Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

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

The North Monterey County Unified School District serves approximately 4,765 students in grades TK-Adult Education. The District operates nine schools: Castroville Elementary (TK-6), Echo Valley Elementary (TK-6), Elkhorn Elementary (TK-6), Prunedale Elementary (TK-6), North Monterey County Middle (7-8), North Monterey County High School (9-12), Central Bay Continuation High School (10-12), The North Monterey County Center for Independent Studies School (TK-12), and North Monterey County Adult Education. The District also operates pre-schools at each elementary campus as well as the Castro Plaza Family Resource Center and an infant/toddler program. The student population represents: 40% English Learners, 5% Migrant, 12% Special Education, 83% Socio-Economically Disadvantaged, 27% Homeless Students, 0.02% Foster Youth. (CALPADS as of 10/2020) The District's unduplicated count (English Learners, Socio-Economically Disadvantaged, Foster Youth) is 86%.
The District has implemented the California State Content and College/Career Readiness Standards in order to better prepare our children for the future. This approach to teaching and learning helps children develop 21st century skills in addition to content knowledge and skills. Students learn to build understanding across core subjects as well as through 21st century interdisciplinary themes. They are engaged with real-world data, tools and experts that mirror what they may encounter when in college, on the job, and in life in general. Students learn by

being actively engaged in solving meaningful problems, which are assessed for mastery through multiple measures. Every child, especially those who are low-income, English Learner and Foster Youth, must have these learning structures in place in order for differentiation of instruction to effectively meet their unique learning needs and ensure each student develops the knowledge and skills needed to succeed as effective citizens.

Reflections: Successes

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

Prior to the COVID 19 Pandemic, the District's California School Dashboard and local data reflected significant progress in preparing our students for college and careers post high school, a high graduation rate, and progress in engaging students and removing barriers and/or providing services to students who were homeless, foster youth, and who were language learners.
As a District, we were to provide continued training and work on the Achievement Team protocol, implement Multi-Tiered System of Support (MTSS) protocols, and drastically increase our student attendance and engagement in distance learning as a result. All students continued to have access to standards-aligned materials throughout the year and students and staff learned to transition to a virtual environment for instruction. In-person services for students were provided on campus beginning in October for priority students. Our certificated and classified staff continually made contact and/or attempted contact to ensure two way communication and provide support in asynchronous learning. We were also able to conduct local assessments virtually and in-person in Language Arts and Math for students in grades K-11 to measure progress toward grade level performance. Training and use of assessments and adaptive curriculum was provided to teachers, classified staff, and parents (including Let's Go Learn, Lexia, and Freckle).
Additional CTE grants were awarded to continue our work in strengthening CTE pathways in work based learning and stackable certificates. Teachers transitioned curriculum and projects students could complete at home either virtually or using take-home kits. When schools closed in March 2020, many of our students and families did not have devices or internet access, but through the coordinated efforts of our IT staff, Family Resource Center staff, and local community groups, all students were issued devices, families who requested hotspots received them, and other families received assistance to be able to attain very low-cost internet service. On site tech support has been very accessible to families and ensured consistent access to working devices and hotspots.
Communication with parents about attendance with immediate feedback loop resulted in very fewer late or absent students.
A structure was developed at each school site to support students who needed more intensive behavior supports and MTSS meetings were conducted resulting in small group and individual mental health services being provided. Yard supervisors and campus supervisors were provided training in Crisis Prevention and received training in Tier 1 Positive Behavior Intervention and Support. Positive connections with students and culture of mental health awareness has resulted in highly effective specialized social skills groups, therapy, behavior plans, and psychologist interns providing services beyond their required hours.
Regular special events at sites such as Friday Dance Parties, Dolphin TV, Middle School YouTube videos have greatly helped students to feel a part of the school family/community.
We were able to provide essential childcare quickly (by the end of March 2020) due to programs already in place and were the only District to provide essential childcare continuously throughout the summer and fall of 2020.

A series of parent workshops were conducted virtually in English and Spanish with consistent attendance to support parents in how to help administer virtual District assessments, as well as mental health, social emotional, and behavioral supports.

Reflections: Identified Need

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

Due to COVID 19 and no Dashboard data for this year, only local data was available.
With constantly evolving guidance, our District continually made adjustments to ensure compliance with the latest guidance.
Many students were not engaged and not showing up to classes virtually or in-person initially requiring extensive efforts to make multiple attempts to contact and re-engage. Many families remained uncomfortable with in-person instruction so remained in distance learning. One-on-one outreach efforts were made to personalize engagement.
Assessments were not as easily administered for students who lacked stable internet or were not showing up to virtual class. Consistent outreach efforts were made to assess as many students as possible. Local assessment results show English Learner and Special Education subgroups are performing below all students in English Language Arts and Math. All grade levels except ELA 8th grade show less than 50% of students are performing on or above grade level according to our local assessment.
Not all sites aligned yet for attendance due to inconsistent processes. We have plans to align the process for attendance in the 2021-2022 school year.
Our District had a drastic influx of need for childcare and initially did not have enough staffing to meet the demand. Eventually more space was secured and staff hire expanding our opportunity to provide theses services for our students/families.
Many students with disabilities could not access distance learning because of their inability to sustain focus or due to physical ability.
Access to the internet and effective use of technology was challenging, especially for Moderate/Severe students, who were prioritized for in-person instruction.

In the 2019 Dashboard, 1. Foster youth suspension rated red, while all students were rated green. We now have a Coordinator providing targeted supports specifically for our Foster Youth and Homeless students.
2. White graduation rate yellow, all students blue. We are looking more closely at our White students and ensuring our Counselor/Coordinators provide specific outreach efforts and academic counseling support to these students.

In the previous Local Indicator review, we were not offering Health at the middle school or Driver's Ed in our high school. We have now hired a Health teacher for the 2021-2022 school year and provided an option for Driver's Education.

LCAP Highlights

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

Mission: An innovative community school system, we equip preschool (infants) to adult students with the skills, knowledge and attitudes they will need to pursue their life goals responsibly and creatively in a radically changing society.
Belief: We believe in our students, our families and our community. What we dream, engage in, and achieve together matters!
Vision for Learning: We have a system where all students know that all adults believe in them and support them; where students have access to opportunities and have many options for success; and where we all work collaboratively, with shared responsibility to ensure that EACH child succeeds and thrives.

Areas of Influence:
In order to promote continuous improvement, teachers will use common formative assessments, including rubrics and performance tasks, within each unit of study. We will utilize specific research-based strategies for intentional and engaging first time instruction, especially for English Learners and Special Education students. We will improve our ability to implement Positive Behavior Interventions and Support so that students can focus on learning. A foundational literacy (Preschool-3) approach will help students reach grade level by third grade. A comprehensive college readiness guidance process (7th-12th grade) will ensure students achieve and gaps are lessened or eliminated. We are developing a Multi-Tiered System of Supports (MTSS) structure to systematically address the academic, behavioral, and social emotional learning needs of our students.

Key LCAP actions:
The LCAP has four overarching goals, which address District and site-level actions with a focus on providing coherent and engaging instruction. We strive to provide challenging curricular pathways for English learners and Special education students. We have been expanding Advanced Placement options as well as Dual Enrollment opportunities. We are strengthening our use of assessments in order to personalize learning opportunities and develop teacher clarity regarding mastery of priority standards both vertically and horizontality. We work each day on developing a growth mindset in both children and adults. Teachers provide engaging opportunities that allow students to develop 21st Century skills through the Arts Integration 6 Learning Principals (constructing meaning, experiential learning, reflective practice, evolving in thinking, problem solving, collaboration) which aligns with the 5 C's: communication, collaboration, critical thinking, creativity and citizenship. Arts integration within content areas, along with technology integration, provides motivating pathways to learning. In addition, purposeful tiered-systems offer social emotional support, wraparound services, and meaning parental involvement. Each action is targeted at serving specific subgroups of students, primarily low income, English Learners and Homeless/Foster Youth students. All schools within NMCUSD have a very high percentage of low income (83%) students, of which 37% are Homeless, as well as a large percentage of students who have been, at some point in their educational experience, an English Learner. We want to ensure that all students are supported and progressing. The four LCAP goals will be measured by comparing all students (majority representing low income) and those who are within the subgroups of English Learner and Students with Disabilities.

LCAP Goals:
1. Improving Instruction: Provide high quality rigorous and equitable instruction that improves academic performance, especially for low income and English learner students.

2. College and Career Readiness, inc Educational Technology: All students, especially low income and English learners, will be College and Career Ready for post-high school placement and will develop 21st century learning skills.

3. Student Engagement and Connectedness: All students, especially low income, English learner students and homeless and foster youth students will be fully engaged and connected in meaningful ways to school with an emphasis on social-emotional learning.

4. Parent Community Engagement and Connectedness: Parents, community, and staff will be fully engaged in partnerships that result in positive educational outcomes for all students, especially low income, English learner and homeless/foster youth students.

Basic Services: The District will provide safe, secure facilities; transportation; supervision; adequate staffing; materials and other related services in an equitable way. The District serves a majority of students who are low income (86%) with 27% of students considered homeless and/or foster youth, making equitable services even more important.

