

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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Goals and Actions

Goal

Goal #	Description
1	<p>Engaging and Responsive Climate and Culture Support the socio-emotional well-being and a sense of connection for all students in academics, college and career readiness, and social emotional needs.</p> <ul style="list-style-type: none"> o Strategy #1 - Foster positive student interactions with peers and staff o Strategy #2 - Ensure students' sense of safety o Strategy #3 - Expand Social Emotional Learning and counseling services for all students

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase Attendance Rate (CALPADS)	2019-2020 rate is 96%	92.17% (Source: 2020-21 Month 9 Monthly Attendance Report Summary for 11/29/21 – 12/24/21). Latest official number available	93.3% Source: 22-23 Monthly attendance Report Summary	Current attendance rate per 22-23 CALPADS (Report 14.2 EOY3) Report is 92%.	97.5% or higher attendance rate.
Decrease the percent of annual suspensions. (CA Data Dashboard)	2019-2020 rate is 1.5%	Suspension rate according to DataQuest was 0.02% for NLMUSD. *This data will differ from the Dashboard Suspension Rate due	Suspension rate according to DataQuest was 3.0% for NLMUSD. 2.9% suspended at least one day according to CA School Dashboard.	Current suspension rate per 22-23 DataQuest is 3.4%.	0.5% suspension rate or lower.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		to different business rules.	*This data will differ from the Dashboard Suspension Rate due to different business rules. 2021-2022		
Decrease high school drop out rate (EdDATA)	2019-2020 3.9% drop out rate	The cohort dropout rate for 2020-21 was 2.2% (Source: EdData; https://www.ed-data.org , College and Career Readiness Section)	The cohort dropout rate for 2021-22 was 2.9% (Source: EdData; https://www.ed-data.org , College and Career Readiness Section)	Current high school drop out rate per 22-23 DataQuest Four Year Adjusted Cohort Outcome Report is 3%.	Dropout rate of 2.9% or lower.
Maintain Expulsions at 0 Local Data (Powerschool)	2019-2020 0% Expulsion Rate	Expulsions for 2020-21 were 1 (0.01%) Source-DataQuest	Expulsions for 2021-22 were 1 (0.01%) Source-DataQuest	Current expulsion rates per 22-23 DataQuest is 0%.	Maintain expulsion rate 0 or below.
Maintain 0% drop out rate at the Middle Schools (Data Quest)	0%	Middle school drop-out data for Middle school is reported up to only 2016-17.	Middle school drop-out data: for 2021-22 was 4 students of 3714= .1% Based on Calpads data 8.1A	Current middle school drop out rate per 22-23 CALPADS (Fall 1 Report 8.1C) is 3 students.	0 % drop out rate at the Middle Schools.
Decrease chronic absenteeism by 0.5% (Powerschool)	2018-2019 Chronic Absenteeism 6.7% rate	DataQuest data is 5.9% for chronic absenteeism across TK-12 for 2020-21.	DataQuest data is 28.3% for chronic absenteeism across TK-12 for 2021-22.	Current chronic absenteeism rate per 2023 CA School Dashboard is 26.3%.	Achieve a rate of 6% or lower for chronic absenteeism.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Climate Survey (CHKS and Internal Instrument) Increase the number of Students reporting strong school connectedness as measured by new PANORAMA survey metric by 5%.	Spring 2019 Culture and Climate Survey Baseline Data: Grades 6-12: Academic Climate 74%, Fairness of Rules: 72%, Safety: 62%, Connectedness 58%.	Spring 2021-2022 Culture and Climate Survey Baseline Data: Grades 6-12: Academic Climate: 64% Fairness of Rules: 71% Safety: 65% Connectedness: 55%	Spring 2022-2023 Culture and Climate Survey- STUDENTS Grades 6-12: Academic Climate: 64% Fairness of Rules: 72% Safety: 65% Connectedness: 54%	Spring 2024 Culture and Climate Survey- STUDENTS Grades 6-12: Academic Climate: 67% Fairness of Rules: 76% Safety: 65% Connectedness: 58%	Achieve 80% or better in the Climate Survey and Panorama survey results for Safety, Connectedness, Academic Climate, and Fairness of Rules.
Climate Survey - Staff Increase the number of teachers reporting strong school connectedness as measured by new PANORAMA survey metric by 5%.	Spring 2019 Culture and Climate Survey Baseline Data: Academic Climate: 91% Fairness of Rules: 80% Safety: 74% Connectedness: 78%	Spring 2021-2022 Culture and Climate Survey Baseline Academic Climate: 93% Fairness of Rules: 80% Safety: 77% Connectedness: 82%	Spring 2022-23 Culture and Climate Survey -STAFF Academic Climate: 92% Fairness of Rules: 81% Safety: 73% Connectedness: 78%	Spring 2024 Culture and Climate Survey - STAFF Academic Climate: 90% Fairness of Rules: 80% Safety: 74% Connectedness: 77%	Achieve 91% or better in the Panorama survey results for Sense of Belonging and School Connectedness.
Implementation of Academic State Standards for all students by providing access to the ELA/Math/ELD curriculum.	Spring 2019 SBAC Reflection Rating Scale 1-5: Self rating is 5 for Full Implementation and Sustainability.	Spring 2021 California School Dashboard Self-Reflection Tool Rating Scale 1-5: Self rating is 5 for Full Implementation and	Spring 2022 California School Dashboard Self-Reflection Tool Rating Scale 1-5: Self-rating is 5 for Full Implementation and	2022-2023 California School Dashboard Self-Reflection Tool Rating Scale 1-5: Self-rating is 5 for Full Implementation and	Maintain a rating of 5, Full Implementation and Sustainability.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Sustainability. (Data Source – Local Indicator for School Priority 2)	Sustainability. (Data Source - Local Indicator for School Priority 2)	Sustainability. (Data Source - Local Indicator for School Priority 2)	

Goal Analysis

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.

