



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: North Monterey County Unified School District

CDS Code: 27 73825 0000000

School Year: 2024-25

LEA contact information:

Dr. Matthew Turkie

Superintendent

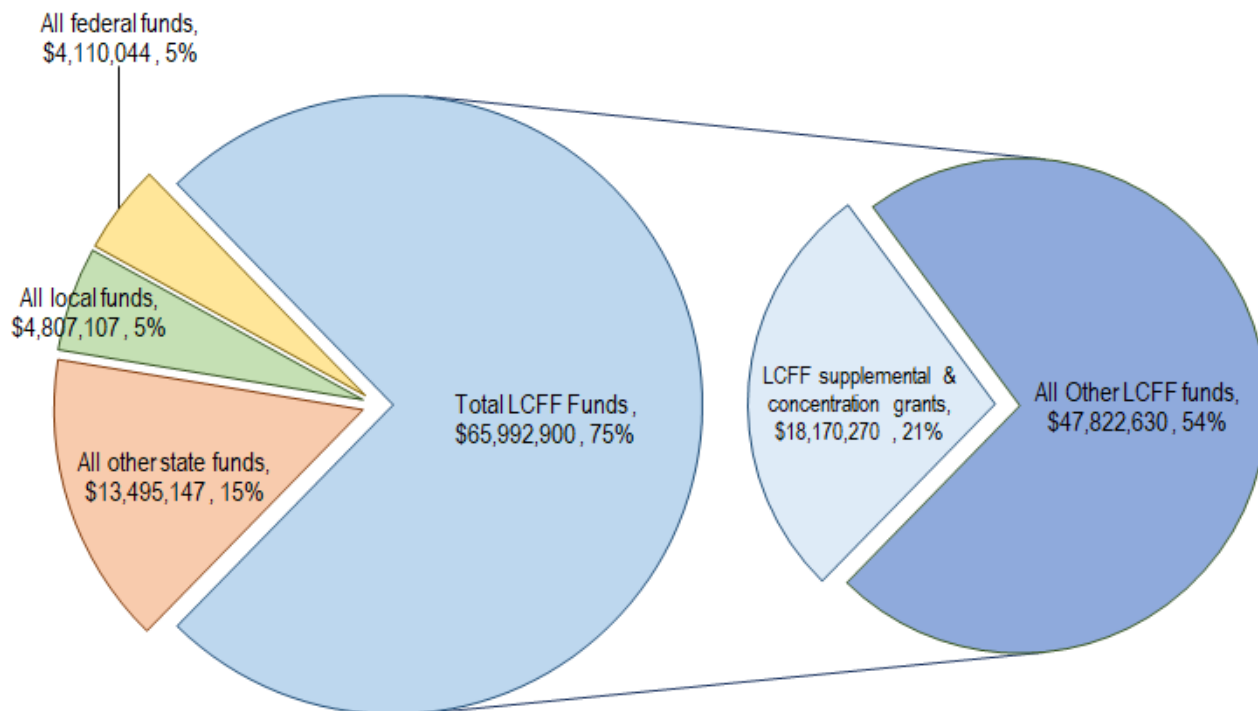
mturkie@nmcusd.org

(831) 633-3343

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

### Budget Overview for the 2024-25 School Year

#### Projected Revenue by Fund Source

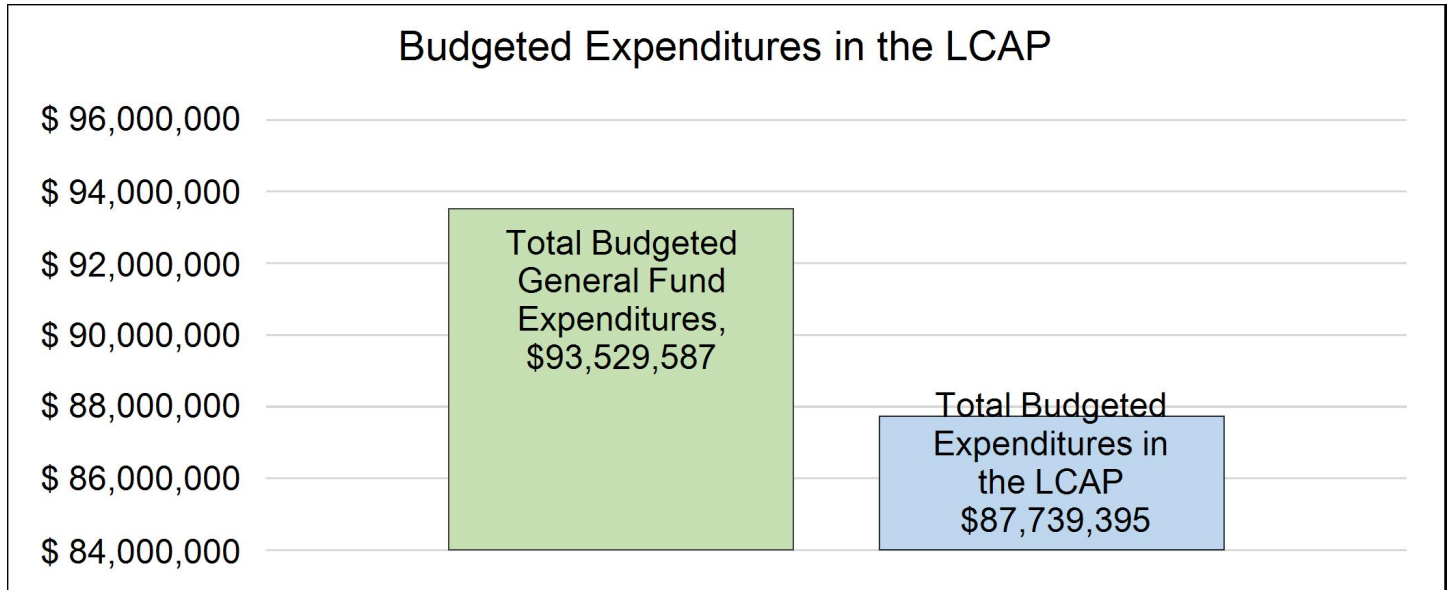


This chart shows the total general purpose revenue North Monterey County Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for North Monterey County Unified School District is \$88,405,198, of which \$65,992,900 is Local Control Funding Formula (LCFF), \$13,495,147 is other state funds, \$4,807,107 is local funds, and \$4,110,044 is federal funds. Of the \$65,992,900 in LCFF Funds, \$18,170,270 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much North Monterey County Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: North Monterey County Unified School District plans to spend \$93,529,587 for the 2024-25 school year. Of that amount, \$87,739,395 is tied to actions/services in the LCAP and \$5,790,192 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

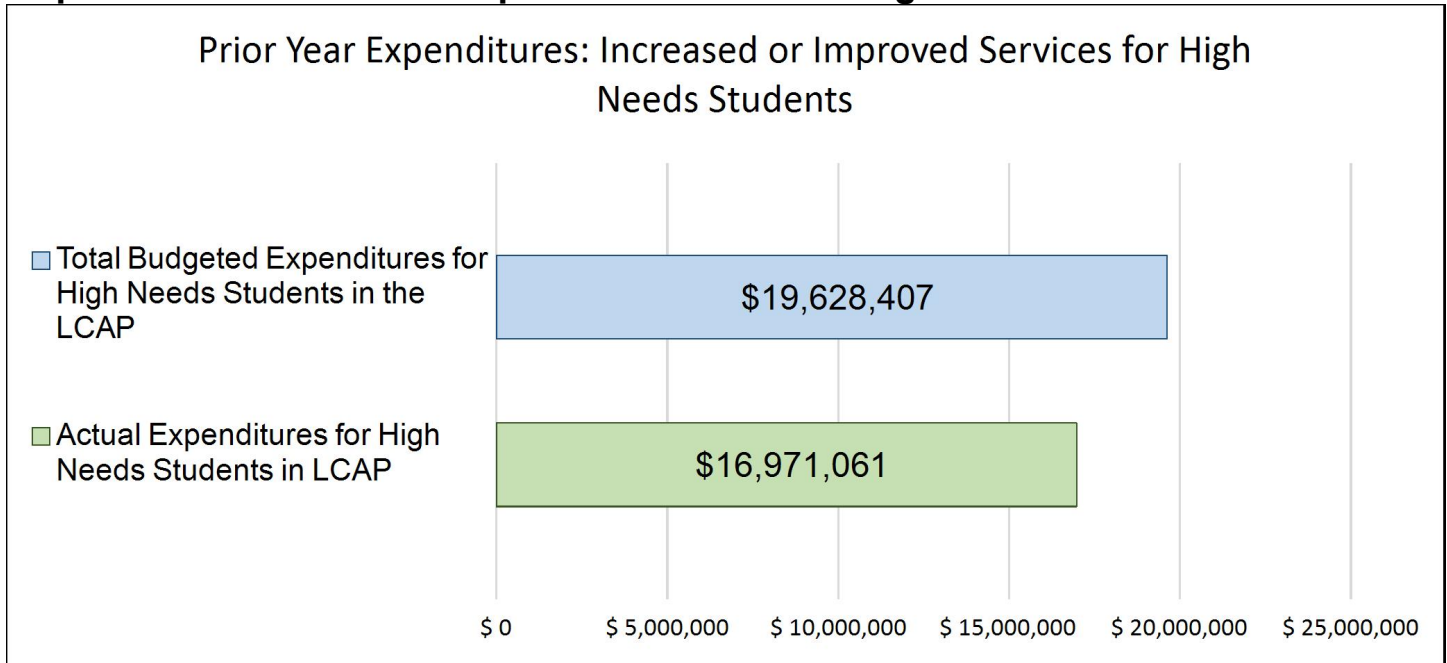
Basic services are paid from the general fund to include core program teacher, classified and essential administrative salaries/benefits and related expenses. Maintenance of facilities, utilities, transportation services and other basic and essential services for operations.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, North Monterey County Unified School District is projecting it will receive \$18,170,270 based on the enrollment of foster youth, English learner, and low-income students. North Monterey County Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. North Monterey County Unified School District plans to spend \$20,476,388 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, North Monterey County Unified School District's LCAP budgeted \$19,628,407 for planned actions to increase or improve services for high needs students. North Monterey County Unified School District actually spent \$16,971,061 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$2,657,346 had the following impact on North Monterey County Unified School District's ability to increase or improve services for high needs students:

The 2023-24 actual expenditures are lower than budgeted expenditures because we were forced to make multiple adjustments to our original actions. Over the course of the year, we navigated significant changes, including a return to in-person instruction, a decline in student enrollment, and an increase in chronically absent students. Further disrupting the implementation of many of our plans were unprecedented statewide weather storms that affected both student and staff attendance and staffing shortages that have been experienced by school districts across California.



# 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.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
North Monterey County Unified School District	Dr. Matthew Turkie Superintendent	matthew_turkie@nmcusd.org (831) 633-3343