The District's basic services include:

a. Before and after school child care programs from 6:00 AM to 6:00 PM in order to accommodate parents working long hours and unable to pick up or drop off children on time.
b. Transportation is necessary for the majority of students we serve due to the rural 70 square miles our district includes. Most students attend schools that are not within walking distance. Transportation is also required due to our need to redirect students who live in and around Castroville to other elementary schools because of impacted facilities and significant enrollment growth.
c. Providing safe and modernized facilities is a major factor in how the district seeks and allocates resources as we address the need to replacing old portables with permanent buildings, as well as ensure adequate 21st Century learning such as STEM facilities.
d. Staffing qualified and experienced teachers, administrators and classified staff has required the district to provide up to 19 years of service on salary placement for teachers. We have increased compensation to remain competitive. We have included extra professional development days and stipends for on-going training. Staff members providing engagement activities for students or reaching out to parents outside the work day/school calendar also receive compensation.

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.

North Monterey County Center for Independent Studies (NMCCIS)
North Monterey County Middle School (NMCMS)

Support for Identified Schools

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

North Monterey County Center for Independent Study qualified for CSI based on its low graduation rate. North Monterey County Middle School qualified for CSI based on its low performance with all red and orange indicators on the California School Dashboard.
The District has and will continue to support schools in conducting comprehensive Needs Assessments with stakeholder groups engaging teachers, students, and parents looking at data including the California School Dashboard from 2019, data on absences, diagnostic assessment information, demographic information, and survey data results from parents, students, and staff. School Site Councils as well as English Learner Advisory Committees are also engaged in the Needs Assessments during their annual training. Bright spots and areas of focus are identified based on the data. Academic achievement in Math and student engagement are specific areas of focus based on the data at both sites. Additionally, English Learners and Students with Disabilities are subgroups of particular focus at NMCMS.
During the time of school closures as a result of COVID 19, school sites and the District have surveyed teachers, parents and students on a number of items to identify needs within the school community. These needs were identified at both the site and District level and have informed the planning that has taken place for the continuum of learning options, based on the guidance and requirements set out by the State and County.
At NMCCIS, weekly meetings are held with teachers individually during which a review of the caseload is conducted collaboratively including discussion regarding interventions for students needing Tier 2 or Tier 3 support both academically and social emotionally. Interventions are implemented and the impact is reviewed on a regular basis (ranging from biweekly to a monthly basis). All school goals are aligned to the District LCAP goals and specifically address the subgroups of English learners, Students receiving Special Education services, and Students with low Socio-Economic Status. Teachers also work closely with the Resource teacher to provide the appropriate supports according to IEPs, direct Special Education services are scheduled and provide per the Individual Educational Program (IEP.) Teachers work in consult with the related service providers.
At NMCMS, weekly site MTSS team meetings are held reviewing student attendance and engagement data, assessment information, progress of English learners. Students needing Tier 2 or Tier 3 support academically and/or social emotionally are identified and provided additional supports. Interventions are implemented and reviewed on a regular basis. All school goals are aligned to the District LCAP goals and specifically address the subgroups of English learners, Students with Disabilities, Homeless, Hispanic, and Socioeconomically Disadvantaged Students. Teachers also work closely with the Resource teacher to provide the appropriate supports according to IEPs, direct Special Education services are scheduled and provide per the IEP. Teachers work in consult with the related service providers.
Training and support is provided by the District for site administrators on how to implement Multi-Tiered System of Supports, Achievement Teams, and calibrate use of the student engagement rubric. Training is also provided for site administrators and teachers on lesson design, student engagement through arts integration, use of educational technology tools, implementation of diagnostic assessments, and development of formative assessments.
Additional resources are being provided based on the needs of the sites including diagnostic assessments for language arts and math, adaptive intervention supplemental curriculum in language arts and math, funding for additional tutoring for students, classified staff support for parent and student outreach and support (including translation), mental health counselors, an additional academic counselor for NMCMS to provide small group targeted supports, a Language Learner Specialist to support with English Learner supports and programs (especially Long Term English Learners), and materials and supplies to support academic and social emotional student engagement.
As part of the many evidence-based interventions, Let's Go Learn is being used as a diagnostic assessment to determine where each individual student is in their Reading/Literacy and Math skills, Math and ELA Edge provides targeted intervention that is adaptive depending

on each students need in each area to accelerate to grade level skills, Lexia is used as an additional tool for small group targeted skill intervention, Aleks, an adaptive learning program, is used as an additional tool for Math. These are in addition to the core curriculum instruction provided to all students. Our English Learner Support Team has also developed a resource document that provides strategies to be used in the classroom to provide additional targeted language practice for our English Language Learners and is organized by level ranging from Newcomers to Bridging. Additionally, our schools are using improvement science to look at data and address needs in the format of Achievement Teams, which develops success criteria, pre-post assessment before and after instruction, looks at learning progressions to identify entry and exit points, and identified "high-impact" strategies to implement based on John Hattie's meta-analysis work. For engagement, our District has been working with Focus Five to implement the use of a student engagement through Arts integration rubric and coaching our site administrators in its use.

Monitoring and Evaluating Effectiveness

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

The District monitors and evaluates the implementation and effectiveness of the plans by working alongside the school staff and parents to analyze the data points. Student engagement/attendance data is looked at with each site team on a weekly basis to see if the interventions and supports are working. Academic progress of students is monitored through regular monthly check-ins on the dashboards of our intervention programs. Students with Tier 2 and Tier 3 interventions are monitored more frequently, with adjustments to the supports, depending on the results of the intervention strategies. Additionally, student grades are monitored on a quarterly basis. Student survey results also inform the implementation and effectiveness of the plan. Data will be disaggregated by subgroup, including Homeless, English Learner, Students with Disabilities, and Socioeconomically Disadvantaged to identify the progress made by each subgroup. The information will continue to be shared with each schools' School Site Council and English Language Advisory Committee during their regular meetings. Information and results will also be shared with District leadership and site stakeholders to continue to guide discussions to determine program effectiveness and make adjustments as needed. The plan will continue to be monitored and adjusted as a result of the analysis and action taken as part of the SPSA/CSI plan. Stakeholder feedback will also be incorporated into decisions and actions.

Stakeholder Engagement

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

North Monterey County Unified School District has leveraged the input provided by our school sites at School Site Council meetings, English Learner Advisory Committee meetings, student focus groups as well as our District stakeholder groups including our District English Learner Advisory Committee, our Migrant Parent Advisory Council, our District Parent Advisory Committee and our LCAP Advisory Committee to develop our Local Control Accountability Plan. In addition to meetings, we also conducted stakeholder group surveys in English and Spanish for parents/community members and students, as well as staff. In the surveys for each stakeholder group, we embedded questions pertaining to each of our LCAP Goal areas as well as expanded learning including extending instructional learning time, supplemental instruction and supports; accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports; integrated student supports to address other barriers to learning; access to technology, internet, and other academic supports; supports for students who need to recover credits to graduate or meet the requirements for graduation; students supports to improve college eligibility; and staff training on strategies on how to engage students/families on social emotional health. Stakeholders providing input include parents/community members, students, teachers, principals, administrators, and other school personnel. We have also consulted with North County LULAC and hosted a focus group in Mixteco for our Mixteco-speaking community. In addition, we consulted with our staff who have specialized in expanded learning programs, social emotional well being, and behavioral health to design our plan. We received input from over 2500 individuals across our stakeholder groups and conducted over 60 meetings. We held LCAP Consult meetings with NMCFT and CSEA separately on Wednesday, June 2 where we reviewed our LCAP draft and key actions, budget, and asked for additional input/recommendations. SELPA was consulted on the LCAP as well.

A summary of the feedback provided by specific stakeholder groups.

Goal 1: Stakeholder input provided insight as to a need for a guaranteed & viable curriculum in all content areas, a collaborative structure for data analysis & progress monitoring, continued training and progress toward standards-based grading and developing agreements for professional learning opportunities, diverse learning models for student access and success; and intervention/acceleration teachers and staff to provide targeted student support before, during, and after school. and blended learning. Students made recommendations for being able to show their learning in different ways and to be able to have real-world applications to their lessons.
Goal 2: Stakeholder input has provided insight as to a need for student support and exposure in the specific areas of real-world application integrated in coursework, the use of dual and/or multilingual languages in school, enrichment activities, civic engagement, and vertically aligned student personal interest, college and career goal settings and tracking.
Goal 3: Recommendations related to Student Engagement and Connections included incorporating student voice more broadly in school climate and activities, addressing social determinants and barriers of families for education through a whole child approach, continued mental health services for students, opportunities for students to engage based on their interest through sports, activities, and clubs, culturally responsive teaching and learning, developing welcoming and enriched campuses including improving the outdoor learning spaces, and developing multi-tiered system of supports specifically for English Learners.
Goal 4: Highlighted in the input from stakeholders around Parent/Community Partnerships and Services are ensuring two way parent/school communication and considering parent feedback when planning parent workshops, opportunities for small group support and engagement through Cafecitos, rather than exclusively through formal meetings, staff development in cultural sensitivity and working with diverse families,

ensuring multiple methods for communication including Blackboard, flyers, voice messages, home visits, and personal phone calls, and ensuring all families feel welcomed and respected in their students' schools. Requests were also made for personal phone calls made in Mixteco to Mixteco speaking households.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Each of the broad recommendations were considered and included in our LCAP Goals and Actions. Specifically, structures and personnel to support intervention/acceleration before, during, and after school; professional learning and capacity building; ensuring diverse learning models for student access and success with a focus on academic supports for English Learners and Special Education students are included in Goal 1. In Goal 2, actions to incorporate real-world application, biliteracy pathway development, capacity building in effective use of educational technology, and vertically aligned student personal and career goals and tracking are included. For Goal 3, actions are included to address the need for continued social emotional learning, behavior support, and related interventions; adopting and implementing restorative justice practices that support and integrate with schoolwide expectations and positive discipline; further developing Multitiered System of Support communities of practice to coordinate, align, and continue increasing student attendance and engagement; developing culturally responsive classrooms and environments; expanding student engagement and activities to reflect and integrate the identities of students and their community; and providing physically welcoming and enriched campus environments including outdoor learning spaces. In Goal 4, actions include providing parenting series supporting meaningful involvement; providing Parent Cafecitos for building relationships, understanding, and engagement; expanding parent/community communication strategies to increase awareness and capacity support for students; and expanding childcare programs to support access with extended hours.

