

## Responses to 2019 LCAP Questions and Comments

### Do the LCAP goals change every year or at all?

The LCAP is a 3-year plan that is reviewed, modified, and locally approved on an annual basis. Our Board-approved LCAP goals are:

- 1) Increase the percentage of students who have the skills and knowledge to graduate from high school prepared for success in college and/or career;
- 2) Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels; and
- 3) Enhance parent and community engagement and communication

Our LCAP goals are aligned with the Eight (8) State-established priorities outlined below:

- 1) Basic (Conditions of Learning)
- 2) State Standards (Conditions of Learning)
- 3) Parental Involvement (Engagement)
- 4) Pupil Achievement (Pupil Outcomes)
- 5) Pupil Engagement (Engagement)
- 6) School Climate (Engagement)
- 7) Course Access (Conditions of Learning)
- 8) Other Pupil Outcomes (Pupil Outcomes)

Our three over-arching goals are all encompassing. While they remain consistent, the action steps taken to meet the goals as outlined in the LCAP are modified or revised annually, based on State and Federal guidelines, student-assessed needs, stakeholder input, and progress toward measurable outcomes.

### What is the difference between the LCAP 2018-19 school year budget and the LCAP 2019-2020 school year budget?

School districts receive a per pupil allocation of Local Control Funding Formula (LCFF) Supplemental Funds for specific student populations as defined in California Education Code. Each student in the designated population generates only **one** per pupil allocation of LCFF supplemental funds, even if he or she qualifies under more than one of the three designations. California Education Code defines **unduplicated** students in the following manner:

Unduplicated count of pupils who

- (1) are English learners;
- (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program; or
- (3) are foster youth.

“Unduplicated count” means that each pupil is counted only once even if the pupil meets more than one of these criteria (*EC* Sections 2574(b)(2) and 42238.02(b)(1)).

The LVJUSD receives supplemental funding for approximately 27% of students who are categorized as unduplicated. Some districts, with greater percentages, or more than 50% unduplicated counts, received concentration funds, for which Livermore does not qualify.

Our LCAP supplemental budget for this year, 2018/19, was \$6,276,821. Our LCAP supplemental budget for next year, 2019/20, is \$6,474,955, an increase of \$198,134 or 3.2%. This marginal increase in funding is not due to an increase in unduplicated student count, as that number is relatively stable. The additional 3.2% represents an increase in State-funded COLA (Cost of Living Adjustment), designated for increased expenses incurred providing and maintaining the services and programs as outlined in the LCAP.

### **How do our federal dollars support the goals of the LCAP?**

Beginning in 2019-20, our LCAP must include a Federal Addendum which specifically addresses the allocation and use of federal funding received in support of our LCAP goals. LVJUSD currently receives Federal categorical funding for:

- Title I (Low Income Students);
- Title II (Teacher Quality/Professional Development);
- Title III (English Learners and Immigrant Students);
- Title IV (21<sup>st</sup> Century Community Learning Centers/Technology)

Our Federal Addendum is slated to be locally approved by our Board of Education along with our LCAP and Budget, and it provides specifics on the alignment of our Federally funded programs and our LCAP. The LCAP and Federal Addendum both pay special attention to the needs of and services for low-income, English Learners, and foster youth.

### **How does our District determine whether or not we have met the criteria for local indicators on the California Dashboard?**

Included in the California Dashboard Indicators, the California Department of Education (CDE) provides guidance regarding accountability for meeting the criteria for local indicators.

Below are the local indicators and the criteria that districts use for measurement and to report on progress.

**Priority 1:** Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities)

Districts use locally available information, including data reported through the School Accountability Report Card (SARC), to provide evidence of progress on this local indicator. In addition, for LVJUSD the Alameda County Office of Education (ACOE) Williams Act inspection, reporting, and verification process is incorporated to ensure compliance.

### **(Priority 2) Implementation of State Academic Standards**

Districts have two options for the self-reflection tool. The first option allows LEAs to provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools. The second option is to complete the SBE adopted self-reflection tool survey.

