through student cho48 13.8902 T(sp)-3(o)5(ns)-3(091 0 0 1 63.42 671.7 Tm0 g67/F1BT/F1 10.02 Tf1 0 01 405.34 660.0

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.50	86.43				

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The LVJUSD has adopted the Next Generation Science Standards and the California State Standards in the following content areas: English/language arts and literacy in history/social science, science and technical subjects, and mathematics. Our district has also adopted the State content standards for history/social science, English language development (ELD), physical education, visual and performing arts, and career technical education. Our district adheres to State curricular guidelines for health and foreign language. The LVJUSD Board of Education has approved and adopted instructional materials in all content areas, aligned to State and district-adopted standards.

Our district reviews and adopts textbooks based on State and district standards. Our district instructional materials are selected and adopted in accordance with board policy and Board Regulation 6161.1 for Selection and Evaluation of Instructional Materials. Supplementary materials, including core literature and state-approved intervention materials are selected and used to increase access to standards-based instruction.

criteria, pilots materials, makes recommendations appropriate to each adoption cycle.

The final book selection is based on input from a district committee. Staff development is provided for all new textbook adoptions. Districtwide adoptions include elementary English language arts and English language development in 2018-19 and secondary in 2019-20, history/social science in 2005-06, elementary science in 2022, grades 6 - 8 science in 2021, grades 9-12 math in 2007-08, grade 6-8 math in 2014, and grade K-5 math and algebra 1 in 2016. Textbooks are available, without charge, for all students. Each student receives a book for his or her own use. Students are responsible for keeping textbooks in good condition and for returning them promptly at the end of the school year.

aligned textbooks and instructional materials were provided to each student, including English learners (EL), in mathematics, scienc

language and health textbooks are adopted and ordered in sufficient quantities. In addition, science laboratory equipment is available for science laboratory courses offered in grades 9-12, inclusive.

In accordance with the terms of the Williams case settlement and Education Code 35186, a uniform complaint process has

textbook or instructional material, or both, to use in class and to take home. This requirement includes pupils enrolled in foreign language and health classes, and is applicable to science laboratory equipment for science laboratory courses offered in grades 9-

Year and month in which the data were collected

10/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/La		Yes	0

History-Social Science	World History: Ancient Civilizations, McDougal Littell World History: Medieval and Early Modern Times, McDougal Littell Creating America: A History of the United States; Creating

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test

Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (grades 3-8 and 11)	70	69	60			

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	887	855	96.39	3.61	69.24
Female	418	403	96.41	3.59	76.18
Male	469	452	96.38	3.62	63.05
American Indian or Alaska Native					
Asian	157	154	98.09	1.91	86.36
Black or African American					
Filipino	17	17	100.00	0.00	70.59
Hispanic or Latino	173	163	94.22	5.78	56.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	88	85	96.59	3.41	65.88
White	443	428	96.61	3 30	68.46
English Learners	32	27	84.38	15.62	18.52
Foster Youth	0		0	0	0

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
Science (grades 5, 8 and high school)	52.56	62.14				

2023-24 Opportunities for Parental Involvement

Association (PTSA), English Learner Advisory Committee (ELAC), and MathCounts.

A weekly Mustang Update is emailed home with information about the past week and future week. At the same time, we update our website frequently with announcements, pictures, and recent events. We have a continuously updated calendar of events on our website to keep parents informed. The Journalism class creates a weekly broadcast with information for students. Teachers provide additional information on assignments, progress reports, and report cards. Also, an electronic marquee serves to keep families informed with the most up-to-date information.

For more information on how to become involved at the school, please contact the school at (925) 606-4731.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	896	893	65	7.3
Female	420	420	30	7.1
Male	476			

Suspensions and Expulsions

This table displays suspensions and expulsions data.									
Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.85	2.46	0.05	2.64	3.19	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.10	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Suspensions Rate	Expulsions Rate
2.46	0
0.95	0
3.78	0
0	0
0	0
0	0
0	0
1.14	0
0	0
5.68	0
3.15	0
2.7	0
0	0
0	0
3.9	0
0	0
	2.46 0.95 3.78 0 0 0 0 0 1.14 0 1.14 0 5.68 3.15 2.7 0 0 0 3.9

Fiscal Year 2022-23 Types of Services Funded

Categorical funds support a wide range of districtwide and site services to assist all students, including underperforming students, in meeting and exceeding standards. At the district level, categorical funds are used to provide program specialists and staff to monitor, implement, and oversee Migrant Education, Native American Education, Special Education, intervention; summer school; Tri-Valley Teacher Induction Project (TV/TIP) and new teacher support; professional development; and the English learner (EL) program.

District-level advisory committees such as the Local Control Accountability Plan (LCAP) District English Learner Advisory Council (DELAC), Career Technical Education (CTE) Advisory Committee, Technology Committee, Elementary Math Leads, Algebra Task Force, and Special Education Advisory Committee provide input and guidance to ensure compliance and ensure funds are used so that student needs are met. In addition, our District is implementing the LVJUSD Framework for Success. The framework includes Multi-Tiered Systems of Support (MTSS) for students' academic, behavioral, and social-emotional needs.

The following categorical programs provide the following services.

Categorical Program Funding Sources and Services:

After School Education and Safety (ASES) funds support the Livermore ASES (BELIEVES) program at Marylin Avenue Elementary and Junction Avenue K-8 Schools by providing enrichment opportunities, homework support, and an emotionally and physically safe environment for students.

Carl D. Perkins Career and Technical Education funds provide professional development, services, materials and resources for career technical education in our high schools.

Tri-Valley Teacher Induction Program funds provide training and coaching for our new teaching staff and funds professional development.

Special education funds provide staffing, including program specialists, psychologists, therapists, professional development, transportation, and supplementary materials for special needs students.

State Assessment Apportionments are used to administer state-mandated assessments.

Title I: Funds provide resource teachers, supplemental instructional materials and assessments, instructional aides, staff development, and parent involvement.

Title II: Improving Teacher Quality funds provide high-quality professional development, training, and coaching to certificated staff.

Title III: English learner funds provide EL programs, services, parent education, professional development, supplemental instructional materials, and support staff to ensure quality programs for English Learner students. Title IV: Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.