NLMUSD successfully carried out all planned actions. One challenge we faced during the past three years of this LCAP plan was the impact of the pandemic on in person activities such as our secondary sports programs. COVID safety restrictions affected our middle school sports programs, but by the 23-24 school year, we returned to pre-pandemic levels and returned to "business as usual". To provide targeted support to students transitioning to secondary levels, NLMUSD deployed Web leaders in Middle School and Link Crew in High School. These leaders are vetted and trained to mentor incoming 6th and 9th grade students, helping with transitioning activities such as registration procedures and onboarding. They also offered guidance and peer support to students throughout the academic year. Web and Link Crew offer benefits to our UDP students and to the student mentors who build their leadership skills and help create a positive culture on campus.

Mental health and wellness have been pivotal in our student support efforts over the past 3 years and continued this year, with the Education Support Services Specialists (ESSS) playing a critical role. We exceeded most actions in this area due to continued needs in our school communities. ESSS positions were filled at all elementary school sites, with two roving positions providing support district-wide as needed. These specialists assist UDP students with behavior supports to assist with behavioral and social emotional needs. They provide preventative and intervention services and support school staff in addressing student behaviors. Middle and High School Intervention Counselors aided UDP students dealing with academic challenges still seen post-pandemic by connecting with them and their families to determine appropriate interventions and program options.

The Alternative Programs & Support Specialist oversees ESSS positions, Wellness Coordinators, and Specialists, ensuring positive behavior support and mental health services for UDP students. They also support the implementation of Community School initiatives. District Wellness Coordinators oversee tiered mental health support, providing training, ensuring targeted interventions, maintaining partnerships with community agencies, and coordinating risk assessment services.

To enhance equity across middle school sites, full-time counseling positions now support UDP students with academic, career, and social-emotional needs, replacing past part-time shared counseling personnel. Each comprehensive high school has a dedicated College and Career Counselor providing academic support and promoting college awareness among UDP students. They also facilitate dual enrollment courses and enrollment of UDP students for college credit.

Despite challenges, mental health support remains a priority and success in our support efforts. ESSSs and Counselors played vital roles in supporting student wellness, positive behavior, and mental health post-pandemic. Overall, Goal 1's actions were fully implemented, with notable success being the support provided by ESSSs, Wellness Coordinators and Specialist, and secondary counselors to support our UDP students.

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

During the course of this past year our staff district-wide received a 3% salary increase, affecting some of expenditures outlined in the LCAP budget. One area where we saw a material difference of approximately \$220,378 or 14% was in action 1.3A: ESSSs. This was due to the salary and benefit increases. In addition, as staff accumulate years of service, the costs increase. The addition of substitute ESSSs to fill day to day and long-term absences were also a factor in this increase. Another change was a decrease in goal 1.3E: College and Career Counselors. We had an open part time position that did not get filled, thus leaving approximately \$128,631 or 24% difference between adopted and Estimated Actuals that was not used.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Based on our assessment of actions in Goal 1 and with educational partner input, we have determined that they have been effective for students, especially EL, FY, and Low Income students and we will continue with these actions in the 24-25 plan. We will continue implementing focused support through Web leaders in middle school (MS) and Link Crew in high school (HS). These programs have undergone thorough vetting and training to mentor incoming 6th and 9th graders. They have been instrumental in assisting with the transition of new students, including helping with registration and onboarding processes. Additionally, we've fully reinstated our Middle School Sports programs to pre-pandemic levels.

We found that our need for counseling and intervention exceeded expectations. Our ESSSs (Educational Support Services Specialists), secondary counselors both intervention and college and career, and Student and Family Service Specialists/Coordinators played a crucial role in providing socio-emotional and behavioral support, particularly addressing the trauma and mental health concerns of English Learners, Foster Youth, and Low Income students. They utilized a multi-tiered approach to deliver prevention and intervention services, offering both universal and targeted support. Strengthening community resource relationships and collaborations with school-based ESSSs and external agencies was a priority.

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.

Based on our assessment of the effectiveness of actions in Goal 1 and with educational partner input, we will continue with these actions in the 24-25 plan. However, we have consolidated our previous goals from 7 down to 5 to make for a more streamlined plan. The 24-25 LCAP goals are as follows:

Goal 1: NLMUSD will provide a safe, engaging, and responsive climate and culture.

Goal 2: NLMUSD will provide access to rigorous instruction and student supports with a focus on the whole child.

Goal 3: NLMUSD will provide exemplary staff across the district.

Goal 4: NLMUSD will foster family and community engagement.

Goal 5: Equity Multiplier Goal for El Camino High School is June, 2025, ECHS will increase percentage of All Students, HI, HOM, SED students showing "as prepared" for college and career as measured by the CCI indicator on the CA Dashboard. In addition, ECHS will increase CAASPP ELA results for all students by reducing distance from standard (DFS) and/or increasing performance level on CA Dashboard. Also, ECHS will increase CAASPP Math results for all students, SED students, and HI by reducing distance from the standard (DFS) and/or increasing performance level on CA Dashboard.

Actions 1.1, 1.2, 1.3, and 1.5 from this LCAP plan will be included in new LCAP Goal 1, while actions 1.4, 1.6, 1.7, and 1.8 will be included in new LCAP Goal 2 for the upcoming cycle.

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

Goals and Actions

Goal

Goal #	Description
2	<p>College and Career Ready Graduates</p> <p>Ensure all students graduate college and career ready.</p> <ul style="list-style-type: none"> o Strategy #1 – Foster a college and career going culture o Strategy #2 – Equip students with future ready 21st Century learning skills o Strategy #3 - Support personalized learning and the development of student talents