# 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.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of all students (All) on or above grade level in ELA as measured by Let's Go Learn (LGL) or Met or Exceeded Standards on State Assessment (CAASPP resumed in 2021-2022)	2020-2021 Spring LGL ELA (All) Grade K: N/A Grade 1: N/A Grade 2: N/A 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.	2021-2022 CAASPP ELA (All) Met or Exceeded Standards Grade 3: 16.45% Grade 4: 22.31% Grade 5: 25.69% Grade 6: 28.53% Grade 7: 32.42% Grade 8: 25.39% Grade 11: 38.37%  2021-2022 Winter LGL ELA (All) Grade K: N/A Grade 1: 31.2% Grade 2: 28.5% Grade 3: 38.0% Grade 4: 46.1% Grade 5: 46.1% Grade 6: 51.8% Grade 7: 43.4% Grade 8: 44.1%	2022-2023 CAASPP ELA (All) Met or Exceeded Standards Grade 3: 23.4% Grade 4: 17.1% Grade 5: 22.1% Grade 6: 25.9% Grade 7: 25.7% Grade 8: 30.5% Grade 11: 43.1%  2022-2023 Winter LGL ELA (All) Grade K: N/A Grade 1: 28.2% Grade 2: 26.3% Grade 3: 45.5% Grade 4: 53.3% Grade 5: 51.7% Grade 6: 54.0% Grade 7: 51.2% Grade 8: 63.5%	2023-2024 Fall LGL ELA (All) Grade 1: 13.1% (43/326) Grade 2: 12.9% (41/317) Grade 3: 30.7% (99/322) Grade 4: 46.2% (144/312) Grade 5 38.9% (129/332) Grade 6: 39.8% (134/337) Grade 7: 22.2% (73/328) Grade 8: 46.4% (159/343)  2023-2024 Winter LGL ELA (All) Grade 1: 25.1% (83/330) Grade 2: 24.0% (75/313)	2023-2024 CAASPP ELA (All) Grade 3: 21% Grade 4: 27% Grade 5: 30% Grade 6: 33% Grade 7: 37% Grade 8: 30% Grade 11: 43%  2023-2024 Winter LGL ELA (All) Grade K: N/A Grade 1: 33% Grade 2: 31% Grade 3: 25.0% Grade 4: 32.9% Grade 5: 40.3% Grade 6: 48.4% Grade 7: 52.9% Grade 8: 60.9%  2023-2024 Spring LGL ELA (All) Grade K: 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2021-2022 Spring LGL ELA (All) Grade K: 25.1% Grade 1: 30.4% Grade 2: 38.1% Grade 3: 48.5% Grade 4: 51.6% Grade 5: 44.6% Grade 6: 50.0% Grade 7: 50.7% Grade 8: 56.6%	2022-2023 Spring LGL ELA (All) Grade K: 44.7% Grade 1: 49.2% Grade 2: 39.0% Grade 3: 53.2% Grade 4: 56.8% Grade 5: 48.2% Grade 6: 56.6% Grade 7: 55.4% Grade 8: 67.2%	Grade 3: 43.7% (142/325) Grade 4: 55.8% (172/308) Grade 5: 48.6% (159/327) Grade 6: 48.9% (160/327) Grade 7: 36.9% (118/320) Grade 8: 50.6% (167/330)  2023-2024 Spring LGL (All) Grade K: 23.1% Grade 1: 33.7% Grade 2: 37.0% Grade 3: 47.9% Grade 4: 62.2% Grade 5: 55.4% Grade 6: 52.5% Grade 7: 47.5% Grade 8: 39.5%	Grade 1: 54% Grade 2: 44% Grade 3: 25.0% Grade 4: 32.9% Grade 5: 40.3% Grade 6: 48.4% Grade 7: 52.9% Grade 8: 60.9%
% of English Learners (EL) on or above grade level in ELA as measured by LGL or Met or Exceeded Standards on State Assessment (CAASPP resumed in 2021-2022)	2020-2021 Spring LGL ELA (EL) Grade K: N/A Grade 1: N/A Grade 2: N/A Grade 3: 8.6% Grade 4: 7.5% Grade 5: 10.9% Grade 6: 13.6%	2021-2022 CAASPP ELA (EL) Met or Exceeded Standards Grade 3: 9.58% Grade 4: 11.54% Grade 5: 8.87% Grade 6: 9.03% Grade 7: 9.22%	2022-2023 CAASPP ELA (EL) Met or Exceeded Standards Grade 3: 19.8% Grade 4: 14.0% Grade 5: 17.5% Grade 6: 22.2% Grade 7: 21.7%	2023-2024 Fall LGL ELA (EL) Grade 1: 6.7% (14/209) Grade 2: 8.4% (17/203) Grade 3: 20.8% (44/212)	2023-2024 CAASPP ELA (EL) Grade 3: 14% Grade 4: 16% Grade 5: 13% Grade 6: 14% Grade 7: 14% Grade 8: 8% Grade 11: 7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 7: 20.4% Grade 8: 15%  *Note: Due to COVID 19, not all students were able to complete the assessment.	Grade 8: 3.91% Grade 11: 2.70%  2021-2022 Winter LGL ELA (EL) Grade K: N/A Grade 1: 18.4% Grade 2: 21.2% Grade 3: 32.3% Grade 4: 33.3% Grade 5: 24.6% Grade 6: 28.0% Grade 7: 20.3% Grade 8: 23.4%  2021-2022 Spring LGL ELA (EL) Grade K: 16.5% Grade 1: 19.4% Grade 2: 32.2% Grade 3: 40.9% Grade 4: 41.6% Grade 5: 28.1% Grade 6: 34% Grade 7: 33.3% Grade 8: 35.1%	Grade 8: 28.1% Grade 11: 41.2%  2022-2023 Winter LGL ELA (EL) Grade K: N/A Grade 1: 20.2% Grade 2: 15.6% Grade 3: 38.3% Grade 4: 42.7% Grade 5: 38.8% Grade 6: 36.5% Grade 7: 29.2% Grade 8: 41.0%  2022-2023 Spring LGL ELA (EL) Grade K: 31.1% Grade 1: 34.1% Grade 2: 26.7% Grade 3: 44.7% Grade 4: 44.3% Grade 5: 29.4% Grade 6: 33.3% Grade 7: 29.8% Grade 8: 39.8%	Grade 4: 36.5% (70/192) Grade 5: 23.1% (45/195) Grade 6: 22.3% (40/179) Grade 7: 10.9% (17/156) Grade 8: 23.6% (35/148)  2023-2024 Winter LGL ELA (EL) Grade 1: 10.9% (22/201) Grade 2: 14.4% (28/195) Grade 3: 30.6% (60/196) Grade 4: 39.2% (65/166) Grade 5: 25.2% (40/159) Grade 6: 20.9% (29/139) Grade 7: 19.7% (24/122) Grade 8: 18.1% (19/105)  2023-2024 Spring LGL ELA (EL) Grade K: 19.0% Grade 1: 18.7% Grade 2: 24.5%	2023-2024 Winter LGL ELA (EL) Grade K: N/A Grade 1: 25% Grade 2: 19% Grade 3: 13.6% Grade 4: 12.5% Grade 5: 15.9% Grade 6: 18.6% Grade 7: 25.4% Grade 8: 20%  2023-2024 Spring LGL ELA (EL) Grade K: 36% Grade 1: 40% Grade 2: 31% Grade 3: 50% Grade 4: 50% Grade 5: 34% Grade 6: 38% Grade 7: 34% Grade 8: 44%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Grade 3: 34.0% Grade 4: 48.5% Grade 5: 29.4% Grade 6: 23.2% Grade 7: 24.0% Grade 8: 16.4%	
% of Students with Disabilities (SWD) on or above grade level in ELA as measured by LGL or Met or Exceeded Standards on State Assessment (CAASPP resumed in 2021-2022)	2020-2021 Spring LGL ELA (SWD) Grade K: N/A Grade 1: N/A Grade 2: N/A 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.	2021-2022 CAASPP ELA (SWD) Met or Exceeded Standards Grade 3: 5.88% Grade 4: 9.68% Grade 5: 0.00% Grade 6: 2.56% Grade 7: 6.67% Grade 8: 5.40% Grade 11: 4.00%  2021-2022 Winter LGL ELA (SWD) Grade K: N/A Grade 1: 21.7% Grade 2: 18.5% Grade 3: 15.78% Grade 4: 12.5% Grade 5: 7.9% Grade 6: 17.8% Grade 7: 23.5% Grade 8: 14.3%  2021-2022 Spring LGL ELA (SWD) Grade K: 44.4%	2022-2023 CAASPP ELA (SWD) Met or Exceeded Standards Grade 3: 5.88% Grade 4: 2.78% Grade 5: 4.88% Grade 6: 0% Grade 7: 2.38% Grade 8: 10% Grade 11: 8.33%  2022-2023 Winter LGL ELA (SWD) Grade K: N/A Grade 1: 25.0% Grade 2: 13.5% Grade 3: 15.8% Grade 4: 14.3% Grade 5: 11.9% Grade 6: 11.4% Grade 7: 20.0% Grade 8: 25.7%  2022-2023 Spring LGL ELA (SWD) Grade K: 16.7%	2023-2024 Fall LGL ELA (SWD) Grade 1: 2.9% (1/34) Grade 2: 6.1% (2/33) Grade 3: 11.9% (5/42) Grade 4: 16.2% (7/43) Grade 5: 2.4% (1/41) Grade 6: 4.5% (2/44) Grade 7: 5.3% (2/38) Grade 8: 14.3% (7/49)  2023-2024 Winter LGL ELA (SWD) Grade 1: 12.8% (5/39) Grade 2: 3.0% (1/33) Grade 3: 17.4% (8/46) Grade 4: 23.8% (10/42) Grade 5: 11.9% (5/42) Grade 6: 15.2% (7/46) Grade 7: 8.1% (3/37) Grade 8: 14.3% (7/49)  2023-2024 Spring LGL ELA (SWD) Grade K: 8.2% Grade 1: 15.0%	2023-2024 CAASPP ELA (SWD) Grade 3: 11% Grade 4: 14% Grade 5: 5% Grade 6: 7% Grade 7: 12% Grade 8: 10% Grade 11: 9%  2023-2024 Winter LGL ELA (SWD) Grade K: N/A Grade 1: 30% Grade 2: 18% Grade 3: 8.2% Grade 4: 5.0% Grade 5: 9.7% Grade 6: 19.7% Grade 7: 11.1% Grade 8: 18.2%  2023-2024 Spring LGL ELA (SWD) Grade K: 22% Grade 1: 34% Grade 2: 28%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Grade 1: 22.6% Grade 2: 16.2% Grade 3: 12.5% Grade 4: 16.7% Grade 5: 4.8% Grade 6: 10.4% Grade 7: 17.1% Grade 8: 22.0%	Grade 1: 31.8% Grade 2: 22.9% Grade 3: 17.9% Grade 4: 15.4% Grade 5: 13.9% Grade 6: 9.8% Grade 7: 22.2% Grade 8: 24.1%	Grade 2: 9.5% Grade 3: 19.6% Grade 4: 19.0% Grade 5: 8.5% Grade 6: 12.2% Grade 7: 8.3% Grade 8: 12.5%	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 all students (All) on or above grade level in Math as measured by LGL or Met or Exceeded Standards on State Assessment (CAASPP resumed in 2021-2022)	2020-2021 Spring LGL Math (All) Grade K: N/A Grade 1: N/A Grade 2: N/A 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.	2021-2022 CAASPP Math (All) Met or Exceeded Standards Grade 3: 15.14% Grade 4: 9.55% Grade 5: 10.70% Grade 6: 9.76% Grade 7: 11.25% Grade 8: 7.76% Grade 11: 3.59%  2021-2022 Winter LGL Math (All) Grade K: N/A Grade 1: 65.7% Grade 2: 31.0% Grade 3: 39.2% Grade 4: 32.3% Grade 5: 6.7% Grade 6: 2.7% Grade 7: 1.2% Grade 8: 4.7%	2022-2023 CAASPP Math (All) Met or Exceeded Standards Grade 3: 26.3% Grade 4: 9.7% Grade 5: 7.78% Grade 6: 13.0% Grade 7: 14.5% Grade 8: 10.1% Grade 11: 8.55%  2022-2023 Winter LGL Math (All) Grade K: N/A Grade 1: 69.9% Grade 2: 59.6% Grade 3: 64.3% Grade 4: 37.3% Grade 5: 6.8% Grade 6: 2.3% Grade 7: 3.3% Grade 8: 15.4%	2023-2024 Fall LGL Math (All) Grade 1: 44.5% (145/326) Grade 2: 38.8% (123/317) Grade 3: 37.9% (122/322) Grade 4: 40.0% (106/312) Grade 5: 2.1% (7/332) Grade 6: 0.1% (2/337) Grade 7: 1.8% (6/328) Grade 8: 3.2% (11/343)  2023-2024 Winter LGL Math (All) Grade 1: 62.4% (206/330) Grade 2: 60.1% (188/313) Grade 3: 57.5% (187/325)	2023-2024 CAASPP Math (All) Grade 3: 20% Grade 4: 15% Grade 5: 14% Grade 6: 15% Grade 7: 14% Grade 8: 12% Grade 11: 8%  2023-2024 Winter LGL Math (All) Grade K: N/A Grade 1: 75% Grade 2: 64% Grade 3: 23.6% Grade 4: 13.2% Grade 5: 16.4% Grade 6: 20.5% Grade 7: 21.3% Grade 8: 35.4%  2023-2024 Spring LGL Math (All) Grade K: 65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2021-2022 Spring LGL Math (All) Grade K: 51% Grade 1: 65.5% Grade 2: 71.2% Grade 3: 61.9% Grade 4: 43.1% Grade 5: 10.4% Grade 6: 6.2% Grade 7: 6.7% Grade 8: 7.5%	2022-2023 Spring LGL Math (All) Grade K: 59.4% Grade 1: 82.4% Grade 2: 78.6% Grade 3: 73.9% Grade 4: 47.0% Grade 5: 15.8% Grade 6: 6.1% Grade 7: 6.1% Grade 8: 21.6%	Grade 4: 43.8% (135/308) Grade 5: 8.9% (29/327) Grade 6: 2.4% (8/327) Grade 7: 2.2% (7/320) Grade 8: 7.9% (26/330)  2023-2024 Spring LGL Math (All) Grade 1: 79.3% Grade 2: 74.6% Grade 3: 67.8% Grade 4: 58.0% Grade 5: 23.85% Grade 6: 8.3% Grade 7: 3.5% Grade 8: 1.8%	Grade 1: 87% Grade 2: 83% 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 English Learners (EL) on or above grade level in Math as measured by LGL or Met or Exceeded Standards on State Assessment (CAASPP resumed in 2021-2022)	2020-2021 Spring LGL Math (EL) Grade K: N/A Grade 1: N/A Grade 2: N/A Grade 3: 7.4% Grade 4: 0.6% Grade 5: 0.7% Grade 6: 0.7% Grade 7: 0.9% Grade 8: 8.9%  *Note: Due to COVID 19, not all students	2021-2022 CAASPP Math (EL) Met or Exceeded Standards Grade 3: 8.99% Grade 4: 5.19% Grade 5: 1.20% Grade 6: 0.68% Grade 7: 2.13% Grade 8: 0.00% Grade 11: 0.00%  2021-2022 Winter LGL Math (EL)	2022-2023 CAASPP Math (EL) Met or Exceeded Standards Grade 3: 22.3% Grade 4: 7.21% Grade 5: 7.23% Grade 6: 9.75% Grade 7: 13.7% Grade 8: 8.73% Grade 11: 6.2%  2022-2023 Winter LGL Math (EL)	2023-2024 Fall LGL Math (EL) Grade 1: 37.8% (79/209) Grade 2: 31.0% (63/203) Grade 3: 31.6% (67/212) Grade 4: 25.5% (49/192) Grade 5: 0.1% (1/195) Grade 6: 0.0% (0/179) Grade 7: 0.0% (0/156) Grade 8: 0.0% (0/148)	2023-2024 CAASPP Math (EL) Grade 3: 14% Grade 4: 10% Grade 5: 6% Grade 6: 5% Grade 7: 7% Grade 8: 5% Grade 11: 5%  2023-2024 Winter LGL Math (EL) Grade K: N/A Grade 1: 66%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	were able to complete the assessment.	Grade K: N/A Grade 1: 61.8% Grade 2: 51.9% Grade 3: 32.2% Grade 4: 23.0% Grade 5: 2.3% Grade 6: 0% Grade 7: 0% Grade 8: 0%  2021-2022 Spring LGL Math (EL) Grade K: 53.1% Grade 1: 62.6% Grade 2: 69.2% Grade 3: 56.5% Grade 4: 30.4% Grade 5: 3.4% Grade 6: 0.0% Grade 7: 1.4% Grade 8: 0.0%	Grade K: N/A Grade 1: 64.9% Grade 2: 52.6% Grade 3: 60.7% Grade 4: 29.2% Grade 5: 2.4% Grade 6: 22.6% Grade 7: 4.9% Grade 8: 4.2%  2022-2023 Spring LGL Math (EL) Grade K: 51.8% Grade 1: 77.4% Grade 2: 74.5% Grade 3: 69.3% Grade 4: 34.8% Grade 5: 4.4% Grade 6: 0.1% Grade 7: 6.1% Grade 8: 5.7%	2023-2024 Winter LGL Math (EL) Grade 1: 59.2% (119/201) Grade 2: 53.3% (104/195) Grade 3: 51.5% (101/196) Grade 4: 33.7% (56/166) Grade 5: 3.1% (5/159) Grade 6: 13.7% (19/139) Grade 7: 1.6% (2/122) Grade 8: 4.8% (5/105)  2023-2024 Spring LGL Math (EL) Grade 1: 71.43% Grade 2: 71.5% Grade 3: 59.9% Grade 4: 46.06% Grade 5: 11.25% Grade 6: 0.72% Grade 7: 0 Grade 8: 0	Grade 2: 56% Grade 3: 12.4% Grade 4: 5.6% Grade 5: 5.7% Grade 6: 5.7% Grade 7: 5.9% Grade 8: 13.9%  2023-2024 Spring LGL Math (EL) Grade K: 56% Grade 1: 82% Grade 2: 81% Grade 3: 12.4% Grade 4: 5.6% Grade 5: 5.7% Grade 6: 5.7% Grade 7: 5.9% Grade 8: 13.9%
% of Students with Disabilities (SWD) on or above grade level in Math as measured by LGL or Met or	2020-2021 Spring LGL Math (SWD) Grade K: N/A Grade 1: N/A Grade 2: N/A Grade 3: 10.0%	2021-2022 CAASPP Math (SWD) Met or Exceeded Standards Grade 3: 5.88% Grade 4: 6.25%	2022-2023 CAASPP Math (SWD) Met or Exceeded Standards Grade 3: 11.8% Grade 4: 0%	2023-2024 Fall LGL Math (SWD) Grade 1: 14.7% (5/34) Grade 2: 15.2% (5/33) Grade 3: 14.3% (6/42) Grade 4: 18.6% (8/43)	2023-2024 CAASPP Math (SWD) Grade 3: 10% Grade 4: 11% Grade 5: 5% Grade 6: 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Exceeded Standards on State Assessment (CAASPP resumed in 2021-2022)	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 5: 0.00% Grade 6: 0.00% Grade 7: 6.66% Grade 8: 0.00% Grade 11: 0.00%  2021-2022 Winter LGL Math (SWD) Grade K: N/A Grade 1: 21.7% Grade 2: 29.6% Grade 3: 15.8% Grade 4: 15.6% Grade 5: 2.6% Grade 6: 0% Grade 7: 0% Grade 8: 0%  2021-2022 Spring LGL Math (SWD) Grade K: 38.9% Grade 1: 22.6% Grade 2: 37.8% Grade 3: 37.5% Grade 4: 16.7% Grade 5: 0.0% Grade 6: 0.0% Grade 7: 5.7% Grade 8: 2.4%	Grade 5: 0% Grade 6: 0% Grade 7: 2.38% Grade 8: 10.3% Grade 11: 0%  2022-2023 Winter LGL Math (SWD) Grade K: N/A Grade 1: 40.0% Grade 2: 29.7% Grade 3: 23.7% Grade 4: 11.4% Grade 5: 2.4% Grade 6: 4.5% Grade 7: 2.0% Grade 8: 5.7%  2022-2023 Spring LGL Math (SWD) Grade K: 31.3% Grade 1: 55.6% Grade 2: 48.6% Grade 3: 41.5% Grade 4: 12.5% Grade 5: 2.5% Grade 6: 2.5% Grade 7: 2.3% Grade 8: 9.5%	Grade 5 24.4% (10/41) Grade 6: 0.5% (2/44) Grade 7: 0.0% (0/38) Grade 8: 0.2% (1/49)  2023-2024 Winter LGL Math (SWD) Grade 1: 30.8% (12/39) Grade 2: 27.3% (9/33) Grade 3: 32.6% (15/46) Grade 4: 26.2% (11/42) Grade 5: 2.4% (1/42) Grade 6: 8.7% (4/46) Grade 7: 78.4% (29/37) Grade 8: 2.0% (1/49)  2023-2024 Spring LGL Math (SWD) Grade 1: 40.0% Grade 2: 40.48% Grade 3: 34.78% Grade 4: 21.43% Grade 5: 2.13% Grade 6: 0 Grade 7: 0 Grade 8: 0	Grade 7: 11% Grade 8: 5% Grade 11: 5%  2023-2024 Winter LGL Math (SWD) Grade K: N/A Grade 1: 45% Grade 2: 34% Grade 3: 15.0% Grade 4: 5.0% Grade 5: 7.4% Grade 6: 5.0% Grade 7: 5.0% Grade 8: 11.0%  2023-2024 Spring LGL Math (SWD) Grade K: 36% Grade 1: 60% Grade 2: 53% Grade 3: 15.0% Grade 4: 5.0% Grade 5: 7.4% Grade 6: 5.0% Grade 7: 5.0% Grade 8: 11.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of English Learners (ELs) who have progressed as measured by ELPAC	<p>No ELPAC data from 2019-20, so progress could not be determined.</p> <p>2020-2021 Summative ELPAC Proficiency Level (# of EL Students Tested with Scores: 1767)  Level 4 (Well Developed): 7.98%  Level 3 (Moderately Developed): 29.99%  Level 2 (Somewhat Developed): 34.35%  Level 1 (Minimally Developed): 27.67%</p>	<p>2021-2022 Summative ELPAC Proficiency Level (# of EL Students Tested with Scores: 1857)  Level 4 (Well Developed): 9.37%  Level 3 (Moderately Developed): 23.49%  Level 2 (Somewhat Developed): 33.71%  Level 1 (Minimally Developed): 23.42%</p>	<p>English Learner Progress Indicator (CA State Dashboard)  46.5% making progress towards English language proficiency</p> <p>2022-2023 Summative ELPAC Proficiency Level (# of EL Students Tested with Scores: 1963)  Level 4 (Well Developed): 13.2%  Level 3 (Moderately Developed): 30.8%  Level 2 (Somewhat Developed): 31.9%  Level 1 (Minimally Developed): 24.0%</p>	<p>English Learner Progress Indicator (CA State Dashboard released Dec 2023 - is latest available)  48.5% making progress towards English Proficiency.</p>	<p>2023-2024 Summative ELPAC Proficiency Level  Level 4 (Well Developed): 14%  Level 3 (Moderately Developed): 28%  Level 2 (Somewhat Developed): 38%  Level 1 (Minimally Developed): 28%</p>
% of English Learners (EL) who are Long Term English Learners (LTELs) for 5 or more years	<p>2019-2020: 48.6%  863/1774</p> <p>2020-2021: 43.1%  (685/1591)</p>	<p>2021-2022: 52.4%  (1043/1989)</p>	<p>2022-2023: 32%  (676/2110)</p>	<p>2023-24: 14.5% 6+ years</p>	<p>2023-2024: 40%</p>
English Learner (EL) Reclassification Rate	<p>2020-2021: 1.8%  (33/1847)</p>	<p>2021-2022: 6%  (104/1730)</p>	<p>2022-2023: 6.7%  (143/2110)</p>	<p>Preliminary Data  2023-2024: 250 students</p>	<p>2023-2024: 5%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Previous metric in 2020-2021 was D/F rate for 9th grade (All)</p> <p># of all students (All) with one or more Fs in Grades 9-10 (All). (Updated metric in May 2022)</p>	<p>2020-2021 Semester 1: # of all students with D &amp; Fs Grade 9: 63% (226/358)</p>	<p>2021-2022 Semester 1: # of all students with Fs Grade 9: 16% (116/747)</p>	<p>2022-2023: # of all students with one or more Fs Semester 1 Grade 9: 38% (121/321) Grade 10: 38% (127/331)</p> <p>Semester 2 Grade 9: 38% (121/322) Grade 10: 32% (105/331)</p>	<p>2023-2024: # of all students with one or more Fs Semester 1 Grade 9: 43.3% (150/346) Grade 10: 29.9% (105/351)</p>	<p>2023-2024: # of all students with one or more Fs Semester 1 Grade 9: 30% Grade 10: 30%</p> <p>Semester 2 Grade 9: 30% Grade 10: 25%</p>
<p>Previous metric in 2020-2021 was D/F rate for 9th grade (EL)</p> <p># of English Learners (EL) with one or more Fs in Grades 9-10. (Updated metric in May 2022)</p>	<p>2020-2021 Semester 1: # of EL students with D &amp; Fs Grade 9: 84% (65/77)</p>	<p>2021-2022 Semester 1: # of EL students with Fs Grade 9: 33% (53/161)</p>	<p>2022-2023: # of EL students with one or more Fs Semester 1 Grade 9: 57% (60/106) Grade 10: 69% (55/80)</p> <p>Semester 2 Grade 9: 56% (59/105) Grade 10: 53% (43/81)</p>	<p>2023-2024: # of EL students with one or more Fs Semester 1 Grade 9: TBD Grade 10: TBD</p>	<p>2023-2024: # of EL students with one or more Fs Semester 1 Grade 9: 50% Grade 10: 60%</p> <p>Semester 2 Grade 9: 50% Grade 10: 48%</p>
Teachers appropriately assigned in subject	2019-2020: 96%	Moved to Goal 5	Moved to Goal 5	Moved to Goal 5	100%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and for pupils they are teaching.					
Sufficient access to standards-aligned instructional materials.	2020-2021: 100%	2021-2022: 100%	2022-2023: 100%	2023-2024: 100%	2023-2024: 100%
Implementation of all standards including ELD standards	2020-2021: Met	2021-2022: Met	2022-2023: Met	2023-2024: Met	2023-2024: Met
All students, including English Learners, have access to California Standards	2020-2021: Met	2021-2022: Met	2022-2023: Met	2023-2024: Met	2023-2024: Met

## 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.

The overall implementation of the actions in this Goal were partially implemented during the 2023-24 year.