Goals and Actions

Goal

Goal #	Description
1	Rigorous, Equitable Instruction: Ensure excellence in teaching and learning through a comprehensive system of instruction, intervention, and support to keep all students engaged, learning, and achieving.

An explanation of why the LEA has developed this goal.

Stakeholder input provided insight as to a need for a guaranteed & viable curriculum in all content areas, a collaborative structure for data analysis & progress monitoring, continued training and progress toward standards-based grading and developing agreements for professional learning opportunities, diverse learning models for student access and success; and intervention/acceleration teachers and staff to provide targeted student support before, during, and after school in order to provide rigorous, equitable instruction in a comprehensive, coordinated system to ensure each student is engaged and accelerates progress to close any learning gaps. By monitoring the metrics in this goal, our District will be able to monitor progress within this area.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students on or above grade level in ELA as measured by Let's Go Learn or State Assessment	Grade 3: 15.2% Grade 4: 22.9% Grade 5: 30.3% Grade 6: 38.4% Grade 7: 42.9% Grade 8: 50.9% *Note: Due to COVID 19, not all students were able to complete the assessment.				Grade 3: 25% Grade 4: 32.9% Grade 5: 40.3% Grade 6: 48.4% Grade 7: 52.9% Grade 8: 60.9%
% of EL students on or above grade level in ELA as measured by Let's Go Learn or State Assessment	Grade 3: 8.6% Grade 4: 7.5% Grade 5: 10.9% Grade 6: 13.6% Grade 7: 20.4%				Grade 3: 13.6% Grade 4: 12.5% Grade 5: 15.9% Grade 6: 18.6% Grade 7: 25.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 8: 15% *Note: Due to COVID 19, not all students were able to complete the assessment.				Grade 8: 20%
% of Students with Disabilities on or above grade level in ELA as measured by Let's Go Learn or State Assessment	Grade 3: 3.2% Grade 4: 0.0% Grade 5: 4.7% Grade 6: 14.7% Grade 7: 6.1% Grade 8: 13.2% *Note: Due to COVID 19, not all students were able to complete the assessment.				Grade 3: 8.2% Grade 4: 5.0% Grade 5: 9.7% Grade 6: 19.7% Grade 7: 11.1% Grade 8: 18.2%
% of students on or above grade level in Math as measured by Let's Go Learn or State Assessment	Grade 3: 13.6% Grade 4: 3.2% Grade 5: 6.4% Grade 6: 10.5% Grade 7: 11.3% Grade 8: 25.4% *Note: Due to COVID 19, not all students were able to complete the assessment.				Grade 3: 23.6% Grade 4: 13.2% Grade 5: 16.4% Grade 6: 20.5% Grade 7: 21.3% Grade 8: 35.4%
% of EL students on or above grade level in Math as measured	Grade 3: 7.4% Grade 4: 0.6% Grade 5: 0.7% Grade 6: 0.7%				Grade 3: 12.4% Grade 4: 5.6% Grade 5: 5.7% Grade 6: 5.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
by Let's Go Learn or State Assessment	Grade 7: 0.9% Grade 8: 8.9% *Note: Due to COVID 19, not all students were able to complete the assessment.				Grade 7: 5.9% Grade 8: 13.9%
% of Students with Disabilities on or above grade level in Math as measured by Let's Go Learn or State Assessment	Grade 3: 10.0% Grade 4: 0.0% Grade 5: 2.4% Grade 6: 0.0% Grade 7: 0.0% Grade 8: 6.0% *Note: Due to COVID 19, not all students were able to complete the assessment.				Grade 3: 15.0% Grade 4: 5.0% Grade 5: 7.4% Grade 6: 5.0% Grade 7: 5.0% Grade 8: 11.0%
% of English Learner students who have progressed as measured by ELPAC	No ELPAC data from 2019-20, so progress could not be determined.				TBD
% of English Learners who are Long Term English Learners (5 years or more)	863/1774 48.6%				40%
English Learner Reclassification Rate	2020-2021 33/1801=1.8%				5%
D/F Rate/ALL (9th grade Semester 1)	2020-2021 226/358				31%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	63.13%				
D/F Rate/EL (9th grade Semester 1)	2020-2021 65/77 84.42%				42%
Teachers appropriately assigned in subject and for pupils they are teaching.	100%				100%
Sufficient access to standards-aligned instructional materials.	100%				100%
Implementation of all standards including ELD standards	Met				Met
All students, including English Learners, have access to California Standards	Met				Met

Actions

Action #	Title	Description	Total Funds	Contributing
1	Rigorous and Equitable Instruction: High Quality, Effective Personnel	LCAP Goal 1 Provide high quality rigorous and equitable instruction throughout the day, including before, during, and after school. Action 1.1. Guaranteed & viable curriculum in all content areas: Teacher leaders collaborate to pilot, adopt, and implement state-approved instructional materials in TK-5 Mathematics, TK-5 Science ,	$14,706,071.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English 9-12 curriculum, including English Language Development (ELD): Action 1.1 Related costs: Stipend/Hourly Pay/Substitutes for piloting teachers, training teachers, and for collaborative planning, Curriculum/Instruction Specialist Action 1.2 Collaborative structure for data analysis & progress monitoring: 1.2a Monitor progress to strengthen implementation and refine the system of local formative assessment ensuring efficient and effective classroom/course placement and acceleration of learning; 1.2b Use assessment information, from a variety of sources, to activate Multi-Tiered System of Support (MTSS) structures in an effort to identify and meet the needs of all students; 1.2c Provide educators with opportunities to collaborate within grade/content level and/or cross-grade/content level Achievement Team protocol in alignment with Multi-Tiered System of Support (MTSS) structure to review relevant and appropriate data and enhance effective instructional strategies; 1.2d Continue Teacher/Instructional Leadership focused on collective efficacy. Action 1.2 Related costs: Academic Intervention, Acceleration, Expanded Learning-Admin, Data/Assessment Analyst, Data/Assessment for Elementary-Admin., Instructional teacher leads (stipend/hourly), additional elementary teachers for providing release/collaborative planning time for elementary teachers, early release weekly time for collaboration/planning in teams, training, implementation and support on new Synergy Platform data management seamless ecosystem (SIS, Assessment, LMS, MTSS, Analytics, Student/Parent Engagement) Action 1.3 Professional Learning and capacity building: 1.3a Using local needs assessment, continue to revise and implement a coherent and aligned professional learning structure which includes a multi-tiered approach to support; 1.3b Create professional learning communities/affinity groups; 1.3c Provide site-embedded coaching, opportunities for feedback; 1.3d Identify and develop subject matter experts and peer-to-peer professional learning design and		

Action #	Title	Description	Total Funds	Contributing
		implementation; 1.3e Update and launch NMCUSD's Professional Development Online Catalog of coursework and trainings with opportunities to earn internal credits or receive stipend; 1.3f Expand inquiry process using the Achievement Team Process development focused on subject matter literacy. Action 1.3 Related costs: Professional development/teacher support coordinator, Arts and Technology Integration Specialist, Stipend/hourly pay/substitutes and internal units provided for coursework completion, Action 1.4 Diverse learning models for student access and success with specific focus on system for academic supports for English Learners and Special Education students: 1.4a Develop project based curriculum with real world application of learning skills throughout every grade level to include enrichment; 1.4b Identify and use different ways for students to show that they have learned; 1.4c Review, revise, and refine implementation of differentiated learning models to respond to the needs of diverse learners to promote opportunities for intervention, remediation, and acceleration with specific focus on system for academic supports for English Learners and Special Education students. Action 1.4 Related costs: English Learner/Biliteracy for Elementary-Admin, English Learner Specialists for elementary/middle (3 FTE), Visual Performing Arts (VAPA) teachers (5 FTE), Science/Technology/Engineering/Math teachers (6 FTE), Health teacher at middle school (1 FTE), Music teachers (3 FTE) and Music instructional assistant (.375 FTE), Physical Education elementary teachers (4 FTE) and PE instructional assistants (4 FTE) Action 1.5 Intervention/acceleration teachers and classified support staff provide targeted data-driven and goal oriented student support before, during, and after school: 1.5a Provide students with appropriate and relevant intervention support that is data driven, goal-oriented and meets the needs of students as they progress towards mastery of academic achievement; 1.5b Develop and implement a shared responsibility to promote		

Action #	Title	Description	Total Funds	Contributing
		teacher/staff collective efficacy in the systems implementation for intervention/acceleration of student learning; 1.5c Develop and implement system for intervention, acceleration, expanded learning. Action 1.5 Related costs: Coordinator for Expanded Learning, Before/After School program coordinators (8 FTE), Before/After School program educators (17 FTE), Intervention/Enrichment Support teachers (10 FTE), increased classified highly qualified instructional support positions/hours for Paraprofessionals (55 FTE), Instructional Assistants (14 FTE), Student Program Intervention Assistants (6 FTE), additional teachers for smaller class size for targeted instruction (16 FTE elementary grades TK-6, 2 FTE at middle, 3 FTE at high school), Educational Options programs and related intervention/acceleration instruction includes 10 FTE teachers and Educational Options Director.		
2	Rigorous and Equitable Instruction: Curriculum, Assessments, Instructional Materials/Supplies	Goal 1: Action 2.1 Guaranteed & Viable curriculum in all content areas: Action 2.1 Related costs: Purchase of elementary math, high school math, elementary science, and high school English and ELD curriculum materials for all different tiers of support and consumable materials for all students each year of implementation. Purchase of supplemental curriculum in both English and Spanish. Goal 1: Action 2.2 Collaborative structure for data analysis & progress monitoring: Action 2.2 Related costs: Supplemental intervention curriculum, materials, supplies to support Let's Go Learn and related screening assessments data reports, alignment of standards reporting, standards based to include tracking content literacy for argumentative writing grades 7-12 Goal 1: Action 2.3 Professional Learning and capacity building:	$2,249,636.27	Yes