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase graduation rate by 0.2% annually (Data Quest)	Graduation rate for 2019-2020 93.1%	According to California School Dashboard the 2020-21 graduation rate was 90.1% for NLMUSD.	According to California School Dashboard the 2021-22 graduation rate was 92.4% for NLMUSD.	According to California School Dashboard the 2022-23 graduation rate was 93.6% for NLMUSD.	94.5% graduation rate
Increase the percent of all students completing A-G course series	2019 data 36.7%	According to Ed Data, the completing A-G Course for NLMUSD was 49.5% for 2020-21.	According to Ed Data, the completing A-G Course for NLMUSD was 48.8% for 2021-22.	According to Ed Data, the completing A-G Course for NLMUSD was 47.9% for 2022-23.	40% or higher
Increase the percentage of all students taking AP courses in grades 9-12. (Powerschool Data)	2020 data 24.07%	2021 data 25.76% 1342 students who took at least 1 AP Class out of 5,209 students in 9th – 12th Grade (Source – PowerSchool)	26% enrolled into at least 1 AP course For 2021-22 1,067 students completed at least 1 AP and 1,343 students enrolled into at least 1 AP class out	20.13% enrolled into at least 1 AP course For 2022-23 912 students completed at least 1 AP and 998 students enrolled into at least 1 AP class out	27% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			of 5,192 students in 9th - 12th grade.	of 4,958 students in 9th-12th grade.	
Maintain access to a Visual and Performing Arts program (VAPA).	Enrollment of 60% or higher	For 2020-21 students in remote learning until late March/Early April.	18.87% in high schools From PowerSchool in 24-27	Current VAPA enrollment is between 60-65% for the 23-24 school year from PowerSchool.	Maintain 60% or higher enrollment
Increase the percentage of students who earned a 3 or better on an AP exam by 2%	2020 AP pass rate=44%	AP Pass Rate for 2021 = 30% Source College Board AP Score reports- "Organization Score Roster – Aggregated for Districts	AP Pass Rate for 2022 = 40% Source College Board AP Score reports- "Organization Score Roster - Aggregated for Districts https://scores.collegeboard.org/	AP Pass Rate for 2023 = 45% Source College Board AP Score reports- "Organization Score Roster - Aggregated for Districts https://scores.collegeboard.org/	50% or higher AP exam pass rate
Increase the percentage of students with "Ready" ELA EAP scores by 5 points	2018 15.01%	In 2021, the ELA EAP "Ready" (Level 4 on SBAC) percentage was 32.32%	In 2022, the ELA EAP "Ready" (Level 4 on SBAC) percentage was 23.42% https://caaspp-elpac.cde.ca.gov/caaspp/	In 2023, the ELA EAP "Ready" (Level 4 on SBAC) percentage was 22.23% https://caaspp-elpac.cde.ca.gov/caaspp/	20% or higher
Increase the percentage of students with "Ready"	2018 4.23%	In 2021, the Math EAP "Ready" (Level 4	In 2022, the Math EAP "Ready" (Level 4 on SBAC) percentage	In 2023, the Math EAP "Ready" (Level 4 on SBAC) percentage	14% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math EAP scores by 10 points		on SBAC) percentage was 10.58%	was 7.22% https://caaspp-elpac.cde.ca.gov/caaspp/	was 6.27% https://caaspp-elpac.cde.ca.gov/caaspp/	
A-G and CTE completion	A-G and CTE CTE Completers 2019	2020-21 205 students completed A-G Requirement and at least one CTE Pathway. CTE Completers: 495	2021-22 118 Students completed A-G requirements and at least one CTE Pathway CTE Completers: 380	2022-23 612 Students completed A-G requirements and at least one CTE Pathway CTE Completers: 29%	A-G: 50 students CTE Completers: 500 CTE and A-G: 225
CAST	TBD- no testing in 2019 or 2020. Tested 11th and 12th grade in Spring 2022 and awaiting baseline data.	TBD	Achievement Level 23.04% Met/Exceeded Standard *Data source https://caaspp-elpac.cde.ca.gov/elpac/	Achievement Level 23.88% Met/Exceeded Standard in the 2022-2023 SY. *Data source https://caaspp-elpac.cde.ca.gov/elpac/	28% Met or exceeded standard
Seal of Biliteracy	Seal of Biliteracy - 44 % of students receiving the Seal of Biliteracy			Seal of Biliteracy - 5.9% of students receiving the Seal of Biliteracy in the 2023-2024 SY.	80% of eligible students will receive the Seal of Biliteracy

Goal Analysis

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.

All actions outlined in Goal 2 were carried out as intended. One of the highlight successes was our support for AP coursework and completion. This year, the district saw a 5% increase in AP pass rates at our secondary sites. Additionally, our Dual Language program at Dolland, Edmondson, and Los Alisos continued to thrive, and we are expanding our DL program to Escalona Elementary in Fall, 2024 and we have plans for a DL Korean program in the near future.

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

District wide, our staff received a 3% increase in salaries, impacting some of the expenditures outlined in the LCAP budget. The following actions showed a material difference of 10% or higher difference between the budgeted and estimated actual expenditures for the following reasons:

Action 2.8 (2.3B): Provide Support for English Learners (Academic language development) showed a -56% difference of approximately \$34,165 unspent due to one unfilled vacancy where we could not hire a staff member.

Action 2.9 (2.3C): Expand Support for Early Learning showed a 44% increase of approximately \$176,392 as an extra TK teacher above ratio required by grant was provided.

Action 2.10 (2.4A): Expand VAPA showed an increase of 100% or approximately \$515,865. This was due to minimal guidance from state on use of Prop 28 funds. Originally we thought we could use Prop. 28 funds for supplemental positions, however it was not enough to cover salaries.

Action 2.11 (2.4 B): Support and Expand Dual Language showed a 13% increase due to salary and benefit increases for staff.

Action 2.13 (2.4 E) Career/Technical Education (CTE) showed a -25% decrease, approximately \$594,101 as some costs were charged back to CTE grant.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Based on our assessment of actions in Goal 2 and educational partner input, we have determined that all 13 actions have been effective for students, especially EL, FY, and Low Income students. We will continue with all actions from Goal 2 in 24-25, with the exception of action 2.6 (2.2B)- Implement K-12 Technology Scope and Sequence as this action has been modified to include continued training and support for students and staff in the use of educational technology proficiency. We saw an increase in graduation rates of 1.2% rising from 92.4% to 93.6%. This was .9% away from our 3-year target of 94.5%. However, we are confident that programs and interventions funded by LCAP will continue to contribute to this goal.

Overall, our students are showing growth in actions outlined in Goal 2, particularly in terms of AP pass rates 5% growth and the increase in students achieving "READY" status in ELA surpassing the 3 year target of 20% by 2.23%.

Additionally, NLMUSD staff are providing extra support and specialized programs in Career Technical Education to English Learners, Foster Youth, and Low-income students. These programs offer pathways in various industry sectors, such as law enforcement, food services, auto mechanics, the military, and healthcare, based on the interests and feedback of these student groups. This initiative aims to prepare students for diverse career options by offering courses tailored to multiple industry sectors, including those that are non-traditional.