Action 1.1: Guaranteed & viable curriculum in all content areas

Partially Implemented

While our District was able to provide opportunities to collaborate, refine, and implement instructional materials in TK-5 Mathematics, TK-5 Science, we had limited opportunities to do so in TK-5 English Language Arts and Social Studies. With staffing challenges, particularly in middle school and high school Math as well as middle school English Language Arts, the progress in aligning and guaranteeing viable curriculum posed a significant challenge. We are adopting a 9-12 English Language Arts curriculum and also had opportunities for pilot training and will plan to provide training for initial implementation in 2024-2025.

We were able to staff STEAM and PE teachers to provide time for elementary teachers to collaborate and plan and spent funding on instructional materials needed for instruction, particularly for our unduplicated students. However, we had several unfilled vacancies throughout the year including in our Educational Services administrative team which resulted in significant underspending compared to the planned expenditures in the amount of \$1.7 million.

Action 1.2: Collaborative structures data analysis/progress monitoring

Partially implemented



Sites varied in level of implementation of collaborative structures for the purpose of data analysis and progress monitoring overall. Some sites were able to develop a more clear, cohesive Multi-Tiered System of Support to identify and meet the needs of all students, while others are working on defining and strengthening the Tier I system and developing a clear MTSS structure.

Due to many staffing shortages and leadership changes, several of the originally intended structures were not fully communicated and implemented. However, we plan to reset this summer with our new team and provide training to site teams to ensure this is implemented well in our next LCAP cycle.

#### Action 1.3: Professional learning and building capacity

Partially implemented

A wide variety of professional learning and capacity building was provided this year through coaching training, Arts integration training, new teacher training, Science of Reading professional development, as well as a variety of professional learning conferences across content areas. However, due to turnover in leadership across Cabinet, a coherent and cohesive approach was not implemented.

#### Action 1.4 Diverse learning models for student access

Partially implemented

#### Action 1.5 Intervention/Acceleration Academic Achievement

Partially implemented

Our Expanded Learning program had significant unspent funds due to delay in contracted services approval resulting in underspending.

Due to significant staffing challenges and leadership vacancies, all actions were implemented partially to support our unduplicated pupils.

### 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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

#### Action 1.1: Guaranteed & viable curriculum in all content areas

Partially Implemented

While our District was able to provide opportunities to collaborate, refine, and implement instructional materials in TK-5 Mathematics, TK-5 Science, we had limited opportunities to do so in TK-5 English Language Arts and Social Studies. With staffing challenges, particularly in middle school and high school Math as well as middle school English Language Arts, the progress in aligning and guaranteeing viable curriculum posed a significant challenge. We are adopting a 9-12 English Language Arts curriculum and also had opportunities for pilot training and will plan to provide training for initial implementation in 2024-2025.

We were able to staff STEAM and PE teachers to provide time for elementary teachers to collaborate and plan and spent funding on instructional materials needed for instruction, particularly for our unduplicated students. However, we had several unfilled vacancies

throughout the year including in our Educational Services administrative team which resulted in significant underspending compared to the planned expenditures in the amount of \$1.7 million.

Action 1.5 Intervention/Acceleration Academic Achievement

Partially implemented

Our Expanded Learning program had significant unspent funds due to delay in contracted services approval resulting in underspending.

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

Although we may not have met all of our Desired Outcomes, we did demonstrate progress in many areas. Areas of progress include English Learner Reclassification Rate; 2nd, 3rd, 4th, 5th, and 8th grade LGL ELA (All); 2nd and 3rd grade LGL ELA (EL subgroup); English Learner Progress went from 46.5% to 48.5%.

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.

During the 2023-2024 school year, we engaged in multiple opportunities to review data and engage educational partners in providing input on our new LCAP. As a result, we are combining our Goals 1 and 2, but keeping most of our metrics in place. With feedback from our teachers, we are also adopting a new local assessment to better align with CAASPP and vertically align from elementary through high school. One new action we have developed for this Goal is to engage in continuous improvement through teaming structures that will allow us to create systems that leverage collective teacher efficacy to drive student improvement outcomes. This is revised action from the general collaborative structures for data and progress monitoring.

**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	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.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Graduation Rates (Four-Year Adjusted Cohort Graduation Rate) for various student groups: Socioeconomically Disadvantaged (SED), English Learners (EL), Students with Disabilities (SWD), Homeless, Migrant)	<p>2019-2020 Graduation Rates</p> <p>All Students: 91.0% SED: 93.0% EL: 90.0% SWD: 75.8% Homeless: 92.3% Migrant: 100.0%</p> <p>2020-2021 Graduation Rates</p> <p>All Students: 86.0% SED: 86.5% EL: 66.7% SWD: 70.4% Homeless: 84.2% Migrant: 72.2%</p>	<p>2021-2022 Graduation Rates</p> <p>All Students: 92.3% SED: 92.3% EL: 75.0% SWD: 82.2% Homeless: 87.8% Migrant: 90.0%</p>	<p>2022-2023 Graduation Rates</p> <p>All Students: 90.1% SED: 90% EL: 71.7% SWD: 73.4% Homeless: 88.9% Migrant: 85.7%</p>	<p>Most currently available data is from 2022-23.</p> <p>2022-2023 Graduation Rates</p> <p>All Students: 90.1% SED: 90% EL: 71.7% SWD: 73.4% Homeless: 88.9% Migrant: 85.7%</p>	<p>2023-2024 Graduation Rates</p> <p>All Students: 95% SED: 95% EL: 95% SWD: 95% Homeless: 95% Migrant: 95%</p>
% of students graduating meeting A-G (Four-Year Adjusted Cohort Graduation Rate) for various student	<p>2019-2020 Graduates meeting the A-G requirements</p> <p>All Students: 40.0% SED: 40.3% EL: 7.5%</p>	<p>2021-2022 Graduates meeting the A-G requirements</p> <p>All Students: 33.8% SED: 30.2% EL: 6.7%</p>	<p>2022-2023 Graduates meeting the A-G requirements</p> <p>NMCHS (preliminary data) All Students: 43.3%</p>	<p>Most currently available data is from 2022-23.</p>	<p>2023-2024 Graduates meeting the A-G requirements</p> <p>All Students: 45.0% SED: 45.0% EL: 45.0%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
groups: Socioeconomically Disadvantaged (SED), English Learners (EL), Students with Disabilities (SWD), Homeless, Migrant)	SWD: 3.0% Homeless: 35.2% Migrant: 51.4%  2020-2021 Graduates meeting the A-G requirements All Students: 3.4% SED: 1.4% EL: 0.0% SWD: 2.6% Homeless: 0.0% Migrant: 7.7%	SWD: 10.8% Homeless: 22.6% Migrant: 33.3%	SED: 38.1% EL: 18.4% SWD: 21.3% Homeless: 33.9% Migrant: 61.1%	2022-2023 Graduates meeting the A-G requirements All Students: 35.4% SED: 33.6% EL: 13.0% SWD: 15.6% Homeless: 29.0%	SWD: 45.0% Homeless: 45.0% Migrant: 45.0%
% of 11th grade students performing at grade level or above in Let's Go Learn (LGL) or Exceeded Standards on State Assessment (EAP) for various student groups: All Students (ALL), English Learners (EL), Students with Disabilities (SWD) (CAASPP resumed in 2021-2022)  New grade level added in 2021-22: 9th & 10th grade	2020-2021 Winter LGL ELA (Grade 11) ALL: N/A EL: N/A SWD: N/A	2021-2022 CAASPP ELA (ALL) Met or Exceeded Standards Grade 11: 38.37%	2022-2023 CAASPP ELA (ALL) Met or Exceeded Standards Grade 11: 43.1%	2022-2023 CAASPP ELA (ALL) Met or Exceeded Standards Grade 11: 43.1%	2023-2024 CAASPP ELA (ALL) Met or Exceeded Standards Grade 11: 43%
	2020-2021 Spring LGL ELA (Grade 11) ALL: 29.1% EL: 15.4% SWD: 22.2%	2021-2022 CAASPP ELA (EL) Met or Exceeded Standards Grade 11: 2.70%	2022-2023 CAASPP ELA (EL) Met or Exceeded Standards Grade 11: 41.2%	2022-2023 CAASPP ELA (EL) Met or Exceeded Standards Grade 11: 41.2%	2023-2024 CAASPP ELA (EL) Met or Exceeded Standards Grade 11: 7%
	2020-2021 Winter LGL Math (Grade 11) ALL: N/A EL: N/A SWD: N/A	2021-2022 CAASPP ELA (SWD) Met or Exceeded Standards Grade 11: 4.00%	2022-2023 CAASPP ELA (SWD) Met or Exceeded Standards Grade 11: 8.33%	2022-2023 CAASPP ELA (SWD) Met or Exceeded Standards Grade 11: 8.33%	2023-2024 CAASPP ELA (SWD) Met or Exceeded Standards Grade 11: 9%
	2020-2021 Spring LGL Math (Grade 11)	2021-2022 CAASPP Math (ALL)	2022-2023 CAASPP Math (ALL)	2022-2023 CAASPP Math (ALL)	2023-2024 CAASPP Math (ALL)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ALL: 14.3% EL: 0.0% SWD: 0.0%	Met or Exceeded Standards Grade 11: 3.59%	Met or Exceeded Standards Grade 11: 8.55%	Met or Exceeded Standards Grade 11: 8.55%	Met or Exceeded Standards Grade 11: 8%
	2018-2019 Students who Met or Exceeded State Standard in CAASPP-ELA (Grade 11) ALL: 51.88% EL: 0.00% SWD: 20.00%	2021-2022 CAASPP Math (EL) Met or Exceeded Standards Grade 11: 0.00%	2022-2023 CAASPP Math (EL) Met or Exceeded Standards Grade 11: 6.20%	2022-2023 CAASPP Math (EL) Met or Exceeded Standards Grade 11: 6.20%	2023-2024 CAASPP Math (EL) Met or Exceeded Standards Grade 11: 5%
	2020-2021 Students who Met or Exceeded State Standard in CAASPP-Math (Grade 11) ALL: 9.07% EL: 0.00% SWD: 0.00%	2021-2022 CAASPP Math (SWD) Met or Exceeded Standards Grade 11: 0.00%	2022-2023 CAASPP Math (SWD) Met or Exceeded Standards Grade 11: 0.00%	2022-2023 CAASPP Math (SWD) Met or Exceeded Standards Grade 11: 0.00%	2023-2024 CAASPP Math (SWD) Met or Exceeded Standards Grade 11: 5%
		2021-2022 Winter LGL ELA (Grade 9) ALL: N/A EL: N/A SWD: N/A	2022-2023 Winter LGL ELA (Grade 9) ALL: 45.5% EL: 22.8% SWD: 15.2%	2023-2024 Fall LGL ELA (Grade 9) ALL: 51.8% (170/328) EL: 27.3% (36/132) SWD: 11.4% (4/35)	2023-2024 Winter LGL ELA (Grade 9) ALL: 39.1% EL: 20.4% SWD: 27.2%
		2021-2022 Spring LGL ELA (Grade 9) ALL: 44.7% EL: 10.6% SWD: 20.4%	2022-2023 Spring LGL ELA (Grade 9) ALL: 58.2% EL: 23.3% SWD: 15.2%	2023-2024 Winter LGL ELA (Grade 9) ALL: 52.6% (177/336) EL: 23.1% (24/104) SWD: 13.9% (5/36)	2023-2024 Spring LGL ELA (Grade 9) ALL: 39.1% EL: 20.4% SWD: 27.2%
		2021-2022 Winter LGL Math (Grade 9) ALL: N/A EL: N/A SWD: N/A	2022-2023 Winter LGL Math (Grade 9) ALL: 1.5% EL: 3.9% SWD: 0.0%	2023-2024 Spring LGL ELA (Grade 9) No scores  2023-2024 Fall LGL Math (Grade 9)	2023-2024 Winter LGL Math (Grade 9) ALL: 24.3% EL: 5.0% SWD: 5.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2021-2022 Spring LGL Math (Grade 9) ALL: 0.3% EL: 0.0% SWD: 0.0%	2022-2023 Spring LGL Math (Grade 9) ALL: 1.4% EL: 3.2% SWD: 10.5%	ALL: 0% (1/328) EL: 0% (0/132) SWD: 0% (0/35)  2023-2024 Winter LGL Math (Grade 9) ALL: 0% (0/336) EL: 0% (0/132) SWD: 0% (0/36)	2023-2024 Spring LGL Math (Grade 9) ALL: 24.3% EL: 5.0% SWD: 5.0%
		2021-2022 Winter LGL ELA (Grade 11) ALL: 14.0% EL: 2.5% SWD: 7.1%	2022-2023 Winter LGL ELA (Grade 11) ALL: Not tested EL: Not tested SWD: Not tested	2023-2024 Students who Met the PSAT Evidence Based Reading and Writing Benchmark: Grade 10: 20% Grade 11: 26%	2023-2024 Winter LGL ELA (Grade 11) ALL: 39.1% EL: 20.4% SWD: 27.2%
		2021-2022 Spring LGL ELA (Grade 11) ALL: N/A EL: N/A SWD: N/A	2022-2023 Spring LGL ELA (Grade 11) ALL: N/A EL: N/A SWD: N/A		2023-2024 Spring LGL ELA (Grade 11) ALL: 39.1% EL: 20.4% SWD: 27.2%
		2021-2022 Winter LGL Math (Grade 11) ALL: 1.1% EL: 0.0% SWD: 0.0%	2022-2023 Winter LGL Math (Grade 11) ALL: N/A EL: N/A SWD: N/A	2023-2024 Students who Met the PSAT Math Benchmark: Grade 10: 2% Grade 11: 2%	2023-2024 Winter LGL Math (Grade 11) ALL: 24.3% EL: 5.0% SWD: 5.0%
		2021-2022 Spring LGL Math (Grade 11) ALL: N/A EL: N/A SWD: N/A	2022-2023 Winter LGL Math (Grade 11) ALL: N/A EL: N/A SWD: N/A	**The Fall 2023 PSAT administration was irregular due to the system no longer allowing students to pause for breaks and lunch.**	2023-2024 Spring LGL Math (Grade 11) ALL: 24.3% EL: 5.0% SWD: 5.0%
		2021-2022 Students who Met or Exceeded State Standard in CAASPP-ELA (Grade 11)	2022-2023 Students who Met the PSAT Evidence Based		2023-2024 Students who Meet or Exceed State Standard in CAASPP-ELA (Grade 11)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>ALL: 38.37% EL: 2.70% SWD: 4.00%</p> <p>2021-2022 Students who Met or Exceeded State Standard in CAASPP-Math (Grade 11) ALL: 3.59% EL: 0.00% SWD: 0.00%</p> <p>2021-2022 Students who Met the PSAT Evidence Based Reading and Writing Benchmark Grade 10: 22% Grade 11: 20%</p> <p>2021-2022 Students who Met the PSAT Math Benchmark Grade 10: 6% Grade 11: 2%</p>	<p>Reading and Writing Benchmark: Grade 10: 22% Grade 11: 19%</p> <p>2022-2023 Students who Met the PSAT Math Benchmark: Grade 10: 7% Grade 11: 7%</p>		<p>ALL: 39.1% EL: 20.4% SWD: 27.2%</p> <p>2023-2024 Students who Meet or Exceed State Standard in CAASPP-Math (Grade 11) ALL: 24.3% EL: 5.0% SWD: 5.0%</p> <p>2023-2024 Students who Meet the PSAT Evidence Based Reading and Writing Benchmark Grade 10: 39.1% Grade 11: 39.1%</p> <p>2023-2024 Students who Meet the PSAT Math Benchmark Grade 10: 24.3% Grade 11: 39.1%</p>
<p># of CTE Capstone completions</p> <p>% of graduates completing a CTE Capstone</p>	2020-2021 CTE Capstone completions Grade 10-12: 129 students completed a CTE Capstone	2021-2022 CTE Capstone completions Grade 10-12: xxx students completed a CTE Capstone	2022-2023 CTE Capstone completions Grade 10-12: 69 students completed a CTE Capstone	N/A	2023-2024 CTE Capstone completions Grades 10-12: 140 students complete a CTE Capstone