Our district uses the State-adopted self-reflection tool that has the following Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

### **(Priority 3) Parent Engagement**

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the LEA briefly describes why it chose the selected measures, including whether the LEA expects that progress on the selected measure is related to goals it has established for other LCFF priorities in its Local Control and Accountability Plan (LCAP).

### **(Priority 6) School Climate**

Districts provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12). Specifically, districts have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary also includes an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school safety and connectedness.

### **(Priority 7) Access to a Broad Course of Study**

Districts annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study, that includes the adopted courses of study specified in the California *Education Code* for Grades 1–6 and Grades 7–12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

### **What is AVID and how will the pilot elementary school program be implemented?**

The core philosophy of Advancement Via Individual Determination (AVID) is to develop a strong, college-going culture at a young age. Through AVID, children learn about organization, study skills, communication, and self-advocacy, which are skills that translate into success at higher levels of learning. AVID Elementary students learn to take structured notes and answer and ask high-level questions that go beyond routine answers.

The strong college-going culture on an AVID Elementary campus encourages students to think about their college and career plans. Teachers provide the academic foundation students need to be on a path for college and career success. AVID Elementary closes the opportunity gap before it begins, particularly for students whose parents do not have a college education.

Our pilot program of AVID Elementary will be implemented at Jackson Avenue Elementary and Arroyo Seco Elementary at a specified upper grade level. It will include visits to model AVID elementary programs and training teachers across the 4<sup>th</sup> grade level. The initial training consists of three days of AVID professional learning. We already have a certified District coordinator/administrator in place.

### **What is the plan for elementary P.E. support?**

We are in the process of hiring a part-time Teacher on Special Assignment (ToSA) to support the development and delivery of a standards aligned elementary physical education (PE) program. The ToSA will organize a Google Site with resources and lesson plans organized by grade level to share with elementary teachers. The site will also include activities for extreme weather, alternatives for students who are not able to participate in PE, and other professional development opportunities and resources. In addition, the ToSA will also work directly with teachers to model lessons, help organize resources and administer the Fitnessgram.

### **Describe how our parent survey is administered and how the results of the survey inform our Plan.**

We administer an annual survey to parents and guardians of students in our district, inviting them to provide feedback and share comments that inform the ongoing improvement of our district. Parents and guardians receive a personal email invitation that contains a link to the survey; the email and the survey are both available in both English and Spanish. This year, the survey was open from February 19 – March 4, 2019. New this year, in addition to the initial email invitation, parents received a thank you email when they completed the survey, and additional emails reminders as well as a text message reminder, to encourage completion of the survey.

We use a survey program, Qualtrics, that allows us to gather and sort responses so that we can identify trends and readily assess our parents' and guardians' evaluation of our schools and district. Questions are grouped into three areas that correspond to our LCAP Goals: academic achievement; positive and safe learning environment; and parent and community engagement and communication. In addition to responding to evaluative questions, parents and guardians are invited to provide input into the LCAP goals themselves. The results of the survey are shared with the LCAP Committee and the District LCAP Team so that our parent and guardian community has a genuine voice in the creation of our District LCAP.

**Who decides on the topics for teacher professional development? Are they chosen by the administration or the teachers?**

Professional development is a high priority for all employees in Livermore Valley Joint Unified School District (LVJUSD). There are professional development opportunities related to District-wide and/or site-based initiatives, as well as instructional materials, instructional methodology and pedagogy. There is a balance of professional development that is determined by District and/or site level administration as well as professional development that is role, grade level, and/or department specific, with input and support from the Instructional Leadership Team at each school site. Teachers who are new to the profession receive specialized coaching and support in alignment with California Standards for the Teaching Profession through our Tri-Valley Teacher Induction Program (TVTIP). Individual teachers are provided with 6.5 hours of flexible professional development to participate in pertinent, personalized, and pre-approved professional development. We periodically conduct surveys to help establish professional development priorities, not only for teachers, but also for administrators and classified staff. In addition, teachers attend conferences in specialized areas to enhance their practice, i.e., Project Lead the Way, Advanced Placement, Instructional Rounds, and International Baccalaureate. We provide an annual update of our District-supported professional development to our Board and public. ([Link to 2017-2018 summary](#))