Furthermore, the implementation of AVID K-12 by NLMUSD staff continues to enhance organization and college readiness among ELs, Foster Youth, and Low-income students. Through AVID, teachers have been trained to incorporate effective learning methodologies focused on writing, inquiry, collaboration, organization, and reading (WICOR). This approach not only helps students comprehend concepts better but also enables them to articulate complex ideas more effectively. Ultimately, NLMUSD's goal is to equip students with the skills and readiness needed for both current and future academic success.

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.

Based on our assessment of the effectiveness of actions in Goal 2 and with educational partner collaboration, we will continue with the majority of these actions in the 24-25 plan. However, we have consolidated our previous goals from 7 down to 5 to make for a more streamlined plan. The 24-25 LCAP goals are as follows:

Goal 1: NLMUSD will provide a safe, engaging, and responsive climate and culture.

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Actions 2.1A, 2.1B, 2.1C, 2.1E, 2.1F, 2.3A, 2.3B, 2.3BB, 2.4A, 2.4B, 2.4C, 2.4E, 2.1C from this LCAP plan will remain in new LCAP Goal 2.

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

Goals and Actions

Goal

Goal #	Description
3	<p>Exemplary Staff</p> <p>Provide students with exemplary services and staff supported by on-going professional development.</p> <p>Strategy #1 – Ensure a highly effective and trained staff</p> <p>Strategy #2 – Ensure connected staff through Professional Learning Communities</p> <p>Strategy #3 – Build the leadership capacity of all staff</p> <p>Strategy #4 – Continuously improve the instructional program</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Rate: Maintain or increase the EL reclassification rate (Ed Data)	7.7% reclassification rate	3% Reclassification rate pulled on October 6th from CALPADS	7.44% reclassification rate pulled from CALPADS	English Learner Reclassification rate is 14.7% per DataQuest based on 2023 Summative ELPAC data.	10% or higher
Increase the academic growth for students SBAC ELA by 5 or more points in DFS per year for all students.	<p>BASELINE Data 2019 SBAC</p> <p>All students Yellow (increase of 5.1 points)</p> <p>Socioeconomically Disadvantaged Yellow</p> <p>English Learners Yellow</p>	<p>2021 data only for 11th graders</p> <p>62.02% met or exceeded in ELA</p> <p>Distance from Standard 6.425 (positive)</p>	<p>2022 data only for 3rd -8th, and 11th graders</p> <p>44.07% met or exceeded in ELA</p> <p>Distance from Standard -18.9 (according to dashboard, with exclusions)</p> <p>Current 22-23 Data</p>	<p>2023 CA Dashboard current status in ELA for all students grades 3-8 and 11:</p> <p>All students: 44.37% met or exceeded in ELA</p> <ul style="list-style-type: none"> 17.1 DFS/Performance level orange. 	Increase the academic growth by 5 points or more per year in Distance From Standard for all students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Foster Youth Orange</p> <p>Students with Disabilities Orange</p>		<p>3,529/7,954 44.37 % met or exceeded in ELA Preliminary Distance from Standard:</p> <ul style="list-style-type: none"> 18.27 (using the exact same metric on all kids from 2022, the DFS is - 20.23 pts.) 	<p>*English Learners: - 60.3 DFS/ Performance level orange.</p> <p>*Foster Youth: -65.5 DFS/ Performance level yellow.</p> <p>*Low Income students: -32.1 DFS/ Performance level orange.</p> <p>*SWD: -97.5 DSF/ Performance level red.</p>	
<p>Increase the academic growth for students SBAC Math by 5 points in DFS</p>	<p>BASELINE Data 2019 SBAC</p> <p>MATH: All students Yellow (increase of 7.7 points)</p> <p>Socioeconomically Disadvantaged Orange</p> <p>English Learners Yellow</p> <p>Foster Youth Red</p>	<p>2021 data only for 11th graders 28.84% met or exceeded in Math Distance from Standard -66.476</p>	<p>2022 data only for 3rd -8th, and 11th graders 27.66% met or exceeded in Math Distance from Standard -66.2</p> <p>Current 22-23 Data 2,402/7,970 30.14% met or exceeded in Math Preliminary Distance from Standard:</p> <ul style="list-style-type: none"> 62.11 (using the exact same metric 	<p>2023 CA Dashboard current status in MATH for all students grades 3-8 and 11:</p> <p>*All students: 30.14% met or exceeded in Math</p> <ul style="list-style-type: none"> 60.5 DFS/ Performance level yellow. <p>*English Learners: - 92.3 DFS/ Performance level orange.</p>	<p>Increase the academic growth by 5 points or more per year in Distance From Standard for all students</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities Orange		on all kids from 2022, the DFS is - 67.28 pts.)	*Foster Youth: -98.9 DFS/ Performance level orange. *Low Income students: -76.9 DFS/Performance level yellow. *SWD: -131.7 DSF/Performance level orange.	
AP Pass Rates: Increase by 2% yearly AP Pass Rate for 2020 = 44% (CB AP Reports Portal)	AP Pass Rate for 2020 is 44%	AP Pass Rate for 2021 = 30% Source College Board AP Score reports- “Organization Score Roster – Aggregated for Districts	AP Pass Rate for 2022 = 40% Source College Board AP Score reports- “Organization Score Roster – Aggregated for Districts https://scores.collegeboard.org/ Current Pass Rate for 2023 = 45%	AP Pass Rate for 2023 = 45% Source College Board AP Score reports- “Organization Score Roster – Aggregated for Districts https://scores.collegeboard.org/ Current Pass Rate for 2024 = unavailable at this time.	AP Pass Rate of 50% or higher
Establish EL Progress baseline and expected outcomes for levels 3 and 4.	BASELINE Data 2018 ELPAC: Level 4 -26.0% proficiency Level 3- 34.8% proficiency	ELPAC Summative Data 2021: Level 4 -11.34% proficiency Level 3- 36.97% proficiency	ELPAC Summative Data 2022: Level 4 - 16.74% Level 3- 38.24% Level 2- 29.33% Level 1- 15.70% *Data source https://caaspp-	ELPAC Summative Data 2023: Level 4 -14.32% Level 3- 36.15% Level 2- 30.98% Level 1- 18.56%	6% Growth across the levels Level 4 -32.0% proficiency Level 3- 40.0% proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Level 2- 23.49% proficiency Level 1- 15.71% proficiency</p> <p>Levels 3 and 4: 2% growth for each level Level 4- from 26.0% to 28% proficiency Level 3- from 34.8% to 36.8% proficiency</p>	<p>Level 2- 32.58% proficiency Level 1- 19.11% proficiency</p>	<p>elpac.cde.ca.gov/elpac/ Preliminary ELPAC Summative Data 2023: Level 4 - 14.21% (650/4,572) Level 3- 35.91% (1,642/4,572) Level 2- 30.10% (1,416/4,572) Level 1- 18.90% (864/4,572)</p>	<p>*Data source https://caaspp-elpac.cde.ca.gov/elpac/ Preliminary ELPAC Summative Data for 2024 is not available at this time as only 63.49% of student scores have been released by ETS as of June 5, 2024.</p>	<p>Level 2- 29.49% proficiency Level 1- 21.71% proficiency</p>
Teacher Credential	100% of teachers will be appropriately credentialed and properly assigned as evidenced by CTC monitoring and Williams Reporting.	96.7% of teachers are appropriately credentialed and properly assigned as evidenced by CTC monitoring and Williams Reporting.	98.4% of teachers were appropriately credentialed and properly assigned as evidenced by CTC monitoring and Williams Reporting.	Based on 21-22 CA Commission on Teacher Credentialing's Assignment Monitoring Program for NLMUSD data shows that there were 8 sections misassigned, 3 sections were vacant, and 6 sections were corrected after the data was collected for a total of 17 teacher misassignments.	100% of teachers will be appropriately credentialed and properly assigned as evidenced by CTC monitoring and Williams Reporting