Action #	Title	Description	Total Funds	Contributing
		Action 2.3 Related costs: Supplemental curriculum, materials and related supplies for professional learning and capacity building of classroom teachers, support teachers, paraprofessionals/instructional assistances and student intervention program assistances to ensure high quality, consistent delivery of academic supports and sharing of data/reports regarding student progress. Goal 1: Action 2.4 Diverse learning models for student access and success with specific focus on system for academic supports for English Learners and Special Education students: Action 2.4 Related costs: Project-based lessons and related curriculum, materials, supplies to provide highly engaging and real applications of skills within classrooms and that support different learning approaches and related differentiation of instruction. Goal 1: Action 2.5 Intervention/acceleration teachers and classified support staff provide targeted data-driven and goal oriented student support before, during, and after school: Action 2.5 Related costs: Curriculum, materials, supplies and assessment reports/monitoring documents to identify, track and report interventions, targeted learning needs, and progress between before/after school and classroom teachers, support staff, counselors and parents to collectively identify, provide and monitor student learning and related supports.		
3	Rigorous and Equitable Instruction: Services and Programs	Goal 1 Action 3.1 Guaranteed & viable curriculum in all content areas: Action 3.1 Related costs: Related training and online licenses/services for adopted elementary math, high school math, elementary science, and high school English and ELD curriculum all different tiers of support and for all students each year of implementation. Purchase of online supplemental programs to support student learning in both English and Spanish.	$1,132,687.10	Yes

Action #	Title	Description	Total Funds	Contributing
		Goal 1 Action 3.2 Collaborative structure for data analysis & progress monitoring: Action 3.2 Related costs: Services and related licenses for supplemental programs to include Let's Go Learn, Lexia, Freckle Math/Science and related screening assessments data reports, alignment of standards reporting, standards based to include tracking content literacy for argumentative writing grades 7-12 Goal 1 Action 3.3 Professional Learning and capacity building: Action 3.3 Related costs: Services and related licenses to include Frontline Professional Development online learning management system for professional learning and professional development and technical support for Achievement Teams, teacher induction and coaching for capacity building of classroom teachers, support teachers, paraprofessionals/instructional assistances and student intervention program assistances to ensure high quality, consistent delivery of academic supports and sharing of data/reports regarding student progress. Goal 1 Action 3.4 Diverse learning models for student access and success with specific focus on system for academic supports for English Learners and Special Education students: Action 3.5 Related costs: Professional services and licenses for project-based lessons to include AVID, MESA and other related curriculum and online learning systems to provide highly engaging and real applications of skills within classrooms and that support different learning approaches and related differentiation of instruction. Goal 1 Action 3.5 Intervention/acceleration teachers and classified support staff provide targeted data-driven and goal oriented student support before, during, and after school: Action 3.5 Related costs: Professional services, licenses to identify, track and report interventions, targeted learning needs, and progress between before/after school and classroom teachers, support staff, counselors and parents to collectively identify, provide and monitor student learning and related supports.		

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	College and Career Readiness including Educational Technology: Increase TK-12 student awareness, meaningful understanding, skill development, and access to opportunity focused on beyond high school student goals.

An explanation of why the LEA has developed this goal.

Stakeholder input has provided insight as to a need for student support and exposure in the specific areas of real-world application integrated in coursework, the use of dual and/or multilingual languages in school, enrichment activities, civic engagement, and vertically aligned student personal interest, college and career goal settings and tracking in order to ensure our students graduate from our system college and career ready and equipped to pursue their goals. By monitoring the metrics in this goal, our District will be able to monitor progress within this area.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate (Dashboard)	2019-2020 District: 91.7% EL: 92.5% Homeless: 93.0% Socoieconomically Disadvantaged: 93.5% Students with Disabilities: 78.4% NMCHS: 97.1% EL: 100% Homeless: 98.3% Socioeconomically Disadvantaged: 97.7% Students with Disabilities: 82.8%				District: 95% EL: 95% Homeless: 95% Socioeconomically Disadvantaged: 95% Students with Disabilities: 80% NMCHS: 98% EL: 100% Homeless: 98.3% Socioeconomically Disadvantaged: 98% Students with Disabilities: 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students graduating meeting A-G	2019-2020 39.9%				45%
% of 11th grade students performing at grade level or above in Let's Go Learn or state assessments	2018-2019 CAASPP ELA: 51.9% Math: 9.1% 2020-2021 ELA All: 29.1% EL: 15.4% Special Ed: 22.2% 2020-2021 Math All: 14.3% EL: 0.0% Special Ed: 0.0%				ELA All: 39.1% EL: 20.4% Special Ed: 27.2% Math All: 24.3% EL: 5.0% Special Ed: 5.0%
# of CTE Capstone completions % of graduates completing a CTE Capstone	2020-2021 129 students completed one or more CTE Capstones (Grades 10-12) 2020-2021 86/345 24.93% of graduates completed at least one CTE Capstone				140 students completing one or more CTE Capstones 28% of graduates completing at least one CTE Capstone

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of graduates completing a CTE Capstone and A-G	Class of 2021 24/345 6.96%				8%
# of CTE Participants	2020-2021 877				900
# of EL Students enrolled in CTE courses	108				115
# of Students with Disabilities enrolled in CTE courses	125				130
# of students taking Biliteracy pathway courses (TK, K, MS Spanish, World Language, Integrated Math I in Spanish, Medical Terminology in Spanish, Business Math in Spanish, etc.)	Total: 405 TK: 19 K: 88 MS Spanish: 25 World Language:273				645
# of students enrolled in Dual Enrollment courses	157				180
% of student survey results self-reporting technology skill level at Level 3 or 4 (Proficient to Expert)	Spring 2021 77.2% (Gr. 3-5) 583 responses 83.7% (Gr. 6-12) 1,451 responses				Grades 3-5: 87.2% Grades 6-12: 93.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Programs and services are provided to all students including unduplicated students and students with exceptional needs	Met				Met
# of AP tests % of test with a score of 3 or higher	Spring 2020 371 tests taken 224 students 116 scoring 3 or higher (31.3%)				41.3%
School facilities maintained in good repair.	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	College/Career Readiness, Including Effective Use of Educational Technology: High Quality, Effective Personnel	LCAP Goal 2 Students will be Career and College Ready for post-high school pathways to include Career Technical Education/Work Based Learning, Dual Enrollment and Bi-literacy pathways: LCAP Goal 2 Action 1.0 Beyond School Real-World Applied coursework, to include work based learning curriculum, will integrate components (TK-12) of applied or project based learning experiences and skill development resulting in students having meaningful understanding of how what they learn will support their success in life after graduation from high school and where they are related to the work based learning continuum. Action 1.0 Related costs: Work Based Learning Specialist (1 FTE), Student Advisors/Coordinator of Services (CTE/WBL outreach focus-1 FTE), Career Technical Education Teachers (6 FTE), Skills USA	$1,678,877.65	Yes

Action #	Title	Description	Total Funds	Contributing
		teachers, Life Skills teachers, AVID/MESA teachers, Dual Enrollment instructors additional sections, substitutes, stipends and/or hourly pay for curriculum and related skill assessment development, and attend related after school/evening/weekend events. LCAP Goal 2 Action 2.0. Develop and implement a Bi-literacy pathway from TK-12 grade with the goal of obtaining a Seal of Bi-literacy upon graduation from high school. Action 2.0 Related costs: Bi-literacy/Language Learner Specialist (1 FTE), Student Advisor/Coordinator of Services (EL/Migrant focus-1 FTE), substitutes, stipend and/or hourly pay to develop pathway curriculum, materials and related courses, provide activities and related after school/evening/weekend events. LCAP Goal 2 Action 3.0 Capacity Building in Effective Use of Educational Technology: Administrators, classroom and support teachers, counselors, paraprofessionals, instructional assistants, before and after school program staff, and students in each grade level will develop and apply technology integration skills as evidenced within a digital portfolio and/or passport. Action 3.0 Related costs: Coordinator of Educational Technology and Distance Learning (1 FTE), Ed tech teacher leaders stipends, substitute release and/or stipends/hourly pay for training and development of a digital portfolio system and student technology integration of skills "passport," administrative assistance to support parents/student in alternative/Distance learning options, Data/IT specialists/technicians to support schools (5 FTE) LCAP Goal 2 Action 4.0 Student Personal and Career Goals and Tracking: A vertically aligned student personal interest and related career goal setting and progress monitoring system will be evidenced within their digital portfolio, 4-6 year plan for college/career pathways and related course work to include Dual Enrollment, CTE, and Bi-literacy pathway. Action 4.0 Related costs: Academic Counselors (7 FTE), Assistant Principal for College/Career Readiness (1 FTE), stipends/hourly pay and/or substitutes for training and development/review and progress		