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Class of 2021 Graduates completing a CTE Capstone: 24.93% (86/345)	Class of 2022 Graduates completing a CTE Capstone: 7.7% (28/366)	Class of 2023 Graduates completing a CTE Capstone: 23.0% (71/309)		Class of 2024: 28% Graduates to complete a CTE Capstone
% of graduates completing a CTE Capstone and A-G	Class of 2021 Graduates completing a CTE Capstone & A-G: 6.96%(24/345)	Class of 2022: Graduates completing a CTE Capstone & A-G: 1.4%	Class of 2023: Graduates completing a CTE Capstone & A-G: 7.8%	N/A	Class of 2024: 8% Graduates complete a CTE Capstone & A-G
# of all CTE Participants (Unduplicated counts)	2020-2021 CTE Participants (All): 877	2021-2022 CTE Participants (All): 1144	2022-2023 CTE Participants (All): 866	2022-2023 CTE Participants among Graduates (All): 60	2023-2024 CTE Participants (All): 900
# of English Learners (EL) enrolled in CTE courses	2020-2021 CTE Participants (EL): 108	2021-2022 CTE Participants (EL): 188	2022-2023 CTE Participants (EL): 164	2023-2024 CTE Participants among Graduates (EL): 4	2023-2024 CTE Participants (EL): 115
# of Students with Disabilities (SWD) enrolled in CTE courses	2020-2021 CTE Participants (SWD): 125	2021-2022 CTE Participants (SWD): 150	2022-2023 CTE Participants (SWD): 134	2023-2024 CTE Participants among Graduates (SWD): 8	2023-2024 CTE Participants (SWD): 130
# of students taking Biliteracy pathway courses (TK, K, MS Spanish, World Language, Integrated Math I in Spanish, Medical Terminology)	2020-2021 Students in Biliteracy Pathways: 405 Grade TK: 19 Grade K: 88 Grade 1: N/A Grade 2: N/A	2021-2022 Students in Biliteracy Pathways: 830 Grade TK: 17 Grade K: 105 Grade 1: 99 Grade 2: N/A	2022-2023 Students in Biliteracy Pathways: 784 Grade TK: 24 Grade K: 92 Grade 1: 97 Grade 2: 95	2023-2024 Students in Biliteracy Pathways: 942 Grade TK: 24 Grade K: 97 Grade 1: 96 Grade 2: 98 Grade 3: 90	2023-2024: Students in Biliteracy Pathways: 645  Class of 2024 Graduates to attain State Seal of Biliteracy: 15%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
in Spanish, Business Math in Spanish, etc.)  #/% of graduates attaining State Seal of Biliteracy	Grade MS Spanish: 25 Grade HS World Language: 273  Class of 2021 Graduates attaining State Seal of Biliteracy: 6.6% (24/366)	Grade MS Spanish: 10 Grade HS World Language: 599  Class of 2022 Graduates attaining State Seal of Biliteracy: 10.5% (37/354)	Grade MS Spanish: 26 Grade HS World Language: 450  Class of 2023 Graduates attaining State Seal of Biliteracy: 13.2% (49/372)	HS World Language: 537  Class of 2024 Graduates attaining State Seal of Biliteracy: Currently 50 with another 36 awaiting results as of 5/20/2024.	
# of students enrolled in Dual Enrollment Courses	2020-2021 Dual Enrollment Courses: 157 students	2021-2022 Dual Enrollment Courses: 258 students	2022-2023 Dual Enrollment Courses: 260 students	2023-2024 Dual Enrollment Courses: 264 students	2023-2024: 180 students in Dual Enrollment Courses
% of student survey results self-reporting technology skill level at Level 3 or 4 (Proficient to Expert)	2020-2021 Technology Skill Survey Results Grade 3-5: 77.2% (583 responses) Grade 6-12: 83.7% (1,451 responses)	2021-2022 Technology Skill Survey Results Grade 3-5: 79.6% (781 responses) Grade 6-12: 77.1% (699 responses)	2022-2023 Technology Skill Survey Results Grade 3-5: 80.4% (580 responses) Grade 6-12: 77.6% (1,284 responses)	2023-2024 Technology Skill Survey Results Grade 3-5: 82% (693 responses) Grade 6-12: 56% (1598 responses)	2023-2024 Technology Skill Survey Results Grades 3-5: 87.2% Grades 6-12: 93.7%
Programs and services are provided to all students including unduplicated students and students with exceptional needs	2020-2021: Met	2021-2022: Met	2022-2023: Met	2023-2024: Met	2023-2024: Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of AP tests % of test with a score of 3 or higher	2019-2020 # of AP Tests taken: 371 224 students 116 scored 3 or higher (31.3%)  2020-2021 # of AP Tests taken: 270 Class of 2021 Students scoring 3 or higher: 16% (60/366)	2021-2022 # of AP Tests taken: 215 Class of 2022 Students scoring 3 or higher: 38% (82/215)	2022-2023 # of AP Tests taken: 283  Students scoring 3 or higher: 60% (124/205)	AP Exams were administered in May 2024  2023-2024 # of AP Tests taken: 319  Students scoring 3 or higher: TBA in Fall 2024	2023-2024 # of AP Tests taken: 300 Class of 2024 Students scoring 3 or higher: 41.3%
School facilities maintained in good repair.	2020-2021: 100%	Recorded under Goal 5 beginning 2021-2022	Recorded under Goal 5 beginning 2021-2022	See Goal 5	100%
# of students completing a CTE certification (New metric in 2021-2022)	2020-2021 CTE Certification Completion: N/A	2021-2022 CTE Certification Completion: 218 students OSHA-Auto: 14 OSHA-Engineering: 12 OSHA 10-Health Careers: 70 ServSafe Food Handler: 100 NC3 Mechatronics: 5 Universal Robotics: 2 Pharmacy Tech certificate: 15	2022-2023 CTE Certification Completion: 157 students OSHA-Auto: 15 OSHA-Engineering: 5 OSHA 10-Health Careers: 42 ServSafe Food Handler: 86 ServSafe Allergens: 16 ServSafe Sexual Harassment: 14 NC3 Mechatronics: 4 Universal Robotics: 3 Python: 2	2023-2024 CTE Certification Completion: 173 (duplicated) as of 5-20-2024 OSHA- Auto: 7 NC3 Tire Pressure Monitoring System Certification: 10 OSHA-Engineering: 4 Universal Robots-Core Training Certificate: 4 OSHA 10- Health Careers: 45 ServSafe Foot Handler: 16	2023-2024 CTE Certification Completion: 300 students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Cardiac Arrest/CPR: 48	ServSafe Allergens: 16 ServSafe Sexual Harrassment: 16 Rouxbe Culinary Foundations: 16 OSHA- Welding: 10 NC3 Lincoln Electric Welding Safety: 16 NC3 Lincoln Electric Principles of Welding: 9 NC3 Lincoln Electric Intro GMAW: 1 Cardiac Arrest/CPR/First Aid: 3	

## 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.

Action 2.1 While we continued with our CTE courses, we no longer had a CTE Work Based Learning Specialist which impacted the implementation of the quality implementation of work-based learning.

Action 2.2 We were able to expand the Biliteracy Pathway and increase the number of students earning the Seal of Biliteracy.

Action 2.3 While we were able to continue with the Ed Tech supports, we were not able to implement the digital portfolio due to change in leadership and a reduction in staff focused on this work.

Action 2.4 We were able to convert the 6 year plan to a digital format and continue with Dual Enrollment, however, some of our original plans for Dual Enrollment were not able to be offered due to lack of qualified faculty available.

Due to significant staffing challenges and leadership vacancies, all actions were implemented partially to support our unduplicated pupils.

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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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Although we may not have met all of our Desired Outcomes, we did demonstrate progress in many areas. Areas of progress include an increase in participants our Biliteracy Pathway, Dual Enrollment courses, increase in Technology Skills, AP exams administered, and CTE certifications.

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.

During the 2023-2024 school year, we engaged in multiple opportunities to review data and engage educational partners in providing input on our new LCAP. As a result, we are combining our Goals 1 and 2, but keeping most of our metrics in place. With feedback from our teachers, we are also adopting a new local assessment to better align with CAASPP and vertically align from elementary through high school.

**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	Student Engagement and Connectedness: To build a strong foundation of connectedness and engagement between staff and students across campuses.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student attendance rates	2019-2020: 94.9% 2020-2021: 90.0%	2021-2022: 87.3%	2022-2023: 91.3% (As of P-2 Reporting)	2023-2024: 92.8% (As of P-2 Reporting)	2023-2024: 95%
% of students on target per district adopted social-emotional screeners (DESSA & Suite 360)  Note: Suite 360 no longer in use as of 2022-23 school year	2019-2020: % of students on target per DESSA: 23.75%, 18% at-risk  2020-2021: % of students on target per DESSA/Suite360 Grade 3-5: 77.2% (583 responses) Grade 6-12: 83.7% (1451 responses)	2021-2022: % of students on target per DESSA/Suite360 Grade 3-5: 79.6% (781 responses) Grade 6-12: 77.1% (699 responses)	2022-2023: % of students on target per DESSA Grade 3-5: 88% Grade 6-12: 56%	2023-2024: % of students on target per DESSA Overall: 82% (2,656 responses) Grade 3-5: 93% (924 responses) Grade 6-12: 69% (1,732 responses)	2023-2024: % of students on target per DESSA Grade 3-5: 87.2% Grade 6-12: 93.7%
Chronic Absenteeism	2019-2020: 13.5% (643/4751)  2020-2021: 32.1% (1501/4676)	2021-2022: 42.3% (1970/4653)	2022-2023: 28.5% (1322/4638)	2023-2024: 25.0% (As of P-2 Reporting)	2023-2024: Less than 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Perception of School Safety and Connectedness as measured by the California Healthy Kids Survey (CHKS) at Elementary School (ES), Middle School (MS), High School (HS)	2019-2020 Student Survey Results Key Indicator: School Connectedness ES: N/A MS: 49% HS: 55%	2021-2022 Student Survey Results Key Indicator: School Connectedness ES: 65% MS: 53% HS: 47%	2022-2023 Student Survey Results Key Indicator: School Connectedness ES: 59.0% MS: 40.0% HS: 35.0%	Administered in March 2024 Results will be reported when available.  Prior Year: 2023-2024: Survey Results	2023-2024 Student Survey Results Key Indicator: School Connectedness ES: 75% MS: 65% HS: 70%
	2019-2020 Student Survey Results Key Indicator: Caring Adult Relationships ES: N/A MS: 55% HS: 69%	2021-2022 Student Survey Results Key Indicator: Caring Adult Relationships ES: 62% MS: 46% HS: 52%	2022-2023 Student Survey Results Key Indicator: Caring Adult Relationships ES: 61.0% MS: 37.0% HS: 46.0%	Elementary schools (ES) Middle schools (MS) High schools (HS) Indicator: School Connectedness ES: 62% MS: 38% HS: 36%	2023-2024 Student Survey Results Key Indicator: Caring Adult Relationships ES: 80% MS: 70% HS: 75%
	2019-2020 Staff Survey Results Key Indicator: Caring Adult Relationships All Schools: 33% ES: 28% MS: 21% HS: 42%	2021-2022 Staff Survey Results Key Indicator: Caring Adult Relationships All Schools: 31% ES: 37% MS: 10% HS: 22%	2022-2023 Staff Survey Results Key Indicator: Caring Adult Relationships All Schools: 27.0% ES: 33.0% MS: 17.0% HS: 17.0%	Indicator: Caring Adult Relationships ES: 55% MS: 37% HS: 45% 2022-23: All: 3.8% EL: 3.8% SED: 4.2% SWD: 6.3% Homeless: 4.4% Foster Youth 10.7% North Monterey County Middle: Homeless Youth 12.9%	2023-2024 Staff Survey Results Key Indicator: Caring Adult Relationships All Schools: 43% ES: 40% MS: 35% HS: 55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension rates	2019-2020: 2.7% (128/4820)  2020-2021: 0.0% (1/4750)	2021-2022: 3.4% (162/4743)	2022-2023: 3.8% (177/4715)	2022-2023: 3.8%	2023-2024: Less than 3.5%
Dropout rates at Middle School (MS), High School (HS)	2019-2020: Dropout Rates MS: 0.0% (0/706) HS: 4.22% (14/332)  2020-2021: Dropout Rates MS: 0.0% (0/703) HS: 6.45% (24/372)	2021-2022: Dropout Rates MS: 0.0% (0/687) HS: 4.65% (17/365)	2022-2023: Dropout Rates MS: 0.15% (1/643) HS: 3.10% (11/354)	2022-2023: Dropout Rates MS: 0.15% HS: 3.10%	2023-2024: Dropout Rates MS: 0.0% HS: 0.0%
Expulsion rates	2019-2020: 0.0% (1/4820)  2020-2021: 0.0% (0/4750)	2021-2022: 0.0% (0/4743)	2022-2023: 0.0% (0/4715)	2022-2023: 0.0%	2023-2024: Less than 5 expulsions
All facilities maintained in good repair	2020-2021: Met	Moved metric to Goal 5	Moved metric to Goal 5	Moved metric to Goal 5	2023-2024: Met
# of students provided social emotional socioemotional and behavioral supports (Tier 2 and Tier 3 Intervention only)	2020-2021: Students provided social emotional socioemotional and behavioral supports All Schools: 186 ES: 87 MS: 20	2021-2022: Students provided social emotional socioemotional and behavioral supports All Schools: 134 ES: 110 MS: 10	2022-2023: Students provided social emotional socioemotional and behavioral supports All Schools: 845 ES: 332 MS: 115	2023-2024: Students provided social emotional socioemotional and behavioral supports All Schools: 331 ES: 92 MS: 48	2023-2024: Students provided social emotional socioemotional and behavioral supports: 10-15% of student population

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of students provided mental health supports at Elementary School (ES), Middle School (MS), High School (HS)  New metric in 2021-2022	HS:  2020-2021: Students provided mental health supports All Schools: 199 ES: 149 MS: 28 HS: 22	HS: 14  2021-2022: Students provided mental health supports All Schools: 351 ES: 151 MS: 43 HS: 157	HS: 398  2022-2023: Students provided mental health supports All Schools: 534 ES: 286 MS: 74 HS: 174	HS: 191  2023-2024: Students provided mental health supports All Schools: 562 ES: 276 MS: 80 HS: 206	

## 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.

Student engagement and connectedness actions that were carried out during the 2023-24 school year include continued implementation of the universal screener for social emotional competencies (DESSA). Students were screened 2 times using the DESSA- once in the Fall of 2023 and again in the Spring of 2024. The students identified as in need of support were matched with interventions through the site's MTSS teams. The District was successful in reaching over 80% of students receiving ratings using the DESSA in both the Fall and Spring administration and students identified as typical and as strength was at least 80%. The challenge was ensuring that students who were identified in need were matched to an appropriate support or intervention. This is a continued area that our site MTSS teams are working to address. Implementation of the universal social emotional learning (SEL) curriculum was a focus for all school sites with Elementary and Middle Schools using Second Step and High School using Character Strong. Implementation of the universal SEL curriculum ensured that students received proactive learning and opportunities to develop their social/emotional learning skills in a preventative manner. Sites where the implementation of the universal SEL curriculum was higher had a correlation that the number of students in need of instruction per the DESSA rating was lower. A challenge was consistent implementation of the universal SEL curriculum which will continue to be a focus in the next LCAP. The District began implementing an aligned Progressive Behavior and Response Matrix that incorporates restorative practices and tiered responses to behavioral incidents and needs across elementary through high school continuum. With a focus on positive discipline the Progressive Behavior and Response Matrix allowed for alternatives to traditional discipline responses. Professional development with site administrators as well as school site staff took place to support fidelity of inputting major and minor behavioral incidents and using the Progressive Behavior and Response Matrix. When used, site administrators reported that the responses from parents/guardians was positively received as well as it was clearer to the site administrators of what steps were recommended given different types of behavioral



incidents. The challenge of fidelity of implementation will continue to be addressed through professional development and coaching opportunities for the site administrators and site MTSS teams. The District contracted with Community Human Services for a Drug Resource Specialist to support the growing drug and alcohol related behavioral incidents. Having this resource has been very supportive of the needs especially in relation to vaping and alcohol use and as a resource to families and staff. Mental Health Clinicians continued to be present at each school site and the referral process was implemented at each school site through the site's MTSS teams. The District participated in a county level Community of Practice with a focus on attendance/chronic absenteeism. Each school site implemented a School Attendance Review Team (SART) and a District level SART supported with the tier 3 needs at sites related to attendance. An attendance campaign including clear messaging in multiple languages on the sick leave policy as well as home visits were two strategies that supported addressing the chronic absenteeism levels. A focus on developing MTSS teaming structures at each school site continued this year. Each site was expected to place focus on engagement strategies that promoted culturally responsive teaching practices and expanded on students' sense of belonging.

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

The estimated actual expenditures and budgeted expenditures do not have major material differences. The planned for and intended expenditures were completed as indicated in the LCAP. However, the implementation of the actions did not result in the desired outcomes. Due to staffing difficulties and leadership changes, the full implementation of the planned actions was not achieved at the expected levels. Moving forward as staffing positions are filled and adjustments to the District's leadership structure are implemented, the District expects higher percentages of planned improved services to be achieved.

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 to address attendance and chronic absenteeism were effective as overall attendance continues to increase and the rate of chronic absenteeism has continued to be lowered each year. While both student and staff perception of school safety and connectedness as measured by the annual California Healthy Kids Survey (CHKS) shows that the strategies and supports are not impacting this area of need a significant rate. The percentages continue to remain around the same levels and in some cases have decreased instead of the desired outcome of increasing school connectedness and caring adult relationships. This will be a key area of focus in the upcoming LCAP cycle. Referrals for behavioral supports showed less need this school year, however, with vacancies in leadership, including the Coordinator of Behavior Intervention and Supports, there were less opportunities for monitoring progress, coaching and support of the referral process for behavioral interventions. Mental health supports and services continued to be delivered at a high rate with Mental Health clinicians assigned to each school site and a new wellness center opened at the Middle School this school year. While the number of students receiving mental health supports increased, there is still a need to continue to refine the referral process through the site's MTSS teams as well as progress monitoring for effectiveness. School wide improvements with Positive Discipline and incorporating restorative practices as an alternative to other traditional discipline responses gained momentum with the rollout of the Progressive Behavior and Response Matrix. There will need to be continued review and feedback on the Matrix as well as additional professional development opportunities to support consistent implementation and follow through. The implementation of the DESSA (universal screener for SEL) was effective with over 80% of students

rated two times during the 2023-24 school year. Next steps are to ensure that the students identified in need through the DESSA are matched to appropriate supports and interventions to help prevent their needs from growing more significant and impacting their learning. Another action that needs continued focus is the implementation of the universal SEL curriculum to support teaching students the necessary skills so that they develop the necessary SEL competencies to help them thrive.

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.

There were not any changes made to the planned goals or metrics, however, the desired outcome from the California Healthy Kids Survey for caring adults and school connectedness were not attained at the levels the District was striving to achieve. In reflection, moving forward, the District will continue to place emphasis on the implementation of the universal Social Emotional Learning curriculum and will address both SEL and behavior with more intentional focus within the MTSS site level teams. The universal screening data will be used by site teams to support matching students with interventions in a more proactive manner to help foster a greater sense of belonging and engagement in school. District and site level teams will continue to integrate more student voice including empathy interviews and different engagement activities at school to support overall positive climate and culture improvements. For staff connectedness, the District reflected and created a new LCAP goal that is aligned with improving staff connectedness and retention.