Goal Analysis

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.

Overall, we successfully implemented all nine actions related to Goal 3, with a few requiring additional funding to be fully realized. One notable success was the reclassification rates for English Learners. Per DataQuest our reclassification rate was 14.7% an increase of +7.26% from last year which was 7.44%. This was an increase over our baseline year by 7% over the three-year period. We have exceeded our 3-year target goal of 10% or greater by 4.7%. We made extra efforts over this past year to support our students, by providing instructional materials for D-ELD and professional development, ensuring that all sites implemented our "Road to Reclassification" process where teachers held individual meetings with students and families to establish reclassification plans, ELPAC targets, and discuss the implications of delayed reclassification. This year we also provided a 6-session workshop for parents of EL students on how the reclassification process works so that we could better partner together in supporting their EL students. In addition, we implemented the use of the ELlevation platform which allowed us to monitor students who met the reclassification criteria throughout the year. We continued our collaboration with the Multilingual Learner Task Force, comprised of teachers, principals, TOSAs, administrators, and specialists. This Task Force analyzed EL data, developed district-wide action plans, and prioritized ELD instruction. Additionally, we maintained our focus on the AVID program for UDP students, enhancing professional development and providing materials for CCSS, NGSS, and ELD instruction.

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

District wide, our staff received a 3% increase in salaries, impacting some of the expenditures outlined in the LCAP budget. The following two actions showed a material difference of 10% or higher difference between the budgeted and estimated actual expenditures for the following reasons:

Action 3.7 (3.1H): Expand VAPA Targeting Needs of Low Income, EL and FY. This action showed an increase of approximately \$187,182. This was due to minimal guidance from state on the use of Prop 28 funds. Originally we thought we could use Prop. 28 funds for supplemental positions, however it was not enough to cover salaries.

Action 3.8 (3.2A): Provide Support for Sites to Develop Effective Professional Learning Communities. Here we showed an increase of \$100,000 as we decided to use some of the additional LCAP funding we received to complete a baseline system-wide study on factors that impact student achievement at each site. All staff across the district received comprehensive site-specific data and collaborated on implications and actions based on data to increase student achievement and better address social-emotional needs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We've seen a noticeable improvement in our ELPAC scores for English Learners. Content area instructional coaches have been able to provide robust support for teaching and learning at high levels. These coaches are continuously enhancing the skills of our teachers in the

NLMUSD through professional development sessions and side by side coaching in the classroom. Our focus for professional development in math has been centered on Cognitively Guided Instruction for our elementary teachers. Additionally, CGI lab days held in the classroom where strategies could be tried on with students were provided for teachers to further support their learning. Secondary math teachers have received professional development sessions and support from our coaches especially as they implemented new math curriculum this year. Throughout the school year, NLMUSD TOSAs (Teacher on Special Assignment) and district staff have collaborated to deliver professional development opportunities, including the Ethnic Studies Fall Summit, which offered workshops for both elementary and secondary educators. Our Costen Math Mentors have worked closely with our elementary math TOSA to deliver professional development sessions focused on Cognitively Guided Instruction (CGI) for TK, Kindergarten, grades 3-5, and Special Education teachers. We've also encouraged our teachers to engage in learning beyond the regular school day. For example, secondary Social Studies teachers are participating in the WRITE Center grant program. All these professional development opportunities contribute to our goal of equipping our teachers with high effectiveness and training. These efforts are aimed at ensuring an improved and effective instructional program for our UDPs, as evidenced by our i-Ready scores, ELPAC summative assessments, and SBAC data.

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.

Based on our assessment of the effectiveness of actions in Goal 3 and with educational partner input, we will continue with these actions in the 24-25 plan. However, we have consolidated our previous goals from 7 down to 5 to make for a more streamlined plan. The 24-25 LCAP goals are as follows:

Goal 1: NLMUSD will provide a safe, engaging, and responsive climate and culture.

Goal 2: NLMUSD will provide access to rigorous instruction and student supports with a focus on the whole child.

Goal 3: NLMUSD will provide exemplary staff across the district.

Goal 4: NLMUSD will foster family and community engagement.

