional support. We currently lack a systematic, unified method for collecting and creating aggregate data on student and community feedback for our programs. Right now we do not have the systems in place to judge the level of underrepresentation, and correcting that is at the core of this exact action. When put in place early in the year it will allow us to disaggregate exactly how much our Unduplicated and underrepresented families are able and willing to engage in our district communication processes. Experience and discussion with our educational partner groups such as DELAC, PCIC, and the LCAP Advisory Committee has emphasized for us how important clear and available two-way communication is to our</p>	<p>By creating a method for facilitating survey use and then quickly accessing and disaggregating the data collected, we will have a more consistent set of systems for our survey data and will be much more efficient at responding to data collected. In other words, if we are able to identify social emotional trends in particular spots quickly, then we'll be able to target responses to particular sites or grade levels, increasing the effectiveness of our intervention systems and improving the outcomes of our more vulnerable student groups. This action is the most effective use of these funds because of the importance of centralizing our collection of data and feedback collection. Our feedback groups (LCAP Advisory Committee, DELAC, everybody else) all articulated frustration with survey management and emphasized the importance of coordinated feedback data management moving forward.</p>	<p>3.1 District Overall: Percentage completing parent survey 2.1 District Overall: Attendance rate 2.5 District Overall: Graduation rate 2.6 District Overall: Suspension rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>community in engaging and involving the families of all of our students.</p> <p>Scope: LEA-wide</p>		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	<p>Action: Equitable access to Field Trips & Camp for Low-Income Students</p> <p>Need: Our socioeconomically disadvantaged students, by definition, have a more difficult time paying for extension and enrichment programs that have a potential cost. These extension programs help students establish relevance to education and can lead to greater achievement, and we want to ensure that all students have access to the advancement they provide. From the 2022-2023 Dashboard, a comparison of the overall percentage of students graduating College and/or Career Ready and Unduplicated student groups graduating College and/or Career Ready shows a significant gap. Overall 46.5% of our</p>	<p>By paying the necessary costs for field trips we eliminate that obstacle to participation for students that have harder time paying. This action is the most effective use of these funds because the alternatives would be either excluding Low Income students from participation or not having the enrichment programs at all. However, enrichment programs are a highly effective program with a strong effect on student achievement. According to Hattie in Visible Learning: The Sequel (2023), "Enrichment programs aim to broaden the educational lives of students, promote higher levels of thinking and creativity in a subject area, and allow students to explore subjects in depth." The effect size that Hattie determines for enrichment programs is .49, which is a high level of efficacy.</p>	<p>1.21 District Overall: Percentage graduating college/career ready 1.15 District Overall: Percentage graduating A-G ready 1.19 District Overall: Percentage demonstrating "Mastery" on District Writing Assessment</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>students qualify as CCR, while 21.3% of our Low-Income students qualify as CCR and 9.6% of our English Learners qualify as CCR. The metrics that eventually lead up to the CCR number (CAASPP ELA and math, Algebra I final, A-G compliance) show similar gaps. Any attempt to address those "causal" metrics should also affect the CCR metric and help close those gaps.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.5	<p>Action: Access to Meetings</p> <p>Need: Families of English Learners, Foster Youth, or Socioeconomically Disadvantaged students can experience the specific obstacle of finding child care so that they can participate in meetings such as ELAC, DELAC, LCAP Advisory, or other adult education opportunities. Unfortunately, our survey system as of 2023-2024 is not yet set up in order to determine the participation data helpful in determining whether parents of Unduplicated students feel they are welcome to participate in the education of their children. However, educational partner feedback was very strong on this point. Communication from the sites and the district office was a priority for all families, but especially for the families of our most vulnerable students. DELAC and the LCAP Advisory Council both emphasized the</p>	<p>By providing childcare to community meetings, we remove one obstacle to participation from the families of our Unduplicated student groups. This increases communication and involvement in feedback and decision-making. This action is the most effective use of these funds because of the central need to provide access to meetings for our families that could not attend otherwise. In School Leadership that Works, Marzano, Waters, and McNulty identify Communication as one of the core responsibilities of educational leadership, and say, "This responsibility seems self-evident -- good communication is a critical feature of any endeavor in which people work in close proximity for a common purpose. In Chapter 2, we mentioned it in conjunction with instructional leadership, total quality management, and theories of leadership promoted by virtually every theorist reviewed in that chapter." Because of the fundamental importance of communication, we aim to ensure high quality relationships across the district with all</p>	<p>3.2 District Overall: Percentage of families of Unduplicated students agreeing they are involved in student's school</p> <p>3.1 District Overall: Percentage of families completing survey</p> <p>2.1 District Overall: Attendance rate</p> <p>2.5 District Overall: Graduation rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>need to improve access to our meetings and events.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>of our families, especially those that are traditionally under-represented.</p>	
3.6	<p>Action: Translation and Interpretation Services</p> <p>Need: The families of English Learners need documents translated into native languages and interpretation services at educational meetings. Again, as of 2023-2024 our survey system is not yet set up in order to determine the participation data helpful in determining whether parents of Unduplicated students feel they are welcome to participate in the education of their children. However, educational partner feedback was very strong on this point. Providing access so that parents can participate in required meetings is absolutely essential to the process. DELAC and the LCAP Advisory Council both emphasized the need to improve access to our meetings and events.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>By providing translation and interpretation services, we reduce the obstacles to family access of education and increase family involvement in the educational process. This action is the most effective use of these funds because of the self-evident reason that not providing this service would alienate and exclude the families of those students speaking only a language other than English. Once again, I would point to the impact of parental involvement in fostering positive educational outcomes. As quoted earlier, in Visible Learning: The Sequel (2023), Hattie identifies parental involvement as having an effect size of .30, and says the following: "Ma found very high correlations (.53) for the involvement of parents in the early childhood years, particularly for home-school connections, school participation, and leadership roles in shaping up social services and educational systems." This is exactly what our system of parent education hopes to foster.</p>	<p>3.2 District Overall: Percentage of families of Unduplicated students agreeing they are involved in student's school 2.10 District Overall: Triennial completion rate</p>