**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	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.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of District 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  # of workshop attendees	2020-2021 District Parent workshops series offered in English & Spanish: Session #: 29 sessions Total Number Participants Duplicated: 729  List of Workshops: Social Emotional Learning: 8 sessions (355 People) Positive Discipline: 9 sessions (178 People) Let's Go Learn: 2 sessions (51 People) Academic Support: 2 sessions (72 People) Student Attendance & Truancy: 2 sessions (51 People)	2021-2022 District Parent workshops series offered in English & Spanish: Session #: 33 sessions Total Number of Participants Duplicated: 581  List of Workshops: Social Emotional Learning: 6 sessions (170 People) Positive Discipline: 8 sessions (228 People) Academic Support: 10 sessions (20 People) Special Services Support: 5 sessions (118 People) Mental Health Awareness: 4 sessions (45 People)	2022-2023 District Parent workshops series offered in English & Spanish: Session #: 48 sessions Average Attendance: 18 Total Number Participants Duplicated: 544  List of Workshops: Positive Discipline: 8 sessions (131 People) Abriendo Puertas: 18 sessions (165 People) Suicide Prevention: 2 sessions (25 People) Financial Literacy: 2 sessions (30 People) Parent Support Group: 6 sessions (35 People)	2023-2024 District Parent workshops series offered in English & Spanish: Session #: 43 sessions Average Attendance: 15 Total Number Participants Duplicated: 625  List of Workshops as of April 2024: Positive Discipline series: 300 People Academic Support: 3 sessions (100 People) Mental Health Awareness: 2 sessions (40 People) Suicide Prevention: 1 sessions (25 People)	2023-2024 # of District Parent workshops series to be offered in English & Spanish: 30 sessions 30 Participants Average Attendance Total Number Participants Duplicated: 750

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Mental Health Awareness: 6 sessions (22 People)		Special Services Support: 13 sessions (286 People) Mental Health Awareness: 10 sessions (127 People)	Financial Literacy: 2 sessions (35 People) Parent Support Group: 6 sessions (50 People) Parent Focus Groups Middle Years (75 People)	
% of parents pre/post survey results of increase of knowledge participating in a workshop	2020-2021: Inconsistent data collected.	2021-2022: 82% (263/321) of survey responders felt their participation increased their knowledge on workshop topics.	2022-2023: # of survey responders felt their participation increased their knowledge on workshop topics. (Will update in Fall 2023)	In Progress	2023-2024: 90% of survey responders to express that their participation increased their knowledge on workshop topics.
% of Pre TK-K parents self reporting knowledge of 0-5 services, support services and asking clarifying questions regarding student individual needs	2020-2021: Inconsistent data collected.  Baseline was determined in 2021-2022.	2021-2022: Survey Responses 76% (52/68) of Pre TK-K parents know where to access early learning (0-5 year) services.  72% (50/69) Pre TK-K parents know how to access support and ask clarifying questions regarding student individual needs.	2022-2023: Survey Responses 56% (48/65) Pre TK-K parents know where to access early learning (0-5 year) services.  61% (52/85) Pre TK-K parents know how to access support and ask clarifying questions regarding student individual needs.	In Progress	2023-2024: Survey Responses 90% Pre TK-K parents know where to access early learning (0-5 year) services.  90% Pre TK-K parents know how to access support and ask clarifying questions regarding student individual needs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Adult Education (Adult ED) student enrollment	2020-2021 Adult ED Student Enrollment: 287	2021-2022 Adult ED Student Enrollment: 340	2022-2023 Adult ED Student Enrollment: 277	2023-2024 Adult ED Student Enrollment: 200	2023-2024 Adult ED Student Enrollment: 400
Parent input in decision making	Yes, parent input was considered in decision making.	Yes, parent input was considered in decision making.	Yes, parent input was considered in decision making.	Yes, parent input was considered in decision making.	Yes, parent input to be considered in decision making.
Parent participation in programs for unduplicated pupils	Yes	Yes	Yes	Yes	Yes
Parent participation in programs for Students with Disabilities	Yes	Yes	Yes	Yes	Yes

## 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.

Goal 4, actions 4.1 through 4.4, were successfully implemented in the 23-24 school year. Our District was able to provide a variety of parent workshops based on feedback received. As a result, we offered Financial Literacy workshops in Spanish and English through United Way, Positive Discipline workshops in Spanish, English, and Mixteco through Positive Discipline Community Resource, Academic Support, Mental Health Awareness, Suicide Prevention, Parent Support Group, and Parent Focus Groups Middle Years. In addition, we continued to offer Adult Ed classes, though our enrollment declined from 277 to 200 this year. Our DELAC was active this year, and we invited a group of parents from each site to attend CABA (California Association of Bilingual Education) and had a team of 15 attend, including parents, classified staff, and certificated staff. We had no challenges in implementation.

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.

There were no materials differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

We were able to exceed our Desired Outcome for # of parent workshops and number of participants. However, we are still working on increasing our Adult Ed enrollment. Some of our data was not available due to change in leadership and staffing gaps in areas impacting Goal 4.

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.

During the 2023-2024 school year, we engaged in multiple opportunities to review data and engage educational partners in providing input on our new LCAP. As a result, we refined and added some additional actions on safe, reliable transportation, emphasizing two-way communication, building trust, and improving customer service which is reflected in the 2024-2025 LCAP.

**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	Provide safe, secure facilities, transportation, supervision, and adequate staffing, materials, meals, and related services.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School facilities maintained in good repair.	2020-2021: Met	2021-2022: Met	2022-2023: Met	2023-2024: Met	2023-2024: Met
Teachers appropriately assigned in subject and for pupils they are teaching.	<p>2019-2020 Fully Credentialed Teacher FTEs: 96%</p> <p>2020-2021 Fully Credentialed Teacher FTEs: 92.9% (183.8/197.8)</p> <p>2020-2021 Teacher Misassignments: 6.96% (58/833)</p>	<p>2021-2022 Fully Credentialed Teacher FTEs: 88.8% (229.5/258.5)</p> <p>2021-2022 Teacher Misassignments: 9.37% (67/715)</p>	<p>2022-2023 Fully Credentialed Teacher FTEs: 89.9% (213/237)</p> <p>2022-2023 Teacher Misassignments: 0.42% (1/237)</p>	<p>2023-2024 Fully Credentialed Teacher FTEs: 89.3% (262/234)</p> <p>2023-2024 Teacher Misassignments: 1.3% (3/234)</p>	<p>2023-2024 Fully Credentialed Teacher FTEs: 100%</p> <p>2023-2024 Teacher Misassignments: 0%</p>

### 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.

Goal 5, action 1, provides basic services for all students and is not a contributing action for unduplicated students. This action provided for provide safe, secure facilities, transportation, supervision, and adequate staffing, materials, meals, and related services which includes partnerships with organizations such as the Monterey County Office of Education, the Monterey County Sheriff's Office and the Monterey

County Office of Emergency Services. We did not have any substantive differences in planned actions and actual implementation in this Goal. The action was successful, and few challenges were encountered.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

We maintained our Facilities being in Good Repair and maintain our fully credentialed teachers with a slight increase in misassignments due to availability of fully credentialed staff. Despite a slight increase in challenges due to staff availability, we have achieved a 0% misassignment rate.

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.

During the 2023-2024 school year, we engaged in multiple opportunities to review data and engage educational partners in providing input on our new LCAP. As a result, we added a Goal on Staff Engagement and Connectedness, put safe and reliable transportation in Goal 4- Parent/Community Engagement and Connectedness, and incorporated the infrastructure of technology into our new Goal 1 because educational technology is dependent on the infrastructure of technology working.

**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](mailto: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.

California Department of Education  
November 2023

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$80,458,323.00	\$76,203,106.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Rigorous and Equitable Instruction: Guaranteed, Viable Curriculum	Yes	\$4,876,755.00	\$3,155,805.00
1	1.2	Rigorous and Equitable Instruction: Collaborative Structures data/progress monitoring/assessment	Yes	\$638,718.00	\$850,519.00
1	1.3	Rigorous and Equitable Instruction: Professional Learning & Building Capacity	Yes	\$2,312,247.00	\$2,379,928.00
1	1.4	Rigorous and Equitable Instruction: Diverse Learning models for access	Yes	\$4,408,697.00	\$3,710,591.00
1	1.5	Rigorous and Equitable Instruction: Intervention/Acceleration Academic Achievement	Yes	\$14,574,108.00	\$12,094,055.00
2	2.1	College/Career Readiness, Including Effective Use of Educational Technology: College and Career Ready/Pathway "Real World" Course Work	Yes	\$1,913,903.00	\$1,473,110.00
2	2.2	College/Career Readiness, Including Effective Use of Educational Technology: Biliteracy	Yes	\$616,594.00	\$584,641.00
2	2.3	College/Career Readiness, Including Effective Use of Educational Technology: Effective Use	Yes	\$881,363.00	\$924,633.00
2	2.4	College/Career Readiness, Including Effective Use of Educational Technology: Students Personal/Career Goals Tracking	Yes	\$1,544,644.00	\$1,490,314.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Student Engagement and Connectedness: SEL, Behavior Intervention/ Health and Wellness Support	Yes	\$2,575,434.00	\$2,024,288.00
3	3.2	Student Engagement and Connectedness: Restorative Justice Practices	No	\$3,326.00	0.00
3	3.3	Student Engagement and Connectedness: School Level Tier 1, MTSS Practices Alignment	Yes	\$447,611.00	\$385,852.00
3	3.4	Student Engagement and Connectedness: Culturally Responsive Classrooms/ School	Yes	\$468,732.00	\$357,869.00
3	3.5	Student Engagement and Connectedness: Expand/Evaluate Student Sense of Belonging in School Community	Yes	\$974,391.00	\$727,726.00
3	3.6	Student Engagement and Connectedness: Physically working enriched campus/spaces	Yes	\$239,765.00	\$200,961.00
4	4.1	Parent/ Community Engagement and Connectedness: Parent series with meaningful involvement	Yes	\$1,380,920.00	\$913,823.00
4	4.2	Parent/ Community Engagement and Connectedness: Parent Cafecitos	No	\$235,245.00	\$202,911.00
4	4.3	Parent/ Community Engagement and Connectedness: Expand Parent/ Community Communication Strategies	No	\$1,880,377.00	\$1,714,796.00
4	4.4	Parent/ Community Engagement and Connectedness: Expand 6AM to 6PM Early Learning/Child Development/ School Age Childcare Programs and Family Services to Support Access	Yes	\$5,293,985.00	\$6,295,445.00
5	5.1	Basic Services	No	\$35,191,508.00	\$36,715,839.00

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
18,341,100	\$19,628,407.00	\$16,971,061.00	\$2,657,346.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Rigorous and Equitable Instruction: Guaranteed, Viable Curriculum	Yes	\$4,064,736.00	\$2,997,384.00	0.00%	
1	1.2	Rigorous and Equitable Instruction: Collaborative Structures data/progress monitoring/assessment	Yes	\$430,894.00	\$638,777.00	0.00%	
1	1.3	Rigorous and Equitable Instruction: Professional Learning & Building Capacity	Yes	\$2,058,588.00	\$1,938,928.00	0.00%	
1	1.4	Rigorous and Equitable Instruction: Diverse Learning models for access	Yes	\$2,774,810.00	\$2,291,480.00	0.00%	
1	1.5	Rigorous and Equitable Instruction: Intervention/Acceleration Academic Achievement	Yes	\$2,079,706.00	\$1,388,598.00	0.00%	
2	2.1	College/Career Readiness, Including Effective Use of Educational Technology: College and Career Ready/Pathway "Real World" Course Work	Yes	\$1,646,360.00	\$1,166,823.00	0.00%	
2	2.2	College/Career Readiness, Including Effective Use of Educational Technology: Biliteracy	Yes	\$138,296.00	\$139,709.00	0.00%	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	College/Career Readiness, Including Effective Use of Educational Technology: Effective Use	Yes	\$865,200.00	\$910,016.00	0.00%	
2	2.4	College/Career Readiness, Including Effective Use of Educational Technology: Students Personal/Career Goals Tracking	Yes	\$1,373,403.00	\$1,327,686.00	0.00%	
3	3.1	Student Engagement and Connectedness: SEL, Behavior Intervention/ Health and Wellness Support	Yes	\$1,278,677.00	\$1,090,150.00	0.00%	
3	3.3	Student Engagement and Connectedness: School Level Tier 1, MTSS Practices Alignment	Yes	\$427,547.00	\$352,920.00	0.00%	
3	3.4	Student Engagement and Connectedness: Culturally Responsive Classrooms/ School	Yes	\$461,421.00	\$356,727.00	0.00%	
3	3.5	Student Engagement and Connectedness: Expand/Evaluate Student Sense of Belonging in School Community	Yes	\$930,121.00	\$623,851.00	0.00%	
3	3.6	Student Engagement and Connectedness: Physically working enriched campus/spaces	Yes	\$236,543.00	\$199,853.00	0.00%	
4	4.1	Parent/ Community Engagement and Connectedness: Parent series with meaningful involvement	Yes	\$472,788.00	\$336,957.00	0.00%	
4	4.4	Parent/ Community Engagement and Connectedness: Expand 6AM to 6PM Early Learning/Child Development/ School Age Childcare Programs and	Yes	\$389,317.00	\$1,211,202.00	0.00%	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Family Services to Support Access					

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
47,173,375	18,341,100	2.03%	40.910%	\$16,971,061.00	0.000%	35.976%	\$2,327,658.51	4.934%





# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
North Monterey County Unified School District	Dr. Matthew Turkie Superintendent	matthew_turkie@nmcusd.org (831) 633-3343

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The North Monterey County Unified School District (NMCUSD) serves a population of roughly 28,000 people and covers approximately seventy square miles of unincorporated coastal and agricultural land, including the communities of Castroville, Prunedale, Moss Landing, a small portion of Watsonville, and a small area of Salinas (2021 US Census Bureau). NMCUSD is comprised of four elementary schools (TK-6), one middle school (7-8), one comprehensive high school (9-12), one continuation high school (10-12), and one independent study school (7-12) serving approximately 4,435 students. In addition, NMCUSD maintains an adult education school, early intervention preschool programs at each elementary campus, as well as a family resource center and an infant/toddler program. NMCUSD is a proud diverse learning community committed to educating and empowering today's learners and tomorrow's leaders in a safe and inclusive environment. The student population is 91.6% Hispanic or Latino, 6.4% White, 0.4% Asian, 0.3% Filipino, 0.4% students with two or more Races, 0.2% Pacific Islander, 0.2% African American, and 0.1% American Indian or Alaska Native (Data Quest, CDE 2023-2024). Furthermore, NMCUSD has an unduplicated pupil percentage of 89.6% comprised of 2161 English learners (48.7%), 276 migrant students (6.2%), 3881 socio-economically disadvantaged students (87.5%), 1302 homeless students and foster youth (29.4%) and 592 students with disabilities (13.3%) (CALPADS, CDE 2023-2024).

NMCUSD provides a variety of programs that are not only geared toward meeting the diverse needs of all students, but also focus on the eight state priorities categorized under Conditions for Learning, Pupil Outcomes, and Engagement. Implementing and evaluating the LCAP is NMCUSD's diverse workforce staffed by 264 certificated teachers, librarians, psychologists, nurses, speech pathologists, and special

education staff. Additionally, there are 288 classified support personnel and 24 certificated management staff members continuously implementing and monitoring the LCAP goals.

Two of our school sites have been identified as being eligible for Equity Multiplier funds: Central Bay Continuation High School and North Monterey County Center for Independent Study.

## Reflections: Annual Performance

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

Below is a summary clustered by indicator of the Student Groups and School Sites that had a red in that area in the California School Dashboard:

English Language Arts      All students: Castroville Elementary and North Monterey County Center for Independent Study  
English learners: Districtwide, Castroville Elementary, North Monterey County Center for Independent Study, North Monterey County Middle, and Prunedale Elementary  
Hispanic: Castroville Elementary  
Socioeconomically disadvantaged: Castroville Elementary  
Students with disabilities: Elkhorn Elementary

Math      All students: North Monterey County Center for Independent Study  
English learners: Districtwide, North Monterey County Center for Independent Study and North Monterey County Middle  
Homeless youth: Elkhorn Elementary and North Monterey County Middle  
Socioeconomically disadvantaged: Elkhorn Elementary and North Monterey County Center for Independent Study

Suspensions      Foster youth: Districtwide  
Homeless youth: North Monterey County Middle

College/Career      All students: North Monterey County Center for Independent Study  
English learners: Districtwide and North Monterey County High  
Hispanic: North Monterey County Center for Independent Study  
Socioeconomically disadvantaged: North Monterey County Center for Independent Study

NMCUSD will address these areas of opportunity in Goals 5-7. Each action will increase the quality of first instruction for students, especially for those student groups listed above. In addition, two of our school sites have been identified as eligible for Equity Multiplier funds: Central Bay Continuation High School and North Monterey County Center for Independent Study, which is addressed specifically in Goal 8.

# Reflections: Technical Assistance

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

North Monterey County Unified School District (NMCUSD) is eligible to receive technical assistance for the following student group and indicators:  
English Learner in Priority Areas 4 (ELA and Math Indicators) and 8 (College/Career)

To support these students, as well as all students in the areas of Math, NMCUSD partners with the Monterey County Office of Education (MCOE). This partnership aims to build the collective capacity of district, site, and teacher leaders. The goal is to transform teaching and learning and improve the educational outcomes of all students, especially for those who are not yet experiencing success on state and local metrics.

NMCUSD will continue to attend the Math Community of Practice (CoP) facilitated by MCOE, whose aim is to ensure optimal impact on student outcomes. The NMCUSD team includes representatives from our Educational Services Team, site administration, and elementary, middle, and high school teachers passionate about math.

The CoP supports accelerating student outcomes in the following ways:  
Teams create theories of improvement, design action cycles, and analyze student data to guide next steps at the classroom, site, and district levels.  
MCOE and school site PLN teams meet in person four times per year to engage in continuous improvement processes.  
MCOE coaches support the implementation and reflection of action cycles at each school site.  
Engaging with other LEAs and content experts supports building the collective capacity to engage and guide this work at the school and classroom level.

## 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.

NMCUSD does not have schools identified as CSI.

### *Support for Identified Schools*

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

NMCUSD does not have schools identified as CSI.

## ***Monitoring and Evaluating Effectiveness***

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

NMCUSD does not have schools identified as CSI.

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Advisory (includes students, parents, community members, local bargaining units, teachers, administrators, and other personnel) A total of 93 individuals attended one or more times over the course of 7 meetings.	Meetings were held on 1-10-24, 1-22-24, 2-7-24, 2-22-24, 3-4-24, 4-17-2024, 5-23-24.
Consult conducted with our certificated staff, North Monterey County Federation of Teachers (NMCFT), to review proposed draft LCAP goals and actions. Teachers consulted.	Reached out and met with NMCFT President on 5-6-24
Consult conducted with our classified staff, North Monterey County's California School Employees Association (CSEA), to review proposed draft LCAP goals and actions.	Reached out and met with CSEA President, Secretary, and Region rep on 5-8-24
District English Learner Advisory Committee	Provided opportunities for LCAP input and review on 4-15-24, 5-20-24. Also reviewed ELAC recommendations for LCAP from individual school sites to develop the written DELAC input on LCAP which will be provided to the Superintendent and Board at the June 13 Board meeting.
Student Focus Groups	Student focus groups were conducted on 3-12-2024
Parent Focus Groups (Over 75 parents)	Parent focus groups were conducted on 3-12-2024
Site Administrator Input	LCAP input was solicited at Site Administrator Meeting held on 5-20-24
Consult with our Special Education Local Plan Areas (SELPA)	A draft LCAP was provided to SELPA for their review in on June 17, 2024.