Goal 5: Equity Multiplier Goal for El Camino High School is June, 2025, ECHS will increase percentage of All Students, HI, HOM, SED students showing "as prepared" for college and career as measured by the CCI indicator on the CA Dashboard. In addition, ECHS will increase CAASPP ELA results for all students by reducing distance from standard (DFS) and/or increasing performance level on CA Dashboard. Also, ECHS will increase CAASPP Math results for all students, SED students, and HI by reducing distance from the standard (DFS) and/or increasing performance level on CA Dashboard.

Actions 3.2, 3.3, 3.6, 3.8 from this LCAP plan will be included in new LCAP Goal 3, while actions 3.1, 3.4, 3.5, 3.7, and 3.9 will be included in new LCAP Goal 2 for the upcoming cycle.

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

Goals and Actions

Goal

Goal #	Description
4	<p>Parent and Community Engagement</p> <p>Create a culture of collaboration and communication that values the input and participation of all stakeholders.</p> <ul style="list-style-type: none"> o Strategy #1 – Provide and promote increased opportunities for parent and community involvement o Strategy #2 – Build connections between the community and the schools. o Strategy #3 – Provide effective communication with all stakeholders. o Strategy #4 – Provide parents with the tools they need to help their child succeed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase parent communication systems for participation, and translation support by 3% yearly.	3685 parents responded to Panorama survey	2739 parents responded to the Spring Panorama Survey	2357 parents responded to the Spring Panorama Survey	895 parents responded to the Spring Panorama Survey	4026 parent responses or higher
Increase in the number of parents participating in parent workshops by 10% Annually.	<p>1281 parents participated in parent workshops</p> <p>(7954 total hours of parent engagement and participation: workshops, classes, meetings, committees).</p>	<p>1285 parents participated in parent workshops</p> <p>(9850 total hours of parent engagement and participation: workshops, classes, meetings, committees).</p>	<p>1085 parents participated in parent workshops.</p> <p>(4421 total hours of parent engagement and participation: workshops, classes, meetings, committees).</p>	<p>1150 parents participated in parent workshops.</p> <p>(5624 total hours of parent engagement and participation: workshops, classes, meetings, committees).</p>	Target 1705 parents or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the parent’s satisfaction Parent survey results by 1% per year, in the areas of safety, academic climate, connectedness, and fair rules and norms	96% of our parents feel our schools are safe. 93% feel we have a strong academic climate. 94% feel connected to their schools. 96% of our parents feel we have fair rules and norms as measured by our Panorama survey.	93% of our parents feel our schools are safe. 92% feel we have a strong academic climate. 91% feel connected to their schools. (responded favorably to the “Sense of Belonging 90% of our parents feel we have fair rules and norms as measured by our Panorama survey.	93% of our parents feel our schools are safe. 92% feel we have a strong academic climate. 92% feel connected to their schools. (responded favorably to the “Sense of Belonging 92% of our parents feel we have fair rules and norms as measured by our Panorama survey.	91% of our parents feel our schools are safe. 91% feel we have a strong academic climate. 90% feel connected to their schools. (responded favorably to the “Sense of Belonging 90% of our parents feel we have fair rules and norms as measured by our Panorama survey.	99% or higher of our parents feel our schools are safe. 96% or higher feel we have a strong academic climate. 97% or higher feel connected to their schools. 99% or higher of our parents feel we have fair rules and norms as measured by our Panorama survey.
Increase parent decision making by 3% yearly.	90% of our parents feel the schools welcomes their suggestions as measured by our Panorama survey.			88% of our parents feel the schools welcomes their suggestions as measured by our Panorama survey.	91% or higher of our parents feel the schools welcome their suggestions as measured by our Panorama survey.

Goal Analysis

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.

Both actions for Goal 4 were implemented. While we are past Covid, we continued to provide many parent engagement opportunities this year in a hybrid form, both in-person and via Zoom, to better meet the needs of parents' schedules. We continue to see slightly lower levels of in-person participation, but will continue to promote and actively recruit families to participate in our parent workshops and events both at the district and site level.

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

District wide, our staff received a 3% increase in salaries; however, none of Goal 4's actions were significantly impacted.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Despite the challenge of not yet reaching pre-pandemic levels of parent participation, we successfully maintained ongoing opportunities for parental engagement throughout the year. This included various opportunities both at sites and district wide parent workshops. This year, new workshops focusing on the reclassification process for EL students and positive discipline were provided to parents. Valuable feedback was collected from parents through Panorama and district's Parent Needs Survey and advisory committees at such as DELAC/ELAC. Based on parent feedback we plan to offer technology training next year so that our parents continue to develop their skills with technology in order to support their students with the many online instructional platforms they use. Another area of interest heard from LCAP PAC meetings was how to help prepare and support students with CAASPP assessment. To accommodate more families, all our DELAC meetings were held in a hybrid format. Valuable feedback was collected from parents through surveys and advisory committees at both school-site and district levels.

Our staff at NLMUSD provided educational and involvement opportunities tailored to parents of English Learners, Special Education students, Foster Youth, and those from Low Income backgrounds, aiming to eliminate barriers to learning for all. Enhancing and expanding services for parents of UDP students is expected to positively impact the academic achievements of this demographic.

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.

We haven't altered our goal. We recognize that even after the pandemic, it's crucial to support students academically and emotionally, and we aim to strengthen our collaboration with families in this effort. Additionally, we've introduced a new measure to assess parent decision-making for the 2023-24 school year.