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

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

Additional Concentration Grant Funding

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

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	151,032,717	7,038,165	4.660%	0.000%	4.660%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$7,069,574.00	\$899,531.00	\$1,003,208.00	\$608,029.00	\$9,580,342.00	\$7,382,082.00	\$2,198,260.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$70,010.00	\$14,500.00	\$84,510.00				\$84,510.00	
1	1.2	Programs for Student Intervention and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$0.00	\$99,863.00	\$99,863.00				\$99,863.00	
1	1.3	Continuation School Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Valle Continuation High School 9-12	Three Years	\$445,301.00	\$0.00	\$445,301.00				\$445,301.00	
1	1.4	Multi-Tiered Systems of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$184,310.00	\$4,000.00	\$188,310.00				\$188,310.00	
1	1.5	Intervention Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$568,838.00	\$0.00	\$568,838.00				\$568,838.00	
1	1.6	Junction and Marylin School Support	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Junction K-8	Three Years	\$1,134,103.00	\$0.00	\$1,073,983.00			\$60,120.00	\$1,134,103.00	
1	1.7	Equitable access to Field Trips & Camp for Low-Income Students	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	Three Years	\$0.00	\$88,000.00	\$88,000.00				\$88,000.00	
1	1.8	District Support and Leadership for Academic Achievement and English Language Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Three Years	\$417,495.00	\$0.00	\$417,495.00				\$417,495.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
1	1.9	Assessment and Accountability Programs for Unduplicated Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$288,019.00	\$177,200.00	\$465,219.00				\$465,219.00	
1	1.10	Professional Development	All	No			All Schools	Three Years	\$0.00	\$50,000.00		\$20,000.00		\$30,000.00	\$50,000.00	
1	1.11	Support for New Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$346,118.00	\$0.00	\$173,059.00			\$173,059.00	\$346,118.00	
1	1.12	Career Technical Education	All	No			All Schools 9-12	Three Years	\$0.00	\$1,661,494.00		\$792,848.00	\$868,646.00		\$1,661,494.00	
1	1.13	English Language Development Curriculum and Instruction	English Learners	No			All Schools	Three Years	\$141,694.00	\$20,703.00				\$162,397.00	\$162,397.00	
2	2.1	Support for Student Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$613,876.00	\$5,000.00	\$618,876.00				\$618,876.00	
2	2.2	Elementary Behavior Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$479,684.00	\$0.00	\$479,684.00				\$479,684.00	
2	2.3	Counseling and Social Emotional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$1,290,234.00	\$0.00	\$1,243,551.00	\$46,683.00			\$1,290,234.00	
2	2.4	Leadership to Support Intervention for Unduplicated Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$495,042.00	\$0.00	\$495,042.00				\$495,042.00	
2	2.5	Supporting Positive Student Behavior	All	No			All Schools	Three Years	\$211,405.00	\$40,000.00		\$40,000.00	\$84,562.00	\$126,843.00	\$251,405.00	
2	2.6	Homeless Student Support	Homeless	No			Specific Schools: Arroyo Seco; East Avenue; Livermore High School	Three Years	\$50,000.00	\$0.00			\$50,000.00		\$50,000.00	
3	3.1	Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$206,602.00	\$0.00	\$206,602.00				\$206,602.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Parent Education	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Three Years	\$117,543.00	\$10,000.00	\$71,933.00			\$55,610.00	\$127,543.00	
3	3.3	Student Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$319,808.00	\$0.00	\$319,808.00				\$319,808.00	