Action #	Title	Description	Total Funds	Contributing
		monitoring students related to 4-6 year college/career plans and pathways.		
2	College/Career Readiness, Including Effective Use of Educational Technology: Curriculum, Assessment and Related Materials/Supplies	LCAP 2.0 Students will be Career and College Ready for post-high school pathways to include Career Technical Education/Work Based Learning, Dual Enrollment and Bi-literacy pathways: Goal 2 Action 2.1 Beyond School Real-World Applied coursework, to include work based learning curriculum, will integrate components (TK-12) of applied or project based learning experiences and skill development resulting in students having meaningful understanding of how what they learn will support their success in life after graduation from high school and where they are related to the work based learning continuum. Action 2.1 Related costs: Work Based Learning/Career Technical Education/Dual Enrollment course work curriculum/materials/supplies, related Skills USA /Life Skills/AVID/MESA curriculum/materials/supplies, Student Advising/Coordination of Services (CTE/Work based learning) curriculum/assessments/supplemental materials/supplies for related activities and events. LCAP Goal 2 Action 2.2 Develop and implement a Bi-literacy pathway from TK-12 grade with the goal of obtaining a Seal of Bi-literacy upon graduation from high school. Action 2.2 Related costs: Bi-literacy/Language Learner and related Student Advisor/Coordinator of Services (EL/Migrant focus) curriculum/supplemental materials supplies for related courses, activities and events. LCAP Goal 2 Action 2.3 Capacity Building in Effective Use of Educational Technology: Administrators, classroom and support teachers, counselors, paraprofessionals, instructional assistants, before and after school program staff, and students: develop and	$1,736,062.14	Yes

Action #	Title	Description	Total Funds	Contributing
		apply technology integration skills as evidenced within a digital portfolio and/or passport. Action 2.3 Related costs: Educational Technology and Distance Learning, Computer Science/Coding/Computer programming related curriculum, materials and supplies LCAP Goal 2 Action 2.4 Student Personal and Career Goals and Tracking: A vertically aligned student personal interest and related career goal setting and progress monitoring system will be evidenced within their digital portfolio, 4-6 year plan for college/career pathways and related course work to include Dual Enrollment, CTE, and Bi-literacy pathway. Action 2.4 Related costs: curriculum, assessments and materials/supplies for the development/review and progress monitoring students related to 4-6 year college/career plans and pathways, to include a Digital Portfolio,		
3	College/Career Readiness, Including Effective Use of Educational Technology: Services and Programs	LCAP 2.0 Students will be Career and College Ready for post-high school pathways to include Career Technical Education/Work Based Learning, Dual Enrollment and Bi-literacy pathways: Goal 2 Action 3.1 Beyond School Real-World Applied coursework, to include work based learning curriculum, will integrate components (TK-12) of applied or project based learning experiences and skill development resulting in students having meaningful understanding of how what they learn will support their success in life after graduation from high school and where they are related to the work based learning continuum. Action 3.1 Related costs: Work Based Learning/Career Technical Education/Dual Enrollment services, partnership agreements and applications, related Skills USA /Life Skills/AVID/MESA services, agreements and applications, Student Advising/Coordination of Services (CTE/Work based learning) related services, agreements and partnerships for events, activities, and field trips, etc.	$371,399.66	No

Action #	Title	Description	Total Funds	Contributing
		LCAP Goal 2 Action 3.2 Develop and implement a Bi-literacy pathway from TK-12 grade with the goal of obtaining a Seal of Bi-literacy upon graduation from high school. Action 3.2 Related costs: Bi-literacy/Language Learner and related Student Advisor/Coordinator of Services (EL/Migrant focus) services, partnerships and agreements for related courses, activities and events. LCAP Goal 2 Action 3.3 Capacity Building in Effective Use of Educational Technology: Administrators, classroom and support teachers, counselors, paraprofessionals, instructional assistants, before and after school program staff, and students: develop and apply technology integration skills as evidenced within a digital portfolio and/or passport. Action 3.3 Related costs: Educational Technology and Distance Learning Ed Tech applications (ie. Nearpod, Seesaw, Desmos, Google Apps, etc), Computer Science/Coding/Computer programming related services, partnerships and agreements. LCAP Goal 2 Action 3.4 Student Personal and Career Goals and Tracking: A vertically aligned student personal interest and related career goal setting and progress monitoring system will be evidenced within their digital portfolio, 4-6 year plan for college/career pathways and related course work to include Dual Enrollment, CTE, and Bi-literacy pathway. Action 3.4 Related costs: Services, partnership agreements for the development/review and progress monitoring students related to 4-6 year college/career plans and pathways, to include a Digital Portfolio,Pre-College opportunities)		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Student Engagement and Connectedness: To build a strong foundation of connectedness and engagement between staff and students across campuses

An explanation of why the LEA has developed this goal.

Stakeholder input included concerns over the increased need for counselors and counseling support services, as well as peer mentoring, diverse/culturally responsive clubs, restorative justice practices and building out the tiered supports to include ALL students (especially EL & Migrant) in order to build a strong foundation and ensure each student is engaged and connected in school. By monitoring the metrics in this goal, our District will be able to monitor progress within this area.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	2019-2020 94.9%				95%
% of students on target per district adopted social-emotional screeners (DESSA & Suite 360)	23.75% on target, 18% at-risk, DESSA 2019-2020				30% on target, 10% or less at-risk per DESSA data
Chronic Absenteeism	11% in 2019				Less than 10%
Student Connectedness (Student Surveys administered at least 2 times per year at every school site) CHKS	Students School Connectedness (CHKS): Elementary (68%) Middle school (49%) High School (54%)				Students School Connectedness (CHKS): Elementary (75%) Middle School (65%) High School (70%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Surveys Pre/Post	Caring Adult Relationships (CHKS): Elementary (73%) Middle school (55%) High school (69%) Staff Caring Adult Relationships (CHKS): Elementary (28%) Middle School (19%) High School (42%)				Caring Adult Relationships (CHKS): Elementary (80%) Middle School (70%) High School (75%) Staff Caring Adult Relationships (CHKS): Elementary (40%) Middle School (35%) High School (55%)
Suspension rate	4.1% in 2019, 4.3% in 2018				Less than 3.5%
Dropout rate	2016-2017 MS: 0% HS: 0.7% District: 0.9% (Source: DataQuest)				0%
Expulsion rate	11 expulsions in 2019 2019-2020 0.02% (Source: DataQuest)				Less than 5 expulsions per year.
All facilities maintained in good repair.	All				All

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Engagement and Connectedness: High Quality and Effective Personnel	LCAP Goal 3: Provide Equitable, Diverse, Inclusive and Culturally-responsive Learning Environments that Fully Engage All Students LCAP Goal 3 Action 1.1 Continue to enhance social-emotional learning, behavior supports and related interventions in order to address and develop social awareness skills and continue implementation of evidence-based social-emotional learning (SEL) curriculum/lessons. Action 1.1 Related costs: Increased Licenses Mental Health Therapists (4 FTE, School-based Mental Health Counselor (1 FTE), Mental Health Therapists Associates and Interns. (3 positions), Coordinator for Social Work, Social Worker Associates and Interns (3 positions). LCAP Goal 3 Action 1.2 Adopt and implement restorative justice practices that support and integrate with school-wide expectations and a positive discipline model, to include training, support and monitoring for all classroom teachers and classified school staff who interact with students. Action 1.2 Related Costs: Coordinator for Behavior Supports and Interventions (1 FTE), Additional Board Certified Behavior Analyst (BCBA) (1 FTE), Increased behavior technicians positions/hours (10 FTE), School Resource Officer (1 FTE), Assistant Principal-Student Engagement at Middle School (1 FTE) LCAP Goal 3 Action 1.3 Further develop the District and school level Multi-Tiered System of Support communities of practice to promote coordination, alignment, and continuity including the focus and further develop of Tier 1 teams (which include teachers, counselors and classified support) to increase student attendance and engagement. Action 1.3 Related Costs: Increase School Psychologists (5 FTE), School Psychologist interns (5 positions), School Psychologist Specialist-MTSS (1 FTE), School Psychologist Specialist-Early Learning and Intervention (1 FTE), increase hours for attendance	$4,315,653.32	Yes

Action #	Title	Description	Total Funds	Contributing
		technician and attendance clerk at HS, Coordinator for Child Welfare, Homeless and Foster Youth LCAP Goal 3 Action 1.4 Develop culturally responsive classrooms and school environments that incorporate investigative learning that promote civic engagement, diversity, and understanding of local and global perspectives. Action 1.4 Related costs: Student Engagement (Focus on grades 5-9 pathways) & Positive Attendance-Admin. (1 FTE) LCAP Goal 3 Action 1.5 Develop, expand, promote, monitor and evaluate student engagement and plan events/activities that reflects and integrates the identities of the students and their community and that promote the over climate and culture on campuses (Activities, Clubs, Sports, Celebrations, School-wide assemblies, Student store, Alternatives to Recess) Action 1.5 Related costs: Student Activities Director (1 FTE at HS), Athletic Director (1 FTE at HS), stipends/hourly pay and substitutes for clubs, intramural sports, middle school activities/athletics, leadership, yearbook, Student Government, extra pay for van and bus drivers to provide after school expanded transportation, increased hours/positions for Library Technicians, a Migrant Education coordinator LCAP Goal 3 Action 1.6 Provide a physically welcoming and enriched campus environment that promotes artistic and structured outdoor learning spaces, to include integration of the arts, gardens, and structure outdoor play and provide facilitated learning and interactions that are positive and engaging during non classroom time. Action 1.6 Related costs: Assistant Principal-Facilities/Engagement (Attendance, Activities/Athletics)-high school, increases hours/positions for campus safety monitors and yard supervisors at all schools to ensure supervision before/during and after school, stipend/hourly pay for teachers and other staff to provide outdoor learning activities and projects.		