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

Goals and Actions

Goal

Goal #	Description
5	<p>Access to Rigorous Instruction and Support</p> <p>Provide all students with equitable access to high quality instruction and tiered academic and behavioral supports.</p> <ul style="list-style-type: none"> o Strategy #1 – Provide a variety of pro-active learning supports and appropriate interventions o Strategy #2 – Increase expanded learning opportunities for students o Strategy #3 – Ensure access to appropriate technology tools, resources, and training

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student achievement in grades 3-8 and 11 for all students on standardized English Language Arts assessments (CAASPP), continue to reduce gaps in DFS	Current status: -10.1 DFS	<p>i-Ready Data</p> <p>Kinder - 5th 53% in Tier 1</p> <p>6th – 8th 42% in Tier 1</p>	<p>i-Ready Data</p> <p>1st - 5th 24% to 45% in Tier 1 from D1 to D2</p> <p>6th – 8th 30% to 36% in Tier 1 from D1 to D2</p> <p>2022 Distance from Standard (DFS) -18.9</p> <p>*Data source</p> <p>https://www.caschooldashboard.org/reports/19648400000000/2022</p> <p>Achievement Level 44.07%</p>	<p>i-Ready Data</p> <p>2023-24 i-Ready Reading 1st - 5th Grade 26% to 43% in Tier 1 from D1 to D2</p> <p>2023-24 i-Ready Math 1st - 5th Grade 12% to 29% in Tier 1 from D1 to D2</p> <p>2023 Distance from Standard (DFS) -17.1</p> <p>*Data source</p> <p>https://www.caschooldashboard.org/reports/</p>	0 DFS in ELA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Met/Exceeded Standard</p> <p>*Data source</p> <p>https://caaspp-elpac.cde.ca.gov/elpac/</p> <p>Current 22-23 Data 3,529/7,954 44.37 % met or exceeded in ELA Preliminary Distance from Standard:</p> <ul style="list-style-type: none"> 18.27 (using the exact same metric on all kids from 2022, the DFS is - 20.23 pts.) 	19648400000000/2022	
<p>Student achievement in grades 3-8 and 11 for all students on standardized Math assessments (CAASPP), continue to reduce gaps in DFS -5 per year</p>	<p>Current status: -44.7 DFS</p>	<p>i-Ready Data Kinder -5th 42% in Tier 1 6th – 8th 40% in Tier 1</p>	<p>i-Ready Data 1st - 5th 11% to 31% in Tier 1 from D1 to D2 6th – 8th 17% to 24% in Tier 1 from D1 to D2</p> <p>2022 Distance from Standard (DFS) -66.2</p> <p>*Data source</p>	<p>No i-Ready Data available at this time</p> <p>2023 Distance from Standard (DFS) -60.5</p> <p>*Data source</p>	-29.7 DFS in Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			https://www.caschooldashboard.org/reports/19648400000000/2022 Achievement Level 27.66% Met/Exceeded Standard *Data source https://caaspp-elpac.cde.ca.gov/elpac/ Current 22-23 Data 2,402/7,970 30.14% met or exceeded in Math Preliminary Distance from Standard: <ul style="list-style-type: none"> 62.11 (using the exact same metric on all kids from 2022, the DFS is - 67.28 pts.) 	https://www.caschooldashboard.org/reports/19648400000000/2022 2	
Increase Attendance Rate by .5% annually (CALPADS)	2019-2020 rate is 96%	92.17%	27.9% chronically absent based on 2022 Dashboard	26.3% chronically absent based on 2023 Dashboard	97.5 or higher attendance rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain 0% drop out rate at the Middle Schools (Data Quest)	0%	0%	0%	Current middle school drop out rate per 22-23 CALPADS (Fall 1 Report 8.1C) is 3 students.	0% drop out rate at the Middle Schools

Goal Analysis

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.

Out of the 15 planned actions, 14 were implemented as action 5.3 was discontinued from LCAP and funded through other resources. The most successful initiatives were the Jump Start program and expanded learning opportunities provided through summer school. Dealing with chronic absenteeism and attendance rates continues to be a challenge, even though we are now well past the COVID-19 pandemic. Chronic absenteeism continues to have a negative impact on attendance state wide, including NLMUSD. As student attendance continues to be an issue, we plan to hire a district level staff member to assist with providing site support in improving student attendance.

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

District wide, our staff received a 3% increase in salaries, impacting some of the expenditures outlined in the LCAP budget. The following actions showed a material difference of 10% or higher difference between the budgeted and estimated actual expenditures for the following reasons:

Action 5.1 (5.1A): Provide Intervention Specialis for MTSS. This showed a 12% increase of approximately \$362,587 as sites requested additional training days to send staff to various conferences and provide additional PLC time for grade level or department teams to collaborate. Site costs also increased due to sites needing additional MTSS training. Salary increases also impacted costs.

Action 5.2 (5.1C): Provide iTOSA to Elementary Schools showed a 27% increase of approximately \$483,194 due to 3% salary and benefit increases.

Action 5.7 (5.2B): Jump Start Program shows a decrease of 36% or approximately \$19,088 as it does not reflect program costs for the remainder of June, 2024.

Action 5.14 (5.3I): Instructional Support shows a 10% increase due to salary and benefit increases for staff.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Thanks to ELOP funding, the district has expanded its summer school program offerings. NLMUSD has broadened learning opportunities by introducing Summer School for English Learners, Foster Youth, Special Education students, and those from low-income backgrounds. By increasing access to summer school and offering a more enriching experience, we anticipate improved learning outcomes, leading to more students being prepared for college and careers. Summer School sessions will take place at NLMUSD school sites and will be led by certified teachers. Our data shows a decline in iReady English Language Arts and Math scores from D1 to D2, indicating a need for expanded learning opportunities. We are also continuing to invest in educational technology support, with technicians providing instructional, assessment, and network technology assistance to both students and teachers.

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.

Based on our assessment of the effectiveness of actions in Goal 5 and with educational partner input, we will continue with many of these actions in the 24-25 plan. However, we have consolidated our previous goals from 7 down to 5 to make for a more streamlined plan. The 24-25 LCAP goals are as follows:

Goal 1: NLMUSD will provide a safe, engaging, and responsive climate and culture.

Goal 2: NLMUSD will provide access to rigorous instruction and student supports with a focus on the whole child.

Goal 3: NLMUSD will provide exemplary staff across the district.

Goal 4: NLMUSD will foster family and community engagement.

Goal 5: Equity Multiplier Goal for El Camino High School is June, 2025, ECHS will increase percentage of All Students, HI, HOM, SED students showing "as prepared" for college and career as measured by the CCI indicator on the CA Dashboard. In addition, ECHS will increase CAASPP ELA results for all students by reducing distance from standard (DFS) and/or increasing performance level on CA Dashboard. Also, ECHS will increase CAASPP Math results for all students, SED students, and HI by reducing distance from the standard (DFS) and/or increasing performance level on CA Dashboard.