Educational Partner(s)	Process for Engagement
Staff/Other School Personnel (149 responses total)	LCAP Survey was sent to certificated staff, instructional classified staff, and classified staff in mid-March. 70 responses were received from certificated staff, 21 responses were received from classified instructional staff, and 58 responses were received from classified staff.
Families (155 responses)	LCAP Survey was sent to families in mid-March. 155 responses were received.
Students (2,502 responses)	LCAP Survey was sent to students in mid-March with responses collected through mid-April. 771 responses were received from students in Grades 3-5. 1,731 responses were collected for students in Grades 6-12.
Equity Multiplier educational partners	Central Bay met with School Site Council on 4-18-2024 to discuss and get input on LCAP and Equity Multiplier focus goals and budget. 8 attendees. NMCCIS met with School Site Council on 4-25-2024 to discuss and get input on LCAP and Equity Multiplier focus goal and budget. 4 attendees.

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

Feedback from our educational partners has significantly influenced and helped us refine and strengthen the development of our LCAP.

In instruction, key areas of feedback included the need for robust academic support to ensure all students have access to grade-level instruction and opportunities for both intervention and acceleration, especially for our Multilingual Learners and Students with Disabilities. Our partners emphasized the importance of real-world learning opportunities, such as internships and other forms of work-based learning. Additionally, there was strong support for expanding our Biliteracy pathway and for teaching students to use technology responsibly. Recognizing and valuing the diverse experiences that students bring to their education and providing them with authentic learning environments were also highlighted as critical.

Several key areas for improvement were identified in terms of student engagement and connectedness. Enhancing physical facilities and ensuring physical safety were seen as widespread needs. There was also a call for more diverse opportunities for students to connect and engage with the school based on their interests. Furthermore, feedback indicated a pressing need for increased mental health and behavioral support across the board.

Goal 3, Action 2: Parent engagement and connectedness were also identified as areas of focus. Goal 3, Action 1: Reliable and safe transportation emerged as a significant issue, with routes frequently canceled due to a shortage of drivers. Families expressed a desire for

more formal and informal ways to engage with the school. Goal 3, Action 3: There was a strong demand for two-way, timely communication in multiple languages, including Mixteco and Spanish. While our parent workshops have been well-attended and positively received, there is a recognized need to improve customer service. Trust between the community, schools, District, and Board has eroded over the past year and needs to be rebuilt.

Goal 4, Action 4.1, 4.2, 4.3: In addition, a new goal has been established to address staff engagement and connectedness, focusing on improving the recruitment and retention of highly qualified staff. This goal stems from an identified need to foster a more supportive and connected work environment for our educators.

Feedback from the communities at Central Bay High School and North Monterey County Center for Independent Study was incorporated into Goal 8, Action 1, to increase attendance by improving engagement (equine therapy).

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Rigorous Equitable Instruction	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Academic Excellence for All Students: Ensuring that all students, regardless of their background or abilities, have access to high-quality, challenging instruction is fundamental to promoting academic excellence. Rigorous equitable instruction aims to raise the achievement levels of all students by setting high expectations and providing the necessary support to meet those expectations.

Closing Achievement Gaps: There are often significant disparities in academic performance between different student groups, such as those based on race, socioeconomic status, language proficiency, and special education needs. A focus on rigorous equitable instruction is designed to close these achievement gaps by providing targeted interventions and resources to students who need them the most.

Promoting Social Justice and Equity: Education is a critical tool for social mobility and justice. By committing to rigorous equitable instruction, North Monterey County Unified School District affirms its dedication to providing fair and just educational opportunities. This involves recognizing and addressing systemic inequities that affect student learning and outcomes.

Preparing Students for the Future: In a rapidly changing world, students need to be equipped with critical thinking, problem-solving, and advanced academic skills to succeed in higher education and the workforce. Rigorous instruction ensures that all students are challenged and prepared for future opportunities, while equitable practices ensure that no student is left behind.

Inclusive Learning Environments: Rigorous equitable instruction fosters inclusive learning environments where diverse perspectives are valued and every student feels respected and supported. This can lead to a more positive school culture and climate, which benefits all students and staff.

Compliance with Educational Standards and Policies: Many educational standards and policies, including those at the state and federal levels, emphasize the importance of providing equitable access to rigorous instruction. Establishing this goal helps the district align with these standards and fulfill its legal and ethical obligations.



Educational Partner Expectations: Parents, educators, and community members expect our schools to provide equitable and rigorous educational experiences. Responding to this demand is crucial for maintaining trust and support from these stakeholders.

Research and Best Practices: Educational research consistently shows that high expectations and rigorous instruction, combined with equitable supports, lead to better student outcomes. Establishing this goal reflects a commitment to implementing research-based best practices in education.

By setting a goal of Rigorous Equitable Instruction, a school district demonstrates its commitment to fostering an educational environment where all students can achieve their full potential, ensuring that excellence and equity go hand in hand.

In analyzing the results from the California School Dashboard and DataQuest, our District clearly has a need to focus on improving our system in academic readiness to ensure all students graduate college, career, and life ready.

Examples include:

- The majority of our schools along with our District have one or more subgroups in Red when looking at the ELA and Math Indicators. (Source: CA School Dashboard)
- Each of our high schools (North Monterey County High, Central Bay Continuation High, and North Monterey County Center of Independent Study) along with our District have one or more subgroups in Red according to the College and Career Indicator. (Source: CA School Dashboard)

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of students who are placed in the "Prepared" level on the College/Career Indicator (CCI) published in the CA Dashboard	<p>Class of 2023: 353 students</p> <p>Districtwide All students: 32% English learners: 7.5% Students with disabilities: 11%</p> <p>NMC Center for Independent Study All students: 8.3% Hispanic: 3.1%</p>			<p>Class of 2026</p> <p>Districtwide All students: 50% English learners: 33% Students with disabilities: 35%</p> <p>NMC Center for Independent Study All students: 33% Hispanic: 29%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically disadvantaged: 7.5%  North Monterey County High English learners: 9.1%			Socioeconomically disadvantaged: 33%  North Monterey County High English learners: 34%	
1.2	Assigned and fully credentialed teachers	2023-2024: 262 Teachers  Fully credentialed: 89% Misassignments: 1%			2026-2027  Fully credentialed: 100% Misassignments: 0%	
1.3	Access to standards-aligned instructional materials	2023-2024: Met			2026-2027: Met	
1.4	Implementation of state board adopted academic content and performance standards for all students including how the programs and services enable English Learners to access the Common Core State Standards and the English Language Development standards	2023-2024: Met			2026-2027: Met	
1.5	% of all students who Met or Exceeded Standards on ELA State Assessment (CAASPP)	2022-2023: 2304 students tested with scores			2026-2027  Students who Meet or Exceed Standards on ELA	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and Distance from Standard Scores	<p>Students who Met or Exceeded Standards on ELA</p> <p>Grade 3: 23.5%</p> <p>Grade 4: 17.1%</p> <p>Grade 5: 22.1%</p> <p>Grade 6: 25.9%</p> <p>Grade 7: 25.7%</p> <p>Grade 8: 30.5%</p> <p>Grade 11: 43.2%</p> <p>Distance from Standard Scores</p> <p>Districtwide</p> <p>All students: -61.7</p> <p>English learners: -90</p> <p>Socioeconomically disadvantaged: -69.9</p> <p>Foster youth: N/A</p> <p>Homeless: -79.3</p> <p>Castroville Elementary</p> <p>All Students: -78.9</p> <p>English learners: -99.9</p> <p>Hispanic: -79.7</p> <p>Homeless youth: -89.6</p> <p>Socioeconomically disadvantaged: -83.8</p> <p>Elkhorn Elementary</p> <p>Homeless youth -76</p> <p>Students with disabilities: -97.2</p> <p>NMC Center for Independent Study</p>			<p>Grade 3: 33.4%</p> <p>Grade 4: 27.1%</p> <p>Grade 5: 32.1%</p> <p>Grade 6: 35.9%</p> <p>Grade 7: 35.7%</p> <p>Grade 8: 40.5%</p> <p>Grade 11: 53.1%</p> <p>Distance from Standard Scores</p> <p>Districtwide</p> <p>All students: -45</p> <p>English learners: -60</p> <p>Socioeconomically disadvantaged: -50</p> <p>Foster youth: N/A</p> <p>Homeless: -55</p> <p>Castroville Elementary</p> <p>All students: -60</p> <p>English learners: -70</p> <p>Hispanic -60</p> <p>Homeless youth: -65</p> <p>Socioeconomically disadvantaged: -60</p> <p>Elkhorn Elementary</p> <p>Homeless youth: -65</p> <p>Students with disabilities: -80</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>All students: -75 English learners: -138.2</p> <p>North Monterey County Middle English learners: -83.4 Homeless youth: -78.2</p> <p>Prunedale Elementary English learners: -75.8 Homeless youth: -77.9</p>			<p>NMC Center for Independent Study All students: -65 English learners: -100</p> <p>North Monterey County Middle English learners: -70 Homeless youth: -70</p> <p>Prunedale Elementary English learners: -65 Homeless youth: -65</p>	
1.6	% of all students who Met or Exceeded Standards on Math State Assessment (CAASPP) and Distance from Standard Scores	<p>2022-2023: 2322 students tested with scores</p> <p>Students who Met or Exceeded Standards on Math</p> <p>Grade 3: 26.3% Grade 4: 9.7% Grade 5: 7.78% Grade 6: 13.0% Grade 7: 14.5% Grade 8: 10.1% Grade 11: 8.55%</p>			<p>2026-2027</p> <p>Students who Meet or Exceed Standards on Math</p> <p>Grade 3: 27.3% Grade 4: 19.7% Grade 5: 17.78% Grade 6: 23.0% Grade 7: 24.5% Grade 8: 20.1% Grade 11: 18.55%</p> <p>Distance from Standard Scores</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Distance from Standard Scores  Districtwide All students: -109.2 English learners: -123.1 Socioeconomically disadvantaged: -116.3 Foster youth: N/A Homeless youth: -120.1  Elkhorn Elementary Homeless youth: -105.3 Socioeconomically disadvantaged: -97.7 Students with disabilities: -126.3  NMC Center for Independent Study All students: -135.8 English learners: -175.2 Socioeconomically disadvantaged: -149.9  North Monterey County Middle English learners: -151.6 Homeless youth: -143.2			Districtwide All students: -95 English learners: -105 Socioeconomically disadvantaged: -100 Foster youth: N/A Homeless youth: -105  Elkhorn Elementary Homeless youth: -95 Socioeconomically disadvantaged: -90 Students with disabilities: -110  NMC Center for Independent Study All students: -120 English learners: -155 Socioeconomically disadvantaged: -130  North Monterey County Middle English learners: -125 Homeless youth: -115	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	% of English learners who Met or Exceeded Standards on ELA State Assessment (CAASPP)	2022-2023: 1041 students tested with scores  Grade 3: 19.8% Grade 4: 14.0% Grade 5: 17.5% Grade 6: 22.2% Grade 7: 21.7% Grade 8: 28.1% Grade 11: 41.2%			2026-2027  Grade 3: 29.8% Grade 4: 24.0% Grade 5: 27.5% Grade 6: 32.2% Grade 7: 31.7% Grade 8: 38.1% Grade 11: 51.2%	
1.8	% of English learners who Met or Exceeded Standards on Math State Assessment (CAASPP)	2022-2023: 1059 students tested with scores  Grade 3: 22.3% Grade 4: 7.21% Grade 5: 7.23% Grade 6: 9.75% Grade 7: 13.7% Grade 8: 8.73% Grade 11: 6.2%			2026-2027  Grade 3: 32.3% Grade 4: 17.21% Grade 5: 17.23% Grade 6: 19.75% Grade 7: 23.7% Grade 8: 18.73% Grade 11: 16.2%	
1.9	% of students with disabilities who Met or Exceeded Standards on ELA State Assessment (CAASPP)	2022-2023: 257 students tested with scores  Grade 3: 5.88% Grade 4: 2.78% Grade 5: 4.88% Grade 6: 0% Grade 7: 2.38% Grade 8: 10% Grade 11: 8.7%			2026-2027  Grade 3: 15.88% Grade 4: 12.78% Grade 5: 14.88% Grade 6: 10% Grade 7: 12.38% Grade 8: 20% Grade 11: 18.33%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	% of students with disabilities who Met or Exceeded Standards on Math State Assessment (CAASPP)	2022-2023: 255 students tested with scores  Grade 3: 11.8% Grade 4: 0% Grade 5: 0% Grade 6: 0% Grade 7: 2.38% Grade 8: 10.3% Grade 11: 0%			2026-2027  Grade 3: 21.8% Grade 4: 10% Grade 5: 10% Grade 6: 10% Grade 7: 12.38% Grade 8: 20.3% Grade 11: 10%	
1.11	% of all students on or above grade level in ELA as measured by Local Assessment: Let's Go Learn (LGL)	Spring 2023-2024:  Grade K: 23.1% Grade 1: 33.7% Grade 2: 37.0% Grade 3: 47.9% Grade 4: 62.2% Grade 5: 55.4% Grade 6: 52.5% Grade 7: 47.5% Grade 8: 39.5%			Spring 2026-2027  Grade K: 33.1% Grade 1: 43.7% Grade 2: 47.0% Grade 3: 57.9% Grade 4: 72.2% Grade 5: 65.4% Grade 6: 62.5% Grade 7: 57.5% Grade 8: 49.5%	
1.12	% of all students on or above grade level in Math as measured by Local Assessment: (Let's Go Learn (LGL)	Spring 2023-2024:  Grade K: 19.0% Grade 1: 18.7% Grade 2: 24.5% Grade 3: 34.0% Grade 4: 48.5% Grade 5: 29.4% Grade 6: 23.2% Grade 7: 24.0% Grade 8: 16.4%			Spring 2026-2027  Grade K: 29.0% Grade 1: 28.7% Grade 2: 34.5% Grade 3: 44.0% Grade 4: 58.5% Grade 5: 39.4% Grade 6: 33.2% Grade 7: 34.0% Grade 8: 26.4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	% of English learners' progress toward English Proficiency as measured by Summative ELPAC	<p>2022-2023: 1953 students tested with scores</p> <p>Level 4 (Well Developed): 13%  Level 3 (Moderately Developed): 31%  Level 2 (Somewhat Developed): 32%  Level 1 (Minimally Developed): 24%</p> <p>English Learner Progress Indicator: 48.5%</p>			<p>2026-2027</p> <p>Level 4 (Well Developed): 23%  Level 3 (Moderately Developed): 41%  Level 2 (Somewhat Developed): 22%  Level 1 (Minimally Developed): 14%</p> <p>English Learner Progress Indicator: 50%</p>	
1.14	% of English learners reclassified as RFEP	2022-2023: 6.7%			2026-2027: 8%	
1.15	High School Graduation Rates (Four-Year Adjusted Cohort Graduation Rate)	<p>2022-2023: 319 Graduates</p> <p>All students: 90.1%  English learners: 71.7%  Students with disabilities: 73.4%</p>			<p>2026-2027</p> <p>All students: 93%  English learners: 75%  Students with disabilities: 77%</p>	
1.16	% of students graduating meeting A-G (Four-Year Adjusted Cohort Graduation Rate)	<p>2022-2023: 319 Graduates</p> <p>All students: 39.8%  English learners: 18.4%  Students with disabilities: 21.3%</p>			<p>2026-2027</p> <p>All students: 49.8%  English learners: 28.4%  Students with disabilities: 31.3%</p>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	# of students enrolled in Career Technical Education (CTE) courses	2023-2024: All students: 807 English learners: 224 Students with disabilities: 55			2026-2027  All students: 807 English learners: 224 Students with disabilities: 55	
1.18	CTE Capstone completion rates	Class of 2023: 309 Graduates Completing a CTE Capstone: 23% Completing a CTE Capstone & A-G: 8%			Class of 2026 Completing a CTE Capstone: 30% Completing a CTE Capstone & A-G: 16%	
1.19	# of students completing a CTE certification	2023-2024: 146			2026-2027: 146	
1.20	# of students taking Biliteracy Pathway courses	2023-2024: 942 students in a Biliteracy Pathway  Grade TK: 24 Grade K: 97 Grade 1: 96 Grade 2: 98 Grade 3: 90 Grade 9-12: 537			2026-2027: Students in a Biliteracy Pathway  Grade TK: 24 Grade K: 97 Grade 1: 96 Grade 2: 98 Grade 3: 90 Grade 4: 75 Grade 5: 75 Grade 6: 75 Grade 9-12: 540	
1.21	% of graduates attaining State Seal of Biliteracy	Class of 2023: 13.2%			Class of 2026: 18%	
1.22	% of AP students who attained a score of 3 or higher (passed)	2022-2023: 270 AP Tests taken 7% passed			2026-2027: 340 AP Tests Passing: 40%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.23	% of students that have access to and are enrolled in a broad course of study including programs and services developed and provided for low-income students, English learners, foster students and students with disabilities  source:master schedule	2023-24: 100% of students			100% of students	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Guaranteed, Viable Curriculum	Guaranteed & viable curriculum in all content areas: Teachers collaborate to establish a common scope and sequence with priority standards and ensure that all students in our District have access to grade level standards across all content areas.	\$26,916,355.44	No
1.2	Engagement in Continuous Improvement	<p>Build effective teaming structures and collaboration opportunities for staff to improve collective efficacy and engage in continuous improvement in instruction across all sites. This is principally directed toward our low-income, English-learner students and Students with Disabilities across our District because collective teacher efficacy has been research-proven to accelerate the academic progress of our students.</p> <p>MCOE will partner with NMC to provide technical assistance in a Math Community of Practice to facilitate ongoing PDSA cycles for improvement.</p>	\$550,442.84	Yes
1.3	Professional Learning and Building Capacity	Provide professional learning for staff to build capacity to improve student outcomes, principally directed toward our English Learners including Long Term English Learners, Low Income, Students with Disabilities, and Homeless/Foster Youth.	\$3,631,761.09	Yes
1.4	Intervention and Acceleration	Provide additional intervention and acceleration opportunities for students on an as needed basis specifically to English Learners, Low Income students, and Students with Disabilities.	\$13,367,760.72	Yes
1.5	Real World Application	Real world application opportunities, including career technical education, work based learning, project based learning experiences that provide context and application integrating academic, the arts, and 21st century	\$9,721,117.96	Yes

Action #	Title	Description	Total Funds	Contributing
		learning skills primarily directed for our English learners and low income students.		
<b>1.6</b>	Biliteracy	Develop and implement a Biliteracy pathway from TK-12 grade with the goal of obtaining a Seal of Biliteracy upon graduation from high school, honoring and encouraging multilingual students.	\$290,688.12	Yes
<b>1.7</b>	Digital/Media Literacy Integration	Provide resources and structures needed to ensure all students and staff can use, leverage, and integrate technology effectively to ensure students are digital/media literate.	\$2,689,997.71	No
<b>1.8</b>	College and Career Plan	Every student in grades 7-12 has a six year plan to explore and track progress towards their college/career goals and postsecondary options. These could include certifications, dual enrollment, CTE pathway completion, Seal of Biliteracy, Seal of Civic Engagement, financial aid, and college applications.	\$1,533,772.53	No
<b>1.9</b>	Culturally Responsive Instruction	Provide assets based culturally responsive instruction by giving voice and choice to students in their learning giving value to the rich experiences students bring to the classroom building an authentic learning environment that supports English learners (ELs) and low income students.	\$16,587.50	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Student Engagement and Connectedness	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Feedback from our educational partners included the importance of providing our students to engage in school in a variety of ways, ensuring our schools are physically and emotionally safe for all students.