Action #	Title	Description	Total Funds	Contributing
2	Student Engagement and Connectedness: Curriculum, Materials and Supplies	LCAP Goal 3: Provide Equitable, Diverse, Inclusive and Culturally-responsive Learning Environments that Fully Engage All Students LCAP Goal 3 Action 2.0 Continue to enhance social-emotional learning, behavior supports and interventions in order to address and develop social awareness skills and continue implementation of evidence-based SEL curriculum/lessons. Action 2.1 Related costs: Curriculum (e.g. Second Step), materials and supplies for social awareness skill development and other curriculum related supplies used by the Licenses Mental Health Therapists, School-based Mental Health Counselor, Mental Health Therapists Associates and Interns, as well as the Coordinator for Social Work, Social Worker Associates and Interns when providing individual, small group and classroom lessons and activities. LCAP Goal 3 Action 2.2 Adopt and implement restorative justice practices that support and integrate with school-wide expectations and a positive discipline model, to include training, support and monitoring for all classroom teachers and classified school staff who interact with students. Action 2.2 Related Costs: Curriculum, materials and supplies used by the Coordinator for Behavior Supports and Interventions, the Board Certified Behavior Analyst (BCBA), the behavior technicians, the School Resource Officer for individual, small group and classrooms. Curriculum, materials and supplies for increasing student engagement before/after school, recess/lunch, and during enrichment/elective classes as coordinated by the Assistant Principal-Student Engagement at Middle School LCAP Goal 3 Action 2.3 Further develop the District and school level Multi-Tiered System of Support communities of practice to promote coordination, alignment, and continuity including the focus and further develop of Tier 1 teams (which include teachers, counselors and classified support) to increase student attendance and engagement. Action 2.4 Related Costs: Curriculum, materials and supplies used by the School Psychologists, School Psychologist interns, School Psychologist Specialist-MTSS, School Psychologist Specialist-Early	$254,156.23	Yes

Action #	Title	Description	Total Funds	Contributing
		Learning and Intervention, the Coordinator for Child Welfare, Homeless and Foster Youth to serve individual students, identified small groups, classrooms and school wide. LCAP Goal 3 Action 2.4 Develop culturally responsive classrooms and school environments that incorporate investigative learning that promote civic engagement, diversity, and understanding of local and global perspectives. Action 2.4 Related costs: Curriculum, materials, supplies for classrooms, projects and activities that promote high levels of student engagement as outlined in each school's plan for this action, as well as materials/supplies for positive attendance campaigns. LCAP Goal 3 Action 2.5 Develop, expand, promote, monitor and evaluate student engagement and plan events/activities that reflects and integrates the identities of the students and their community and that promote the over climate and culture on campuses (Activities, Clubs, Sports, Celebrations, School-wide assemblies, Student store, Alternatives to Recess) Action 2.5 Related costs: Student leadership and related curriculum, materials and supplies for highly engaging Student Government, student activities, scholar athletes programs, diverse range of student clubs, intramural sports, yearbook, photo journalism, and other culturally relevant and engaging programs and events. LCAP Goal 3 Action 2.6 Provide a physically welcoming and enriched campus environment that promotes artistic and structured outdoor learning spaces, to include integration of the arts, gardens, and structure outdoor play and provide facilitated learning and interactions that are positive and engaging during non classroom time. Action 2.6 Related costs: Curriculum, materials, supplies for arts integration and Visual Performing Arts activities that create a welcoming campus, community/school gardens, outdoor fitness and play "stations" and related curriculum/materials such as the PlayWORKS program.		

Action #	Title	Description	Total Funds	Contributing
3	Student Engagement and Connectedness: Services and Programs	LCAP Goal 3: Provide Equitable, Diverse, Inclusive and Culturally-responsive Learning Environments that Fully Engage All Students LCAP Goal 3 Action 3.0 Continue to enhance social-emotional learning, behavior supports and interventions in order to address and develop social awareness skills and continue implementation of evidence-based SEL curriculum/lessons. Action 3.1 Related costs: Services and agreements for curriculum licenses (e.g. Second Step) and screening tools, professional services for training and technical support for social awareness skill development used by the Licenses Mental Health Therapists, School-based Mental Health Counselor, Mental Health Therapists Associates and Interns, Coordinator for Social Work, Social Worker Associates and Interns when providing individual, small group and classroom lessons and activities. LCAP Goal 3 Action 3.2 Adopt and implement restorative justice practices that support and integrate with school-wide expectations and a positive discipline model, to include training, support and monitoring for all classroom teachers and classified school staff who interact with students. Action 3.2 Related Costs: Professional development and consulting agreements to develop and support the implementation of restorative justice practices and positive discipline. Training and support for the Coordinator for Behavior Supports and Interventions, Board Certified Behavior Analyst (BCBA), behavior technicians positions/hours (10 FTE), the School Resource Officer, and the Assistant Principal-Student Engagement at Middle School, as well as classroom teachers and classified support personnel. LCAP Goal 3 Action 3.3 Further develop the District and school level Multi-Tiered System of Support communities of practice to promote coordination, alignment, and continuity including the focus and further develop of Tier 1 teams (which include teachers, counselors and classified support) to increase student attendance and engagement. Action 3.4 Related Costs: Training and consulting services to support the efforts of MTSS teams at each school site and across the District	$372,273.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to build and expand systems for alignment and implementations, specifically lead by the School Psychologists and support by the School Psychologist interns, with a lead School Psychologist Specialist-MTSS and a lead School Psychologist Specialist-Early Learning and Intervention and the Coordinator for Child Welfare, Homeless and Foster Youth who will serve at the District's MTSS team. LCAP Goal 3 Action 3.4 Develop culturally responsive classrooms and school environments that incorporate investigative learning that promote civic engagement, diversity, and understanding of local and global perspectives. Action 3.4 Related costs: Consulting services and related training for classroom teachers, site administrators, classified support staff in practices that are responsive and that result in high levels of student engagement, specifically in the 5-9 grades. LCAP Goal 3 Action 3.5 Develop, expand, promote, monitor and evaluate student engagement and plan events/activities that reflects and integrates the identities of the students and their community and that promote the over climate and culture on campuses (Activities, Clubs, Sports, Celebrations, School-wide assemblies, Student store, Alternatives to Recess) Action 3.5 Related costs: Training and outside services to support a fully engage student activities and athletic program at the high school and middle school, and to support the expansion and participation in clubs, intramural sports, leadership, yearbook, Student Government, to include activities that are an alternative to traditional recess "play." LCAP Goal 3 Action 3.6 Provide a physically welcoming and enriched campus environment that promotes artistic and structured outdoor learning spaces, to include integration of the arts, gardens, and structure outdoor play and provide facilitated learning and interactions that are positive and engaging during non classroom time. Action 3.6 Related costs: Training and other professional services to enhance the outdoor learning spaces for students on each campus that include "stations/areas" for specific uses, and that incorporate the Arts and outdoor learning activities and projects.		

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Parent/Community Engagement and Connectedness: Ensure parent/community engagement and connectedness in partnership to support academic and social and emotional learning success for all students.

An explanation of why the LEA has developed this goal.

Stakeholder input provided insight on the barriers to parent participation, various needs and suggested actions to increase parent engagement and connectedness and identified specific actions that will lead to stronger parent/community engagement and connectedness to support academic and social and emotional learning success for all students. By monitoring the metrics in this goal, our District will be able to monitor progress within this area.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of Parent Workshops offered to parent/community with specific outreach efforts made to Socioeconomically Disadvantaged parents, English Learner parents, Students with Disabilities parents, and Homeless parents and # of attendees/workshop	29 with an average of 26 per session. • Social Emotional Learning series (8 sessions in Eng/Sp) (355) • Positive Discipline series (8 sessions in Eng/Sp) (169) • Illuminate (21)				30 with an average of 30 per session.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Let's Go Learn (Fall and Spring) (51) • Standards & Ideas to Support Academics at Home (54) • How to Access Student Support (18) • Truancy Process (10) • Understanding Behavior (9) • From Helpless to Heroes (?) • Wellness & Self-Care (?) • Q & A Mental Health Awareness (7) • Change is hard but I have got this (5) • Move your body (6) • I love me and I take care of me (4)				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents pre/post survey results of increase of knowledge participating in a workshop	Inconsistent data collected				
# of parents attending school related events (i.e. Back to School, parenting series, sport games)	TBD				
% of parents self reporting knowledge of 0-5 services, support services and asking clarifying questions regarding student individual needs.	TBD				
Adult Education student enrollment	2020-2021 287 students				400
Parent input in decision making	Yes, parent input was considered in decision making.				Yes
Parent participation in programs for unduplicated pupils	Yes				Yes