The majority of actions from this LCAP goal will be included in new LCAP plan for the upcoming cycle under Goal 2 with the exception of action 5.15 Wrap Around Services which will be incorporated into Goal 3.

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

Goals and Actions

Goal

Goal #	Description
6	<p>Operational Excellence</p> <p>Provide learning environments that promote high performance within the school community.</p> <ul style="list-style-type: none"> o Strategy #1 – Ensure safe, welcoming, and aesthetically pleasing environments o Strategy #2 – Provide all students with standards-aligned textbooks and instructional o Strategy #3 – Recruit, hire, and retain the best staff

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Schools will be maintained in good or exemplary repair as measured by the SARC	100% of sites	100% of sites maintained in good or exemplary repair as measured by the SARC	100% of sites maintained in good or exemplary repair as measured by the SARC	100% of sites maintained in good or exemplary repair as measured by the SARC	Maintain 100% of sites at good or exemplary
100% of the schools will report texbook sufficiency as reported by Williams Report	100% of schools	100% of sites of the schools reported textbook sufficiency as reported by Williams Report	100% of sites of the schools reported textbook sufficiency as reported by Williams Report	100% of sites of the schools reported textbook sufficiency as reported by Williams Report	Maintain 100% of sites
Foster wellness for students and staff (Local indicators)	825 staff participation	945 staff participation	950 staff participation	Data shows 1,150 participants in the District's Wellness Program.	Increase 1000 staff participation in the District's Wellness Program

Goal Analysis

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.

All actions in Goal 6 were implemented. Metrics for Goal 6 all show either maintenance or an increase in 3-year target. There were two actions 6.3 Increasing Student to Teacher Interaction and Support and 6.5 Alternative Educational Supports for EL, FY, and Low Income Students where there were material differences.

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

District wide, our staff received a 3% increase in salaries, impacting some of the expenditures outlined in the LCAP budget. The following actions showed a material difference of 10% or higher difference between the budgeted and estimated actual expenditures for the following reasons:

Action 6.3 (6.3A): Increasing Student to Teacher Interaction and Support showed a 10% increase of approximately \$510,559 due to salary and benefits increase. Due to site needs, we also provided additional staff to reduce class size.

Action 6.5 (6.3A): Alternative Educational Supports for EL, FY, and Low Income Students through our Independent Studies program showed a 40% increase of approximately \$544,452 as due to increase in salary and benefits. In addition, Credit Recovery offerings were provided to the Intervention Counselors giving each of them a caseload thus increasing support hours. Two lead Classified positions were on leave and reclassified staff to fill gap had a higher rate of pay. Lastly, additional teachers were added for adequate staffing of program.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions in Goal 6 were effective as measured by the corresponding metrics. Our parent surveys measuring support for academic learning, knowledge and fairness of discipline, rules and norms, safety and sense of belonging/school connectedness each showed a small decrease between 1-2 points. This was reflected in our staff surveys as well, with each of the same areas showing a 1-2 point decrease. As we strive to continually improve, we will continue to invest in highly qualified staff and programs to support the actions above in the new LCAP plan for 24-25. A measurable outcome is positive data in our SARC showing that 100% of our sites maintained in good or exemplary repair helping to create a safe and optimal learning environment. Also, based on SARC data is the fact that all students across the district have access to board approved textbooks to support student achievement.

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.

Based on our assessment of the effectiveness of actions in Goal 6 and with educational partner input, we will continue with the majority of actions in the 24-25 plan. However, we have consolidated our previous goals from 7 down to 5 to make for a more streamlined plan. The 24-25 LCAP goals are as follows:

Goal 1: NLMUSD will provide a safe, engaging, and responsive climate and culture.

Goal 2: NLMUSD will provide access to rigorous instruction and student supports with a focus on the whole child.

Goal 3: NLMUSD will provide exemplary staff across the district.

Goal 4: NLMUSD will foster family and community engagement.

Goal 5: Equity Multiplier Goal for El Camino High School is June, 2025, ECHS will increase percentage of All Students, HI, HOM, SED students showing "as prepared" for college and career as measured by the CCI indicator on the CA Dashboard. In addition, ECHS will increase CAASPP ELA results for all students by reducing distance from standard (DFS) and/or increasing performance level on CA Dashboard. Also, ECHS will increase CAASPP Math results for all students, SED students, and HI by reducing distance from the standard (DFS) and/or increasing performance level on CA Dashboard.

Actions from this LCAP Goal 6 will be included in new LCAP Goal 2 (6.2, 6.3, 6.5), while actions 6.4 and 6.6 will be included in new LCAP Goals 3 and 1, respectively, for the upcoming cycle.

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

Goals and Actions

Goal

Goal #	Description
7	<p>Special Education</p> <p>Strategy #1 - Foster collaboration and communication between special education and general education teachers to ensure that all students have access to grade-level content and materials.</p> <p>Strategy #2 - Provide professional development to special education teachers and related service providers on evidence-based strategies for supporting students with disabilities in inclusive settings.</p> <p>Strategy #3 - Conduct ongoing monitoring and evaluation of student progress and adjust instruction and supports based on data analysis and feedback.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard student group data Increase proficiency in ELA as measured by SBAC	SWD ELA: Very low			<p>Based on 2023 CA Dashboard</p> <ul style="list-style-type: none"> 97.5 DFS below standard in ELA for SWD <p>Performance level is red</p> <p>Based on 2023 CAASPP Data 15.73% met/exceeded standard</p>	medium
CA Dashboard student group data	SWD Math: Very low			<p>Based on 2023 CA Dashboard</p> <ul style="list-style-type: none"> 131.7 DFS below 	medium

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase proficiency in Math as measured by SBAC				standard in Math for SWD Performance level is orange Based on 2023 CAASPP Data 11.98% met/exceeded standard	
Chronic Absenteeism Rate Reduce chronic absenteeism for SWD	very high			32.4% of SWD are chronically absent.	medium

Goal Analysis

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.

There was one action in Goal 7 which was a SPED Teacher on Special Assignment, this TOSA was not funded out of LCFF.

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

N/A

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

N/A

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.

Goal 7 will no longer be a part of 24-25 LCAP as this was a required goal for 23-24 school year.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

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