3	3.4	Communication and Social Emotional Data Collection	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$0.00	\$7,500.00	\$7,500.00				\$7,500.00	
3	3.5	Access to Meetings	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	Three Years	\$2,000.00	\$0.00	\$2,000.00				\$2,000.00	
3	3.6	Translation and Interpretation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Three Years	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
151,032,717	7,038,165	4.660%	0.000%	4.660%	\$7,069,574.00	0.000%	4.681 %	Total:	\$7,069,574.00
								LEA-wide Total:	\$5,440,290.00
								Limited Total:	\$110,000.00
								Schoolwide Total:	\$1,519,284.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$84,510.00	
1	1.2	Programs for Student Intervention and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$99,863.00	
1	1.3	Continuation School Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Valle Continuation High School 9-12	\$445,301.00	
1	1.4	Multi-Tiered Systems of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$188,310.00	
1	1.5	Intervention Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$568,838.00	
1	1.6	Junction and Marilyn School Support	Yes	Schoolwide	English Learners Low Income	Specific Schools: Junction K-8	\$1,073,983.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Equitable access to Field Trips & Camp for Low-Income Students	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$88,000.00	
1	1.8	District Support and Leadership for Academic Achievement and English Language Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$417,495.00	
1	1.9	Assessment and Accountability Programs for Unduplicated Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$465,219.00	
1	1.11	Support for New Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$173,059.00	
2	2.1	Support for Student Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$618,876.00	
2	2.2	Elementary Behavior Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$479,684.00	
2	2.3	Counseling and Social Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,243,551.00	
2	2.4	Leadership to Support Intervention for Unduplicated Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$495,042.00	
3	3.1	Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$206,602.00	
3	3.2	Parent Education	Yes	LEA-wide	English Learners Low Income	All Schools	\$71,933.00	
3	3.3	Student Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$319,808.00	
3	3.4	Communication and Social Emotional Data Collection	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,500.00	
3	3.5	Access to Meetings	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$2,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.6	Translation and Interpretation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$20,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$9,340,746.00	\$9,632,149.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Summer School	Yes	\$84,510	\$80,220
1	1.2	Programs for Student Intervention and Support	Yes	\$224,863	\$243,568
1	1.3	Continuation School Support	Yes	\$320,921	\$351,376
1	1.4	Multi-Tiered Systems of Support	Yes	\$194,847	\$190,818
1	1.5	Intervention Specialists	Yes	\$497,367	\$506,717
1	1.6	Junction and Marilyn School Support	Yes	\$968,946	\$989,275
1	1.7	Equitable access to Field Trips & Camp for Low-Income Students	Yes	\$88,000	\$48,472
1	1.8	District Support and Leadership for Academic Achievement and English Language Development	Yes	\$677,928	\$673,143
1	1.9	Assessment and Accountability Programs for Unduplicated Students	Yes	\$424,918	\$409,754
1	1.10	Professional Development	No	\$70,000	\$113,161
1	1.11	Support for New Teachers	Yes	\$364,860	\$368,985