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent/Community Engagement and Connectedness: High Quality and Effective Personnel	LCAP Goal 4 Parents, community, staff will be fully engaged in meaningful partnerships that result in positive educational outcomes for students, especially students who are English learners, homeless/foster youth, and/or students with disabilities. LCAP Goal 4 Action 1.1 Provide Parenting Series supporting meaningful involvement (In-person/virtual with translation/interpretation) by offering the following Parenting Series topics: Social Emotional Learning and Wellness, How to Support My Child Academically, Positive Discipline-Including Behavior Strategies, How to Seek Help and Services from Special Ed Department, College Readiness, School Attendance and Truancy, Parent Technology Training, Parent Leadership Training: Governance Overview (i.e. EnLACE), and Financial Literacy 1.1 Related costs: Migrant/Adult Education/DELAC-Administrator, Administrative Assistant-Family Resource Center, Parents-as-Teachers (3 FTE) LCAP Goal 4 Action 1.2 Provide Parent Cafecitos for building relationships, understanding, and engagement with other parents and school staff and offer informal gathering at school sites with special guest/topics (i.e. Who works in our schools (yard duty, bus drivers)? How to become a volunteer? How to access the student information system?) 1.2 Related costs: Community Liaison-Bilingual (FTE), School Bilingual Clerks (6 FTE w/expanded hours), 4% of all classified staff salaries to provide parents support, communication and customer service LCAP Goal 4 Action 1.3 Expand Parent/Community Communication Strategies to Increase Awareness and Capacity Support for Students: 1.3a Multilingual communication in English, Spanish and Mixteco; 1.3b multiple use of platforms for communication to include Blackboard system voice messages, text message, flyers/videos, conduct personal phone calls and home visits. Specifically personal calls to ensure contact with Mixteco speaking families; 1.3c Staff training on	$3,073,803.63	Yes

Action #	Title	Description	Total Funds	Contributing
		effective parent communication strategies, Working with Diverse Families, and Cultural Sensitivity. 1.3 Related costs: Translator/Interpreters (3 FTE), , Film Media Communication Assistant (1 FTE), Executive Assistant/Public Relations, Assistant Superintendent for Student and Family Services LCAP Goal 4 Action 1.4 Expand 6 AM to 6 PM Early Learning/Child Development/School Age Childcare Programs and Family Services to Support Access: 1.4 Related costs: Supervisor for Early Learning (1 FTE), Child Development positions (3 FTE), Preschool Coordinator (1 FTE), Preschool Teachers (8.5 FTE), Preschool Assistants, Co-Op Preschool Teacher (1 FTE), Kid Zone Child Care (5 FTE), Infant/Toddler program teachers (2 FTE)		
2	Parent/Community Engagement and Connectedness: Curriculum, Materials, Supplies	LCAP Goal 4 Parents, community, staff will be fully engaged in meaningful partnerships that result in positive educational outcomes for students, especially students who are English learners, homeless/foster youth, and/or students with disabilities. LCAP Goal 4 Action 2.1 Provide Parenting Series supporting meaningful involvement (In-person/virtual with translation/interpretation) by offering the following Parenting Series topics: Social Emotional Learning and Wellness, How to Support My Child Academically, Positive Discipline-Including Behavior Strategies, How to Seek Help and Services from Special Ed Department, College Readiness, School Attendance and Truancy, Parent Technology Training, Parent Leadership Training: Governance Overview (i.e. EnLACE), and Financial Literacy 2.1 Related costs: Curriculum, materials, supplies for parenting series and related implementation of new practices and understandings to support parents in meaningful connections and impact on their child's education.	$34,089.00	No

Action #	Title	Description	Total Funds	Contributing
		LCAP Goal 4 Action 2.2 Provide Parent Cafecitos for building relationships, understanding, and engagement with other parents and school staff and offer informal gathering at school sites with special guest/topics (i.e. Who works in our schools (yard duty, bus drivers)? How to become a volunteer? How to access the student information system?) 2.2 Related costs: Curriculum, materials and supplies for Cafecitos, related communications and curriculum/trainings for improving customer service and communications of classified staff working with parents. LCAP Goal 4 Action 2.3 Expand Parent/Community Communication Strategies to Increase Awareness and Capacity Support for Students: 2.3a Multilingual communication in English, Spanish and Mixteco; 2.3b multiple use of platforms for communication to include Blackboard system voice messages, text message, flyers/videos, conduct personal phone calls and home visits. Specifically personal calls to ensure contact with Mixteco speaking families; 2.3c Staff training on effective parent communication strategies, Working with Diverse Families, and Cultural Sensitivity. 2.3 Related costs: Curriculum, materials, supplies for effective multilingual written, oral and multi-media communications. LCAP Goal 4 Action 2.4 Expand 6 AM to 6 PM Early Learning/Child Development/School Age Childcare Programs and Family Services to Support Access: 2.4 Related costs: Curriculum, materials supplies for early learning, child care and other programs to support family services and access.		
3	Parent/Community Engagement and Connectedness: Services and Programs	LCAP Goal 4 Parents, community, staff will be fully engaged in meaningful partnerships that result in positive educational outcomes for students, especially students who are English learners, homeless/foster youth, and/or students with disabilities.	$552,098.00	No

Action #	Title	Description	Total Funds	Contributing
		LCAP Goal 4 Action 3.1 Provide Parenting Series supporting meaningful involvement (In-person/virtual with translation/interpretation) by offering the following Parenting Series topics: Social Emotional Learning and Wellness, How to Support My Child Academically, Positive Discipline-Including Behavior Strategies, How to Seek Help and Services from Special Ed Department, College Readiness, School Attendance and Truancy, Parent Technology Training, Parent Leadership Training: Governance Overview (i.e. EnLACE), and Financial Literacy 3.1 Related costs: Training consultants and other partnerships to provide presentations and facilitate parenting series to help parents develop new practices and understandings to engage in meaningful connections with the school impacting their child's education. LCAP Goal 4 Action 3.2 Provide Parent Cafecitos for building relationships, understanding, and engagement with other parents and school staff and offer informal gathering at school sites with special guest/topics (i.e. Who works in our schools (yard duty, bus drivers)? How to become a volunteer? How to access the student information system?) 3.2 Related costs: Services from partners to provide activities and information at Cafecitos, in support of developing meaningful connections with parents. LCAP Goal 4 Action 3.3 Expand Parent/Community Communication Strategies to Increase Awareness and Capacity Support for Students: 3.3a Multilingual communication in English, Spanish and Mixteco; 3.3b multiple use of platforms for communication to include Blackboard system voice messages, text message, flyers/videos, conduct personal phone calls and home visits. Specifically personal calls to ensure contact with Mixteco speaking families; 3.3c Staff training on effective parent communication strategies, Working with Diverse Families, and Cultural Sensitivity. 3.3 Related costs: Professional services to support effective multilingual written, oral and multi-media communications.		

Action #	Title	Description	Total Funds	Contributing
		LCAP Goal 4 Action 3.4 Expand 6 AM to 6 PM Early Learning/Child Development/School Age Childcare Programs and Family Services to Support Access: 3.4 Related costs: Services and contracted programs to support early learning, child care and other programs and provided additional family services and access within the local community.		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
32.57%	$12,789,604

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

Required Descriptions

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

Goal 1: Action 1.1. Guaranteed & viable curriculum in all content areas: Teacher leaders collaborate to pilot, adopt, and implement state-approved instructional materials in TK-5 Mathematics, TK-5 Science , English 9-12 curriculum, including English Language Development (ELD). 86% of the overall student population and a significant majority of students at each school are unduplicated students and therefore there is a need to ensure our curriculum meets the needs of English learners (especially in elementary), Special Education students (12% of the population), and low income students as it pertains to access and supports which requires additional supplemental materials in multiple languages, consumable materials and duplicates for home and school use, in addition for considering access to internet from home. This action improves services to identified student groups.

Goal 1: Action 1.2 Collaborative structure for data analysis & progress monitoring: 1.2a Monitor progress to strengthen implementation and refine the system of local formative assessment ensuring efficient and effective classroom/course placement and acceleration of learning; 1.2b Use assessment information, from a variety of sources, to activate Multi-Tiered System of Support (MTSS) structures in an effort to identify and meet the needs of all students; 1.2c Provide educators with opportunities to collaborate within grade/content level and/or cross-grade/content level Achievement Team protocol in alignment with Multi-Tiered System of Support (MTSS) structure to review relevant and appropriate data and enhance effective instructional strategies; 1.2d Continue Teacher/Instructional Leadership focused on collective efficacy. This action results in increased and improved services when focusing data, progress monitoring and targeted strategies and services focus on socio-economically disadvantage (of which 27% are homeless), English learners and Special Education students.

Goal 1: Action 1.3 Professional Learning and capacity building: 1.3a Using local needs assessment, continue to revise and implement a coherent and aligned professional learning structure which includes a multi-tiered approach to support; 1.3b Create professional learning communities/affinity groups; 1.3c Provide site-embedded coaching, opportunities for feedback; 1.3d Identify and develop subject matter experts and peer-to-peer professional learning design and implementation; 1.3e Update and launch NMCUSD's Professional Development

Online Catalog of coursework and trainings with opportunities to earn internal credits or receive stipend; 1.3f Expand inquiry process using the Achievement Team Process development focused on subject matter literacy. These actions improve services to English learners, Special Education, and Homeless/Foster youth students as teachers and school teams focus on research-based effective teaching and learning specifically focused on our English learners, Special Education and Homeless/Foster youth students.

Goal 1: Action 1.4 Diverse learning models for student access and success with specific focus on system for academic supports for English Learners and Special Education students: 1.4a Develop project based curriculum with real world application of learning skills throughout every grade level to include enrichment; 1.4b Identify and use different ways for students to show that they have learned; 1.4c Review, revise, and refine implementation of differentiated learning models to respond to the needs of diverse learners to promote opportunities for intervention, remediation, and acceleration with specific focus on system for academic supports for English Learners and Special Education students. This increases services and improves services for English Learners and Special Education students of whom are also low income and/or homeless/foster youth.