Research shows that students who are engaged and feel connected to their school perform better academically. Engagement fosters a sense of investment in learning, leading to improved grades, higher test scores, and greater academic persistence.

A strong sense of belonging and connection to the school community is crucial in preventing students from dropping out. Engaged students are more likely to attend school regularly, stay motivated, and complete their education.

Engagement and connectedness are closely linked to students’ mental health. When students feel connected to their school, they are more likely to experience positive emotions and less likely to suffer from anxiety, depression, and other mental health issues. Fostering strong relationships can provide crucial support systems for their students.

Student engagement activities, such as clubs, sports, and other extracurricular programs, help students develop essential social and emotional skills. These activities promote teamwork, leadership, communication, and resilience, which are valuable both in school and in life. A focus on engagement and connectedness contributes to a positive school climate, where students feel safe, respected, and valued. A welcoming and supportive environment enhances student learning and overall school satisfaction. Ensuring all students feel connected and engaged helps to promote inclusivity. It allows for diverse student voices to be heard and valued, creating a more equitable educational experience for everyone.

By setting a goal of Student Engagement and Connectedness, North Monterey County Unified School District commits to creating an environment where students are not only academically successful but also emotionally and socially thriving. This holistic approach to education supports the development of well-rounded individuals who are prepared for future challenges and opportunities.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School facilities maintained in good repair	2023-2024: Met			2026-2027: Met	
2.2	Student attendance rates	2023-2024: 4589 students enrolled (preliminary count)  92.7% (As of July, 2024)			2026-2027: 95%	
2.3	Chronic absenteeism rates	2022-2023: 4638 students (eligible cumulative enrollment)  Overall: 27.9% English learners: 23.7% Homeless youth: 24.9% Socioeconomically disadvantaged: 28.4% Students with disabilities: 37.7%			2026-2027:  Overall: 5% English learners: 5% Homeless youth: 5% Socioeconomically disadvantaged: 5% Students with disabilities: 5%	
2.4	Student Perception of School Safety and Connectedness as measured by the California Healthy Kids Survey (CHKS)	2023-2024: Survey Results (Total respondents: 1979)  Indicator: School Connectedness Elementary schools: 62% Middle school: 38% High schools: 36%  Indicator: Caring Adult Relationships Elementary schools: 55%			2026-2027  Indicator: School Connectedness Elementary schools: 72% Middle school: 48% High schools: 46%  Indicator: Caring Adult Relationships Elementary schools: 70%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Middle school: 37% High schools: 45%</p> <p>Indicator: Feeling Safe at School Elementary schools: 64% Middle school: 38% High School: 42%</p>			<p>Middle school: 47% High schools: 52.7%</p> <p>Indicator: Feeling Safe at School Elementary schools: 78% Middle school: 63% High School: 51%</p>	
2.5	Suspension rates	<p>2022-23: 4715 students (cumulative enrollment)</p> <p>Districtwide All students: 3.8% English learners: 3.8% Socioeconomically disadvantaged: 4.2% Students with disabilities: 6.3% Homeless youth: 4.4% Foster youth 10.7%</p> <p>North Monterey County Middle Homeless youth: 12.9%</p>			<p>2026-2027:</p> <p>Districtwide All students: 2.5% English learners: 2.5% Socioeconomically disadvantaged: 2.5% Students with disabilities: 2.5% Homeless youth: 2.5% Foster youth 2.5%</p> <p>North Monterey County Middle Homeless youth: 2.5%</p>	
2.6	Expulsion rates	<p>2023-2024: 4715 students (cumulative enrollment) 0.0% (as of July, 2024)</p>			2026-2027: 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Dropout rates	2022-2023:  Middle school: 0.15% High schools: 3.10%			2026-2027  Middle school: 0% High schools: 1%	
2.8	% of students on target per district adopted social-emotional screeners (DESSA)	2023-2024: 2,656 responses  Overall: 82% Grade 3-5: 93% Grade 6-12: 69%			2026-2027  Overall: 87% Grade 3-5: 95% Grade 6-12: 77%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions



Action #	Title	Description	Total Funds	Contributing
<b>2.1</b>	Improve Social Emotional Learning	Provide explicit social emotional learning instruction and integrate social emotional learning strategies in academics in all classrooms. Provide additional supports, including mental health and behavioral services, as needed.	\$1,510,070.30	No
<b>2.2</b>	Positive Behavior Intervention Supports and Restorative Justice Practices	Implement positive behavior intervention supports and restorative justice practices as part of a positive discipline model which will target the students who are disproportionately in need. Specifically, this will address the Red indicators for suspension for Foster Youth districtwide and for Homeless Youth at NMC Middle School.	\$2,157,349.52	Yes
<b>2.3</b>	Create Clean, Welcoming, and Well-Maintained Physical Spaces	Ensure school facilities are clean, welcoming, and well-maintained.	\$4,849,539.62	No
<b>2.4</b>	Expand and strengthen student engagement opportunities	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 overall climate and culture on campuses (Examples include Activities, Clubs, Sports, Celebrations, School-wide assemblies, and Student store.) with a focus on unduplicated students to improve access and expand their engagement opportunities.	\$1,261,024.11	Yes
<b>2.5</b>	Physically safe and welcoming learning environments	Provide a physically safe learning environment for all students ensuring appropriate supervision and a positive school culture and climate.	\$1,742,602.18	No
<b>2.6</b>	Expanded Learning Opportunities	Provide additional expanded learning opportunities for students, principally ELs, low-income and foster youth, to engage in beyond regular school day activities.	\$2,912,078.97	No

Action #	Title	Description	Total Funds	Contributing
2.7	Improve attendance and reduce chronic absenteeism	Implement strategies targeting unduplicated students to improve sense of connectedness of students and families, communication between sites and families, and clarity of policies and procedures around attendance.	\$0.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Parent/Community Engagement and Connectedness	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)  
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Effective communication between parents and schools fosters a collaborative environment that benefits students. When parents are well-informed and feel their voices are heard, it strengthens the partnership between home and school, leading to better support for students' needs. Feedback from our families also indicated a need for improved parent/community engagement and opportunities for two way communication in multiple languages.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	# of District Parent Workshops offered, in English and Spanish, to parent/community with specific outreach efforts made to socioeconomically disadvantaged parents, English learner parents, students with disabilities parents, and Homeless parents	2023-2024: Workshops Offered: 43 Attendees (Duplicated): 625			2026-2027 Workshops Offered: 50 Attendees (Duplicated): 700	
3.2	Parent input in decision making	2023-2024: Yes			2026-2027: Yes	
3.3	Parent/guardian participation in meetings	2023-2024: Yes			2026-2027: Yes	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	of the local governing board and/or advisory committees					
3.4	Parent participation in programs for unduplicated pupils	2023-2024: Yes			2026-2027: Yes	
3.5	Parent participation in programs for students with disabilities	2023-2024: Yes			2026-2027: Yes	
3.6	Adult Education (Adult ED) student enrollment	2023-2024: 200			2026-2027: 250	
3.7	Early Learning student enrollment	2023-2024: Total: 150 State Preschool: 119 Infant/Toddlers: 7 Co-Op Preschool: 24			2026-2027: Total 175	
3.8	% of Pre TK-K parents self reporting knowledge of HOW and WHERE to access early learning (0-5 year) services	2022-2023: 65 respondents: 56% know WHERE to access services 85 respondents: 61% know HOW to access services			2026-2027 70% of survey responders know WHERE 70% of survey responders know HOW	
3.9	Parent Perception of School Connectedness as measured by the California School Parent Survey (CSPS)	2023-2024: Survey results (Total respondents: 79)  Indicator: Promotion of Parental Involvement All students: 35% Elementary schools: 36% Middle school: - High schools: 32%			2026-2027: Survey results  Indicator: Promotion of Parental Involvement All students: 53% Elementary schools: 53% Middle school: 53%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					High schools: 50%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Provide reliable, safe transportation to and from school	Continue to provide transportation to and from school, including additional routes for students to engage in after school enrichment and sports, in order to enable our unduplicated students to get to and from school reliably and safely and fully engage in school.	\$4,033,773.14	Yes
3.2	Family Engagement Opportunities	Provide more opportunities for families to engage in schools in formal and informal ways. Formal examples include School Site Council, English Learner Advisory Committee, and District Committees. Informal examples	\$1,408,060.51	Yes

Action #	Title	Description	Total Funds	Contributing
		include parent cafecitos and family math/science/literacy events, etc. This was a specific request from our families who are English Learner and/or Low Income wanting more informal ways and opportunities to engage.		
<b>3.3</b>	Communication	Improve and increase communication strategies. This includes in-person interactions, website updates, two-way communication between classroom and families, schools and families, District and families, District and schools, and District and classrooms, improved and updated platforms, and multilingual access including English, Spanish, and Mixteco. This is particularly needed and requested from our English Learner, Foster/Homeless Youth, and Low Income families.	\$1,219,083.98	Yes
<b>3.4</b>	Parent/Guardian Workshops	Provide parent/guardian series of multilingual workshops to include topics of interest to support student success. Topics could include social emotional learning and wellness, supporting children in academics, positive discipline, navigating services from Special Education, college readiness, school attendance and truancy, technology, parent leadership, leadership governance, and financial literacy. Our English Learner families, Homeless/Foster Youth, and Low Income families face unique challenges that will be remedied by these workshops.	\$48,534.70	Yes
<b>3.5</b>	Adult Education	Increase enrollment and improve services in Adult Education. The classes in Adult Education are principally directed toward the needs of our English Learner, Homeless/Foster Youth, and Low Income families, specifically in the areas of English as a Second Language, High School Equivalency, Citizenship, School Success, and Career Technical Education.	\$350,630.95	Yes
<b>3.6</b>	Early Learning	Increase enrollment and improve outcomes in Early learning. Our Early learning programs are primarily serving our English Learner, Homeless/Foster Youth, and Low Income families to access these services that would otherwise be unattainable and prove to be beneficial to school readiness.	\$4,732,811.30	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.7</b>	Customer Service	Improve customer service to English Learner, Homeless/Foster Youth, and Low Income families throughout District and sites through targeted measures to better meet their needs.	\$1,113,513.67	Yes
<b>3.8</b>	Improve trust between families/community, school, District, and Board	Improve trust through transparent communication and relationship building with our English learner, Homeless/Foster Youth, and Low income families.	\$932,113.61	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Staff Engagement and Connectedness	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Based on survey results and feedback as well as data around staff engagement and retention, this goal has been developed in order to address these needs. This goal was developed to increase staff engagement and connectedness to ensure students have access to highly qualified and credentialed teachers and also have a positive perception of the district. The metrics will monitor progress toward these goals, and the actions will support reaching the outcome targets.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Assigned and fully credentialed teachers	2023-2024: 262 Teachers  Fully credentialed: 89% Misassignments: 1%			2026-2027  Fully credentialed: 100% Misassignments: 0%	
4.2	Staff perception of School Safety & Connectedness as measured by the California School Staff Survey (CSSS)	2023-2024: Survey results (Total respondents: 106)  Indicator: Caring Adult Relationships All students: 42% Elementary schools: 33% Middle school: -			2026-2027  Indicator: Caring Adult Relationships All students: 58% Elementary schools: 51% Middle school: 50%	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		High schools: 100%			High schools: 100%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Improve recruitment of highly qualified staff.	Improve recruitment of highly qualified staff by maintaining strong partnerships with local teacher preparation programs, improving internal processes within human resources.	\$5,091.62	No
4.2	Improve retention of highly qualified staff.	Improve retention of highly qualified staff by providing clarity of roles and responsibilities, building strong teams, a positive school climate, and ensuring conflicts are resolved in a timely manner.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
<b>4.3</b>	Improve trust between certificated and classified staff, site administrators, and District administrators.	Improve trust through transparent communication, relationship building, coherence, and clarity.	\$19,228.73	No
<b>4.4</b>	Increase joy at work.	Engage in empathy interviews to find out what brings staff joy at work and commit to a systems approach using continuous improvement.	\$434,919.36	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	Academic Achievement: Improve academic achievement in ELA and Math for all students, particularly English Learners, including Long Term English Learners, Socioeconomically Disadvantaged students, Hispanic, Homeless Youth, and Students with Disabilities as measured by the CA Dashboard results by the end of 2027.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

North Monterey County Unified School District developed this focus goal to specifically address the need to improve academic achievement in English Language Arts and Math for all students, particularly English learners, Socioeconomically disadvantaged students, Hispanic, Homeless youth, and Students with disabilities as demonstrated on its performance in the CA Dashboard. These actions provide specialized resources and actions to address the lowest performance indicators in ELA and Math, as listed below. The actions taken in their entirety create responsive, rigorous, and grade level strategies grounded in the implementation of improvement science, our District will take to positively impact learning in the classroom.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	ELA State Assessment (CAASPP) Distance from Standard	2022-2023:  Distance from Standard  Districtwide English learners: -90 Homeless youth: -79.3  Castroville Elementary All students: -78.9 English learners: -99.9			2026-2027:  Distance from Standard  Districtwide English learners: -60 Homeless: -55	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Hispanic: -79.7 Homeless youth: -89.6 Socioeconomically disadvantaged: -83.8</p> <p>Elkhorn Elementary Homeless youth: -76 Students with disabilities: -97.2</p> <p>NMC Center for Independent Study All students: -75 English learners: -138.2</p> <p>North Monterey County Middle English learners: -83.4 Homeless youth: -78.2</p> <p>Prunedale Elementary English learners: -75.8 Homeless youth: -77.9</p>			<p>Castroville Elementary All students: -60 English learners: -70 Hispanic: -60 Homeless youth: -65 Socioeconomically disadvantaged: -60</p> <p>Elkhorn Elementary Homeless youth: -65 Students with disabilities: -80</p> <p>NMC Center for Independent Study All students: -65 English learners: -100</p> <p>North Monterey County Middle English learners: -70 Homeless youth: -70</p> <p>Prunedale Elementary English learners: -65 Homeless Youth: -65</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

## Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Improve teacher clarity by explicitly sharing clear learning objectives and success criteria. (Red Indicator)	<p>Provide professional learning, support, and monitor implementation of clear learning objectives and success criteria in each classroom to ensure our English Learners, Homeless/Foster Youth, Students with Disabilities, and Low-Income students have clarity in their learning goals and outcomes and how to achieve them, specifically for Red Indicators in ELA and Math.</p> <p>ELA All Students Castroville Elementary            ELA All Students North Monterey County Center for Independent Study            ELA English Learner Castroville Elementary            ELA English Learner Districtwide            ELA English Learner North Monterey County Center for Independent Study</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>ELA English Learner North Monterey County Middle</p> <p>ELA English Learner Prunedale Elementary</p> <p>ELA Hispanic Castroville Elementary</p> <p>ELA Homeless Youth Castroville Elementary</p> <p>ELA Homeless Youth Districtwide</p> <p>ELA Homeless Youth Elkhorn Elementary</p> <p>ELA Homeless Youth North Monterey County Middle</p> <p>ELA Homeless Youth Prunedale Elementary</p> <p>ELA Socioeconomically Disadvantaged Castroville Elementary</p> <p>ELA Students with Disabilities Elkhorn Elementary</p> <p>MATH All Students North Monterey County Center for Independent Study</p> <p>MATH English Learner Districtwide</p> <p>MATH English Learner North Monterey County Center for Independent Study</p> <p>MATH English Learner North Monterey County Middle</p> <p>MATH Homeless Youth Elkhorn Elementary</p> <p>MATH Homeless Youth North Monterey County Middle</p> <p>MATH Socioeconomically Disadvantaged Elkhorn Elementary</p> <p>MATH Socioeconomically Disadvantaged North Monterey County Center for Independent Study</p> <p>MATH Students with Disabilities Elkhorn Elementary</p> <p>SUSP Foster Youth Districtwide</p> <p>SUSP Homeless Youth North Monterey County Middle</p>		
5.2	Implement formative assessment processes on a consistent basis.	<p>Provide professional learning, support, and monitor the use of formative assessments to ensure our English Learners, Homeless/Foster Youth, Students with Disabilities, and Low-Income students continuously monitor their progress in their learning goals and outcomes, specifically for Red Indicators in ELA and Math.</p> <p>ELA All Students Castroville Elementary</p> <p>ELA All Students North Monterey County Center for Independent Study</p> <p>ELA English Learner Castroville Elementary</p> <p>ELA English Learner Districtwide</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>ELA English Learner North Monterey County Center for Independent Study</p> <p>ELA English Learner North Monterey County Middle</p> <p>ELA English Learner Prunedale Elementary</p> <p>ELA Hispanic Castroville Elementary</p> <p>ELA Homeless Youth Castroville Elementary</p> <p>ELA Homeless Youth Districtwide</p> <p>ELA Homeless Youth Elkhorn Elementary</p> <p>ELA Homeless Youth North Monterey County Middle</p> <p>ELA Homeless Youth Prunedale Elementary</p> <p>ELA Socioeconomically Disadvantaged Castroville Elementary</p> <p>ELA Students with Disabilities Elkhorn Elementary</p> <p>MATH All Students North Monterey County Center for Independent Study</p> <p>MATH English Learner Districtwide</p> <p>MATH English Learner North Monterey County Center for Independent Study</p> <p>MATH English Learner North Monterey County Middle</p> <p>MATH Homeless Youth Elkhorn Elementary</p> <p>MATH Homeless Youth North Monterey County Middle</p> <p>MATH Socioeconomically Disadvantaged Elkhorn Elementary</p> <p>MATH Socioeconomically Disadvantaged North Monterey County Center for Independent Study</p> <p>MATH Students with Disabilities Elkhorn Elementary</p> <p>SUSP Foster Youth Districtwide</p> <p>SUSP Homeless Youth North Monterey County Middle</p>		
5.3	Increase collaborative peer-to-peer academic discourse in the classroom.	<p>Provide training, support, and monitor the implementation of highly effective research-based strategies on academic discourse and rigorous group-worthy tasks to ensure our English Learners, Homeless/Foster Youth, Students with Disabilities, and Low-Income students have opportunities to communicate and use academic discourse to engage and build on their learning, specifically addressing Red Indicators in ELA and Math.</p> <p>ELA All Students Castroville Elementary</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>ELA All Students North Monterey County Center for Independent Study</p> <p>ELA English Learner Castroville Elementary</p> <p>ELA English Learner Districtwide</p> <p>ELA English Learner North Monterey County Center for Independent Study</p> <p>ELA English Learner North Monterey County Middle</p> <p>ELA English Learner Prunedale Elementary</p> <p>ELA Hispanic Castroville Elementary</p> <p>ELA Homeless Youth Castroville Elementary</p> <p>ELA Homeless Youth Districtwide</p> <p>ELA Homeless Youth Elkhorn Elementary</p> <p>ELA Homeless Youth North Monterey County Middle</p> <p>ELA Homeless Youth Prunedale Elementary</p> <p>ELA Socioeconomically Disadvantaged Castroville Elementary</p> <p>ELA Students with Disabilities Elkhorn Elementary</p> <p>MATH All Students North Monterey County Center for Independent Study</p> <p>MATH English Learner Districtwide</p> <p>MATH English Learner North Monterey County Center for Independent Study</p> <p>MATH English Learner North Monterey County Middle</p> <p>MATH Homeless Youth Elkhorn Elementary</p> <p>MATH Homeless Youth North Monterey County Middle</p> <p>MATH Socioeconomically Disadvantaged Elkhorn Elementary</p> <p>MATH Socioeconomically Disadvantaged North Monterey County Center for Independent Study</p> <p>MATH Students with Disabilities Elkhorn Elementary</p> <p>SUSP Foster Youth Districtwide</p> <p>SUSP Homeless Youth North Monterey County Middle</p>		
5.4	Implement close reading for students to understand and respond to text.	Provide training, support and monitor implementation of a list of close reading strategies sites may choose from to implement sitewide in all classrooms ensuring our English Learners, Homeless/Foster Youth, Students with Disabilities, and Low Income students engage in research-based strategies to improve comprehension of text across content areas.	\$0.00	No