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Career Technical Education	No	\$1,597,591	\$1,597,591
1	1.13	English Language Development Curriculum and Instruction	No	\$154,193	\$164,058
2	2.1	Support for Student Attendance	Yes	\$473,134	\$519,623
2	2.2	Elementary Behavior Intervention	Yes	\$429,757	\$445,452
2	2.3	Counseling and Social Emotional Support	Yes	\$1,064,545	\$1,211,916
2	2.4	Leadership to Support Intervention for Unduplicated Students	Yes	\$517,540	\$518,395
2	2.5	Supporting Positive Student Behavior	No	\$248,024	\$244,054
2	2.6	Homeless Student Support	No	\$50,000	\$49,324
3	3.1	Community Engagement	Yes	\$450,161	\$444,714
3	3.2	Parent Education	Yes	\$113,658	\$117,066
3	3.3	Student Health	Yes	\$290,483	\$322,367
3	3.4	Communication and Social Emotional Data Collection	Yes	\$7,500.00	\$7,500
3	3.5	Access to Meetings	Yes	\$2,000	\$285

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Translation and Interpretation Services	Yes	\$25,000.00	\$14,315

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$7,063,114	\$7,146,129.00	\$7,080,969.00	\$65,160.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Summer School	Yes	\$84,510.00	\$80,220.00		
1	1.2	Programs for Student Intervention and Support	Yes	\$224,863.00	\$243,568.00		
1	1.3	Continuation School Support	Yes	\$320,921.00	\$191,353.00		
1	1.4	Multi-Tiered Systems of Support	Yes	\$169,847.00	\$167,318.00		
1	1.5	Intervention Specialists	Yes	\$497,367.00	\$506,717.00		
1	1.6	Junction and Marylin School Support	Yes	\$919,137.00	\$934,054.00		
1	1.7	Equitable access to Field Trips & Camp for Low-Income Students	Yes	\$88,000.00	\$48,472.00		
1	1.8	District Support and Leadership for Academic Achievement and English Language Development	Yes	\$677,928.00	\$673,143.00		
1	1.9	Assessment and Accountability Programs for Unduplicated Students	Yes	\$424,918.00	\$409,754.00		
1	1.11	Support for New Teachers	Yes	\$364,860.00	\$368,985.00		
2	2.1	Support for Student Attendance	Yes	\$473,134.00	\$519,623.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	Elementary Behavior Intervention	Yes	\$429,757.00	\$445,452.00		
2	2.3	Counseling and Social Emotional Support	Yes	\$1,064,545.00	\$1,067,668.00		
2	2.4	Leadership to Support Intervention for Unduplicated Students	Yes	\$517,540.00	\$518,395.00		
3	3.1	Community Engagement	Yes	\$450,161.00	\$444,714.00		
3	3.2	Parent Education	Yes	\$113,658.00	\$117,066.00		
3	3.3	Student Health	Yes	\$290,483.00	\$322,367.00		
3	3.4	Communication and Social Emotional Data Collection	Yes	\$7,500.00	\$7,500.00		
3	3.5	Access to Meetings	Yes	\$2,000.00	\$285.00		
3	3.6	Translation and Interpretation Services	Yes	\$25,000.00	\$14,315.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$145,217,585	\$7,063,114	0.00%	4.864%	\$7,080,969.00	0.000%	4.876%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Livermore Valley Joint Unified 2026-2027 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal #	Action #
LEA-wide Lowest Performance	District	African American	Suspension	2	4, 5
School Student Group Lowest Performance	Granada High	English Learner	CCI	1	2
School-wide Lowest Performance	Del Valle Continuation High	All Students	CCI	1	2
School-wide Lowest Performance	Vineyard Alternative	All Students	CCI	1	2
School-wide Lowest Performance	Vineyard Alternative	All Students	Chronic Absenteeism	2	1
School-wide Lowest Performance	Del Valle Continuation High	All Students	Suspension	2	4, 5
School-wide Lowest Performance	Junction K-8	All Students	Suspension	2	4, 5
School Student Group Lowest Performance	Livermore High	English Learner	CCI	1	2
LEA-wide Lowest Performance	District	English Learner	CCI	1	2
School Student Group Lowest Performance	Arroyo Seco Elementary	English Learner	ELA	1	4
School Student Group Lowest Performance	Granada High	English Learner	ELA	1	4
School Student Group Lowest Performance	Junction K-8	English Learner	ELA	1	4