Goal 1 Action 1.5 Intervention/acceleration teachers and classified support staff provide targeted data-driven and goal oriented student support before, during, and after school:
1.5a Provide students with appropriate and relevant intervention support that is data driven, goal-oriented and meets the needs of students as they progress towards mastery of academic achievement; 1.5b Develop and implement a shared responsibility to promote teacher/staff collective efficacy in the systems implementation for intervention/acceleration of student learning; 1.5c Develop and implement system for intervention, acceleration, expanded learning. These actions increase services for English learners, low-income/homeless/foster youth, and Special Education students.

Goal 2 Action 1.0 Beyond School Real-World Applied coursework, to include work based learning curriculum, will integrate components (TK-12) of applied or project based learning experiences and skill development resulting in students having meaningful understanding of how what they learn will support their success in life after graduation from high school and where they are related to the work based learning continuum. These actions increase services for English learners, low-income/homeless/foster youth, and Special Education students.

Goal 2 Action 2.0. Develop and implement a Biliteracy pathway from TK-12 grade with the goal of obtaining a Seal of Bi-literacy upon graduation from high school to honor the home culture and heritage of many of our English Learners.

Goal 2 Action 3.0 Capacity Building in Effective Use of Educational Technology: Administrators, classroom and support teachers, counselors, paraprofessionals, instructional assistants, before and after school program staff, and students in each grade level will develop and apply technology integration skills as evidenced within a digital portfolio and/or passport. These actions improve services for English learners, low-income/homeless/foster youth, and Special Education students and enable access to learning content and application.

Goal 2 Action 4.0 Student Personal and Career Goals and Tracking: A vertically aligned student personal interest and related career goal setting and progress monitoring system will be evidenced within their digital portfolio, 4-6 year plan for college/career pathways and related course work to include Dual Enrollment, CTE, and Bi-literacy pathway. These actions improve services for English learners, low-income/homeless/foster youth, and Special Education students and enable access to viable future careers with livable wages.

Goal 3 Action 1.1 Continue to enhance social-emotional learning, behavior supports and related interventions in order to address and develop social awareness skills and continue implementation of evidence-based social-emotional learning (SEL) curriculum/lessons. These

actions increase services for English learners, low-income/homeless/foster youth, and Special Education students and enable our unduplicated students to build their social awareness and regulate social emotional behaviors to focus and engage in school.

Goal 3 Action 1.2 Adopt and implement restorative justice practices that support and integrate with school-wide expectations and a positive discipline model, to include training, support and monitoring for all classroom teachers and classified school staff who interact with students. These actions improve services for English learners, low-income/homeless/foster youth, and Special Education students.

Goal 3 Action 1.3 Further develop the District and school level Multi-Tiered System of Support communities of practice to promote coordination, alignment, and continuity including the focus and further develop of Tier 1 teams (which include teachers, counselors and classified support) to increase student attendance and engagement, especially for English learners, low-income/homeless/foster youth, and Special Education students.

Goal 3 Action 1.4 Develop culturally responsive classrooms and school environments that incorporate investigative learning that promote civic engagement, diversity, and understanding of local and global perspectives and better engage our English learners, low-income/homeless/foster youth, and Special Education students.

Goal 3 Action 1.5 Develop, expand, promote, monitor and evaluate student engagement and plan events/activities that reflects and integrates the identities of the students and their community and that promote the over climate and culture on campuses (Activities, Clubs, Sports, Celebrations, School-wide assemblies, Student store, Alternatives to Recess) to better engage our English learners, low-income/homeless/foster youth, and Special Education students.

Goal 3 Action 1.6 Provide a physically welcoming and enriched campus environment that promotes artistic and structured outdoor learning spaces, to include integration of the arts, gardens, and structure outdoor play and provide facilitated learning and interactions that are positive and engaging during non classroom time to better engage and welcome our English learners, low-income/homeless/foster youth, and Special Education students.

Goal 4 Action 1.1 Provide Parenting Series supporting meaningful involvement (In-person/virtual with translation/interpretation) by offering the following Parenting Series topics: Social Emotional Learning and Wellness, How to Support My Child Academically, Positive Discipline-Including Behavior Strategies, How to Seek Help and Services from Special Ed Department, College Readiness, School Attendance and Truancy, Parent Technology Training, Parent Leadership Training: Governance Overview (i.e. EnLACE), and Financial Literacy especially benefitting our English learners, low-income/homeless/foster youth, and Special Education students.

Goal 4 Action 1.2 Provide Parent Cafecitos for building relationships, understanding, and engagement with other parents and school staff and offer informal gathering at school sites with special guest/topics (i.e. Who works in our schools (yard duty, bus drivers)? How to become a volunteer? How to access the student information system?) especially benefitting our English learners, low-income/homeless/foster youth, and Special Education students.

Goal 4 Action 1.3 Expand Parent/Community Communication Strategies to Increase Awareness and Capacity Support for Students: 1.3a Multilingual communication in English, Spanish and Mixteco; 1.3b multiple use of platforms for communication to include Blackboard system voice messages, text message, flyers/videos, conduct personal phone calls and home visits. Specifically personal calls to ensure contact with Mixteco speaking families; 1.3c Staff training on effective parent communication strategies, Working with Diverse Families, and Cultural Sensitivity. These actions improve services for English learners, low-income/homeless/foster youth, and Special Education students.

LCAP Goal 4 Action 1.4 Expand 6 AM to 6 PM Early Learning/Child Development/School Age Childcare Programs and Family Services to Support Access. This action improves services for English learners, low-income/homeless/foster youth, and Special Education students.

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

North Monterey County Unified School Districts' LCFF supplemental funds are principally directed to meet the needs of our 86% unduplicated (low income, EL, Foster Youth, Homeless) students LEA/Schoolwide. All expending funds go through an approval process through the business office and the board ensuring that funds are spent to benefit the unduplicated students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$15,577,683.27	$8,741,710.81	$890,101.57	$5,267,311.35	$30,476,807.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$23,774,405.60	$6,702,401.40

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Rigorous and Equitable Instruction: High Quality, Effective Personnel	$7,180,916.51	$5,555,072.46	$57,718.90	$1,912,363.13	$14,706,071.00
1	2	English Learners Foster Youth Low Income	Rigorous and Equitable Instruction: Curriculum, Assessments, Instructional Materials/Supplies	$1,335,013.83	$411,473.23	$314,729.65	$188,419.56	$2,249,636.27
1	3	English Learners Foster Youth Low Income	Rigorous and Equitable Instruction: Services and Programs	$377,300.00	$513,789.00	$31,635.10	$209,963.00	$1,132,687.10
2	1	English Learners Foster Youth Low Income	College/Career Readiness, Including Effective Use of Educational Technology: High Quality, Effective Personnel	$1,459,635.96	$164,051.85		$55,189.84	$1,678,877.65
2	2	English Learners Foster Youth Low Income	College/Career Readiness, Including Effective Use of Educational Technology: Curriculum, Assessment and Related Materials/Supplies	$3,000.00	$156,272.34	$4,070.00	$1,572,719.80	$1,736,062.14
2	3	All Students with Disabilities	College/Career Readiness, Including Effective Use of Educational Technology: Services and Programs	$331,835.00	$14,510.66	$6,500.00	$18,554.00	$371,399.66
3	1	English Learners Foster Youth Low Income	Student Engagement and Connectedness: High Quality and Effective Personnel	$2,541,199.88	$977,253.26	$207,719.05	$589,481.13	$4,315,653.32

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	Student Engagement and Connectedness: Curriculum, Materials and Supplies	$69,393.00	$108,959.23	$40,751.00	$35,053.00	$254,156.23
3	3	English Learners Foster Youth Low Income	Student Engagement and Connectedness: Services and Programs	$22,416.00	$191,941.00	$134,155.00	$23,761.00	$372,273.00
4	1	English Learners Foster Youth Low Income	Parent/Community Engagement and Connectedness: High Quality and Effective Personnel	$1,748,646.09	$622,539.78	$67,660.87	$634,956.89	$3,073,803.63
4	2	All Students with Disabilities	Parent/Community Engagement and Connectedness: Curriculum, Materials, Supplies	$1,127.00	$12,500.00	$14,262.00	$6,200.00	$34,089.00
4	3	All Students with Disabilities English Learner, Foster Youth, Homeless, Low Income,	Parent/Community Engagement and Connectedness: Services and Programs	$507,200.00	$13,348.00	$10,900.00	$20,650.00	$552,098.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$14,737,521.27	$29,519,220.34
LEA-wide Total:	$14,737,521.27	$29,519,220.34
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Rigorous and Equitable Instruction: High Quality, Effective Personnel	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,180,916.51	$14,706,071.00
1	**2**	Rigorous and Equitable Instruction: Curriculum, Assessments, Instructional Materials/Supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,335,013.83	$2,249,636.27
1	**3**	Rigorous and Equitable Instruction: Services and Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$377,300.00	$1,132,687.10
2	**1**	College/Career Readiness, Including Effective Use of Educational Technology: High Quality, Effective Personnel	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,459,635.96	$1,678,877.65
2	**2**	College/Career Readiness, Including Effective Use of Educational Technology: Curriculum, Assessment and	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	$1,736,062.14

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		Related Materials/Supplies					
3	**1**	Student Engagement and Connectedness: High Quality and Effective Personnel	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,541,199.88	$4,315,653.32
3	**2**	Student Engagement and Connectedness: Curriculum, Materials and Supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools	$69,393.00	$254,156.23
3	**3**	Student Engagement and Connectedness: Services and Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,416.00	$372,273.00
4	**1**	Parent/Community Engagement and Connectedness: High Quality and Effective Personnel	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,748,646.09	$3,073,803.63

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

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 LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

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

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

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

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

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

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **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 K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

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

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

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

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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

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

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

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.