School Student Group Lowest Performance	Andrew N. Christensen Middle	English Learner	ELPI	1	8
School Student Group Lowest Performance	Arroyo Seco Elementary	English Learner	ELPI	1	8
School Student Group Lowest Performance	Granada High	English Learner	ELPI	1	8
School Student Group Lowest Performance	Rancho Las Positas Elementary	English Learner	ELPI	1	8
School Student Group Lowest Performance	Granada High	English Learner	Math	1	4
School Student Group Lowest Performance	Junction K-8	English Learner	Math	1	4
School Student Group Lowest Performance	Livermore High	English Learner	Math	1	4
School Student Group Lowest Performance	Livermore High	Hispanic	ELA	1	4
School Student Group Lowest Performance	Junction K-8	Hispanic	Math	1	4
School Student Group Lowest Performance	Junction K-8	Socioeconomically Disadvantaged	Math	1	4
Required Action for English Learners	District	English Learner	N/A	1	8
School Student Group Lowest Performance	Granada High	Students with Disabilities	ELA	1	4
School Student Group Lowest Performance	Marylin Avenue Elementary	Students with Disabilities	ELA	1	4
School Student Group Lowest Performance	William Mendenhall Middle	Students with Disabilities	ELA	1	4
LEA-wide Lowest Performance	District	Foster Youth	Suspension	2	4
School Student Group Lowest Performance	Junction K-8	Students with Disabilities	Math	1	4
School Student Group Lowest Performance	Marylin Avenue Elementary	Students with Disabilities	Math	1	4
School Student Group Lowest Performance	Livermore High	African American	Suspension	2	4, 5
School Student Group Lowest Performance	Leo R. Croce Elementary	Asian	Chronic Absenteeism	2	1
School Student Group Lowest Performance	Joe Michell	English Learner	Chronic Absenteeism	2	1
LEA-wide Lowest Performance	District	Homeless	CCI	1	2
LEA-wide Lowest Performance	District	Homeless	ELA	1	4
LEA-wide Lowest Performance	District	Homeless	Math	1	4
Required Action(s) for Technical Assistance	District	Foster Youth	Multiple indicators	1	2
				1	4
				2	4
Required Action(s) for Technical Assistance	District	LTEL	Multiple indicators	1	2
				1	4
				2	4
LEA-wide Lowest Performance	District	Homeless	Suspension	2	4, 5
Required Action for Long Term English Learners (LTEL)	District	LTEL	N/A	1	8, 13
School Student Group Lowest Performance	Del Valle Continuation High	English Learner	Suspension	2	4, 5
School Student Group Lowest Performance	Granada High	English Learner	Suspension	2	4, 5
School Student Group Lowest Performance	Livermore High	English Learner	Suspension	2	4, 5
School Student Group Lowest Performance	Del Valle Continuation High	Hispanic	Suspension	2	4, 5
School Student Group Lowest Performance	Junction K-8	Hispanic	Suspension	2	4, 5
LEA-wide Lowest Performance	District	Students with Disabilities	ELA	1	4
School Student Group Lowest Performance	Leo R. Croce Elementary	Hispanic	Suspension	2	4, 5
School Student Group Lowest Performance	Del Valle Continuation High	Socioeconomically Disadvantaged	Suspension	2	4, 5
School Student Group Lowest Performance	Leo R. Croce Elementary	Socioeconomically Disadvantaged	Suspension	2	4, 5
School Student Group Lowest Performance	Livermore High	Socioeconomically Disadvantaged	Suspension	2	4, 5
School Student Group Lowest Performance	Altamont Creek Elementary	Students with Disabilities	Chronic Absenteeism	2	1
Required Action for Students with Disabilities	District	Students with Disabilities	N/A	1	4
School Student Group Lowest Performance	East Avenue Middle	Students with Disabilities	Suspension	2	4, 5

Livermore Valley Joint Unified 2026-2027 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal #	Action #
School Student Group Lowest Performance	Leo R. Croce Elementary	Students with Disabilities	Suspension	2	4, 5
School Student Group Lowest Performance	Livermore High	Students with Disabilities	Suspension	2	4, 5
School Student Group Lowest Performance	Junction K-8	Two Or More Races	Suspension	2	4, 5