Action #	Title	Description	Total Funds	Contributing
<b>5.5</b>	Foundational literacy skills to ensure students read fluently by end of third grade. (Red Indicator)	<p>Focus on foundational literacy skills to ensure students read fluently by end of third grade to ensure our English Learners, Homeless/Foster Youth, Students with Disabilities, and Low Income students have the best opportunity to read at or above grade level, specifically for the Red indicators:</p> <p>           ELA All Students Castroville Elementary            ELA All Students North Monterey County Center for Independent Study            ELA English Learner Castroville Elementary            ELA English Learner North Monterey County Center for Independent Study            ELA English Learner Prunedale Elementary            ELA Hispanic Castroville Elementary            ELA Homeless Youth Castroville Elementary            ELA Homeless Youth Elkhorn Elementary            ELA Homeless Youth Prunedale Elementary            ELA Socioeconomically Disadvantaged Castroville Elementary            ELA Students with Disabilities Elkhorn Elementary         </p>	\$0.00	No
<b>5.6</b>	Support students to access grade level standards in math by improving fluency, conceptual understanding and application.(Red Indicator)	<p>Provide training, support, and monitor implementation of highly effective strategies to teach pre-requisite foundational skills, which could include math talks, math games, repetition, student goal setting, and small group instruction to ensure our English Learners, Homeless/Foster Youth, Students with Disabilities, and Low-Income students have the tools needed to deepen their proficiency in Math, specifically for the Red indicators:</p> <p>           MATH All Students North Monterey County Center for Independent Study            MATH English Learner North Monterey County Center for Independent Study            MATH Homeless Youth Elkhorn Elementary            MATH Socioeconomically Disadvantaged Elkhorn Elementary            MATH Socioeconomically Disadvantaged North Monterey County Center for Independent Study            MATH Students with Disabilities Elkhorn Elementary         </p>	\$0.00	No



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
6	By 2026, NMC will reduce suspensions for all students, and particularly for homeless and foster youth, through PBIS implementation, as measured through CA Dashboard suspension rates.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This focus goal was developed to provided focused actions to reduce suspension rates for foster and homeless youth districtwide. On the 2023 CA Dashboard, these student groups were performing at the lowest performance level (red) for suspension rates. This action will support students in understanding expectations, create positive school climates, and allow for the implementation of alternatives to suspension. The metric listed will allow us to measure these rates yearly, and by student groups.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Suspension rate (See Goal 2)	2022-23:  Districtwide: 3.8% Foster youth: 10.7%  North Monterey County Middle Homeless youth: 12.9%			2026-27  Districtwide: 2% Foster youth: 5%  North Monterey County Middle Homeless youth: 6%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.  
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Reduce suspensions, particularly for Homeless and Foster Youth (Red Indicator)	Improve climate and culture at all sites by implementing positive behavior intervention supports, which includes clear expectations and consistent follow through for students, teachers, and staff. Implement alternatives to suspension. Ensure that caring adults know and connect with our most vulnerable students. Specifically, this will address Foster Youth at Districtwide and Homeless Youth at NMC Middle	\$23,814.06	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
7	By 2026, NMCUSD will increase college and career readiness for all students, particularly for English learners (districtwide and at NMCHS), Hispanic youth (NMCC for Independent Study), and socioeconomically disadvantaged students (NMCC for Independent Study), and all students at NMCC for Independent Study, through leveraging the tools and strategies within CaliforniaColleges.edu, as measured through CA Dashboard A-G Completion Rates, number of students enrolled Dual Enrollment Courses.	Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was prioritized by our educational community to address the most pressing need to accelerate College and Career Indicator outcomes for our student groups listed below, according to the CA Dashboard. They are currently performing at the lowest performance indicator. The action is designed to increase College and Career Indicator outcomes.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	College and Career Readiness  Source: CA Dashboard	2022-2023:  Districtwide All students: 32% English learners: 7.5% Students with disabilities: 11%  NMC High English learners: 9.1%  NMC Center for Independent Study All students: 8.3%			2026-2027:  Districtwide All students: 40% English learners: 25% Students with disabilities: 25%  NMC High English learners: 25%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 3.1% Socioeconomically disadvantaged: 7.5%			NMC Center for Independent Study All students: 25% Hispanic: 25% Socioeconomically disadvantaged: 25%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
7.1	College and Career Readiness (Red Indicator)	Improve College and Career Readiness through A-G course completion, CTE pathway completion, Dual enrollment course completion, Seal of Biliteracy attainment, credit recovery opportunities, and leveraging the CaliforniaColleges.edu platform to support students in tracking progress.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Specically, this will target NMCCIS: All, Hispanic, SED and District and NMCHS: English Learners.		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
8	By 2026, Central Bay High School and North Monterey County Center for Independent Study will reduce rates of chronic absenteeism for low-income students by implementing actions that promote engagement, relationships, and student connectedness.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed specifically to address the needs of Central Bay and North Monterey County Center of Independent Study to engage and retain students, which resulted in these sites qualifying for Equity Multiplier funding. Our analysis of the 2023 Dashboard data indicated a need to address chronic absenteeism throughout the District, but specifically for low income students at Central Bay and North Monterey County Center of Independent Study, our Equity Multiplier sites. This need is echoed by feedback provided by educational partners, specifically the request for ongoing support to enhance attendance initiatives. We plan to improve attendance through the actions included in the goal and will measure progress using CA Dashboard Chronic Absenteeism data.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Attendance rate of students at Central Bay and North Monterey County Center for Independent Study	2023-2024:  Central Bay: 86.2% North Monterey County Center for Independent Study: 91.0% (As of July, 2024)			2026-2027:  Central Bay: 95% North Monterey County Center for Independent Study: 95%	



# Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Improve student engagement and retention	Improve student engagement and retention particularly at Central Bay High School and North Monterey County Center for Independent Study by providing equine therapy, positive discipline supports, and Find your Grind: SEL training for independent study.	\$266,670.96	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$18,170,270.00	\$2,304,845

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.875%	4.934%	\$2,327,658.51	43.809%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p><b>Action:</b> Engagement in Continuous Improvement</p> <p><b>Need:</b> The purpose of building collective efficacy is to ensure there is consistent teacher clarity within teams to focus on the needs particular to our unduplicated pupils. In addition, CA Dashboard data shows specific needs: *Distance from standard scores are as follows:</p>	A systematic approach across the LEA is needed in order to consistently address the needs of our unduplicated pupils by looking at data, determining a strategy to implement, implementing the strategy, and examining the impact of the strategy after it has been delivered. (Plan, Do, Study, Act cycle) Although this action was principally designed to address the needs of our English Learner, Homeless/Foster Youth, and Low Income students, we recognize that engagement in continuous improvement teaming structures	CAASPP ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>ELA: Districtwide All: -61.7 EL: -90 SED: -69.9 FY: N/A Homeless: -79.3</p> <p>Math: All: -109.2 EL: -123.1 SED: -116.3 FY: N/A Homeless: -120.1</p> <p><b>Scope:</b> LEA-wide</p>	<p>benefit all students including students with disabilities. Link to CCEIS Plan:  <a href="https://drive.google.com/file/d/1fXYqVkMZmD-KtCiVM_gddf0K8oGJkMA5/view?usp=drive_link">https://drive.google.com/file/d/1fXYqVkMZmD-KtCiVM_gddf0K8oGJkMA5/view?usp=drive_link</a></p>	
1.3	<p><b>Action:</b> Professional Learning and Building Capacity</p> <p><b>Need:</b> The purpose of providing professional learning is to build capacity of our staff to learn effective strategies and structures that are most impactful to meet the academic needs of our unduplicated pupils. In addition, CA Dashboard data shows specific needs: *Distance from standard scores are as follows:</p> <p>ELA: Districtwide All: -61.7 EL: -90 SED: -69.9</p>	<p>By employing the most effective research-based strategies in instruction and providing students with engaging and accelerated learning experiences, we create a supportive environment for English Learners, low-income students, and homeless/foster youth. These strategies ensure that instruction is inclusive and tailored to the diverse needs of these vulnerable populations, helping to bridge achievement gaps.</p> <p>In addition, we recognize that by implementing these strategies LEA-wide ensures a consistent and unified approach across all schools, fostering equity and excellence throughout the entire educational system.</p>	CAASPP ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>FY: N/A Homeless: -79.3</p> <p>Math: All: -109.2 EL: -123.1 SED: -116.3 FY: N/A Homeless: -120.1</p> <p><b>Scope:</b> LEA-wide</p>		
<b>1.4</b>	<p><b>Action:</b> Intervention and Acceleration</p> <p><b>Need:</b> The purpose of providing intervention and acceleration is to ensure each student is provided what they need. Our CA Dashboard results show that a large percentage of our English Learners, Low Income students, and Students with Disabilities need additional support in order to accelerate to be on grade level at the elementary, middle, and high school levels.</p> <p><b>Scope:</b> LEA-wide</p>	By providing intervention and acceleration services using assessment data to identify specific needs, students can be provided with the specific instruction needed. Each elementary school site has Intervention Specialists that will coach and support classroom teachers with instructional strategies and Student Intervention Program Assistants and Instructional Support Assistants will be trained to provide direct services to students. In addition, classroom teachers can use small group instruction to work with students with like needs. Although this action was principally designed to address the needs of our English Learner and Low Income students, we recognize that intervention and acceleration opportunities benefit all students including students with disabilities.	CAASPP ELA and Math
<b>1.5</b>	<p><b>Action:</b> Real World Application</p> <p><b>Need:</b></p>	English Learner students and Low Income students in particular benefit from applying academic learning to real life situations making learning relevant and engaging. By also integrating	College and Career Readiness Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>According to the CA Dashboard, our English Learner and Low Income students need additional ways to engage in learning to achieve grade level standards.</p> <p>CCI: All students: 32% EL: 7.5% SWD: 11%</p> <p><b>Scope:</b> LEA-wide</p>	<p>21st century skills, students learn to collaborate, problem solve, exercise creativity, and communicate in academic settings that engage students in building on their understanding of concepts. Although this action was principally designed to address the needs of our English Learner and Low Income students, we recognize that real world application opportunities benefit all students including students with disabilities.</p>	
<b>1.9</b>	<p><b>Action:</b> Culturally Responsive Instruction</p> <p><b>Need:</b> According to the CA Dashboard, our English Learner and Low Income students were in red across multiple sites in the areas of ELA, Math, and College Career Indicator.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Our English Learner and Low Income students benefit from having a sense of ownership and seeing themselves in their learning environment benefiting from a sense of student agency, which increases sense of self-efficacy. Providing assets based culturally responsive instruction engages students more deeply in the learning. Although this action was principally designed to address the needs of our English Learner and Low Income students, we recognize that intervention and acceleration opportunities benefit all students including students with disabilities.</p>	CAASPP ELA and Math
<b>2.2</b>	<p><b>Action:</b> Positive Behavior Intervention Supports and Restorative Justice Practices</p> <p><b>Need:</b> 2023 California Dashboard reflects a high suspension rate of English learners, Foster Youth, and Low Income students.</p>	<p>By implementing positive behavior interventions and supports and restorative practices across all of our school sites, unduplicated students will receive explicit instruction in expected behaviors and opportunities to reflect and restore following a discipline need to prevent suspension and expulsion. Although this action was principally designed to address the needs of our English Learner and Low Income students, we recognize</p>	<p>Suspension rates Behavioral referrals</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide	that positive behavior intervention supports and restorative justice practices benefit all students including students with disabilities.	
<b>2.4</b>	<p><b>Action:</b> Expand and strengthen student engagement opportunities</p> <p><b>Need:</b> Unduplicated students often lack access to expanded engagement opportunities and activities that connect them to their schools and reflect their identities. Suspension rates 2022-23: All: 3.8% EL: 3.8% SED: 4.2% SWD: 6.3% Homeless: 4.4% Foster Youth 10.7%</p> <p><b>Scope:</b> LEA-wide</p>	By increasing and varying types of opportunities for unduplicated students to engage in their schools, their overall connectedness to their schools and sense of belonging will improve. Although this action was principally designed to address the needs of our English Learner, Foster Youth/Homeless, and Low Income students, we recognize that expanding and strengthening student engagement opportunities benefit all students including students with disabilities.	Suspension rates
<b>2.7</b>	<p><b>Action:</b> Improve attendance and reduce chronic absenteeism</p> <p><b>Need:</b> In the 2022 Dashboard, all subgroups were in the very high category for Chronic Absenteeism. Students need to be in school to learn.</p>	We are implementing strategies that improve student sense of belonging, improving communications in the languages of our families, and clarifying policies, procedures, and expectations. These strategies are principally directed to improve the attendance of our unduplicated students.	Chronic absenteeism rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide		
3.1	<b>Action:</b> Provide reliable, safe transportation to and from school  <b>Need:</b> Our District is rural and spans over 70 square miles. Many families have parents that work early in the Ag industry and rely on school transportation to get students to and from school. Chronic Absenteeism rates: Overall: 27.9% EL: 23.7% Homeless: 24.9% Socioeconomically Disadvantaged: 28.4% Students with Disabilities: 37.7%  <b>Scope:</b> LEA-wide	With our District spanning over 70 square miles and an unduplicated pupil percentage of 87%, there is a need to provide reliable and safe transportation to ensure all students are able to attend school consistently. Although this action was principally designed to address the needs of our English Learner, Homeless/Foster Youth, and Low Income students, we recognize that safe and reliable transportation benefits all students including students with disabilities.	Chronic Absenteeism
3.2	<b>Action:</b> Family Engagement Opportunities  <b>Need:</b> In the CA Dashboard, our English Learners, Students with Disabilities, and Low Income students are performing at the red and orange	It is important for our parents/guardians of English Learners, Students with Disabilities, and Low Income students to have their voices heard within our school sites, at the District level, as well as the County level to advocate for the needs of our students. In addition, providing informal ways for families to participate in the school ensures they are informed about the services available.	Graduation Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>levels indicating the need for systemwide supports and communication.</p> <p><b>Scope:</b> LEA-wide</p>	Although this action was principally designed to address the needs of our English Learner and Low Income students, we recognize that Family engagement opportunities benefit all students including students with disabilities.	
<b>3.3</b>	<p><b>Action:</b> Communication</p> <p><b>Need:</b> According to the CA Dashboard, our English Learners, Low Income, and Students with Disabilities need additional support in a variety of areas. In addition, feedback from our educational partners indicate a need for more two-way communication in a variety of languages and methods to continue to engage families and students.</p> <p><b>Scope:</b> LEA-wide</p>	Approximately 87% of our students are unduplicated and the vast majority of families are more comfortable communication in Spanish and/or Mixteco. We need a systemwide communication system and strategy to ensure all of our families receive the information in a language they understand.	ELPI
<b>3.4</b>	<p><b>Action:</b> Parent/Guardian Workshops</p> <p><b>Need:</b> Parents have requested multilingual workshops through surveys and in meetings.</p> <p><b>Scope:</b> LEA-wide</p>	Many of the parent workshops are geared toward a variety of topics of interest across grade level spans. Our English Learner families, Homeless/Foster Youth, and Low Income families face unique challenges in terms of culture, resources, and educational background that are specifically addressed through these parent workshops. Although this action was principally designed to address the needs of our English Learner and Low Income students, we recognize that parent workshops benefit all students including students with disabilities.	Graduation Rates



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.5	<p><b>Action:</b> Adult Education</p> <p><b>Need:</b> Adult Ed classes are geared toward families desiring to learn English, attain their High School Equivalency, attain Citizenship, and learn about basic computer literacy skills. These courses specifically address the needs of our English Learner, Homeless/Foster Youth, and Low Income families.</p> <p><b>Scope:</b> LEA-wide</p>	These courses are offered across our LEA and are located within our school district and open to all, but specifically provide courses that enable adults to learn English, earn their high school equivalency certificate, and computer literacy skills.	College/Career Readiness Indicator
3.6	<p><b>Action:</b> Early Learning</p> <p><b>Need:</b> Our community relies on our Early Learning programs. Many of our families would not be able to afford Early Learning opportunities otherwise. In addition, our Early Learning programs support our students with school readiness so our students enter TK and Kindergarten prepared.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Early learning programs are crucial for English learners, foster youth, and low-income students, as they lay a strong foundation for future academic success. Research shows that high-quality early childhood education significantly enhances cognitive development, language skills, and social-emotional growth, which are critical for long-term academic and life success.</p> <p>These programs are designed to support English learners, foster youth, and low-income students. However, any student can participate as early learning programs benefit ALL students for future academic success.</p>	Chronic Absenteeism
3.7	<p><b>Action:</b> Customer Service</p> <p><b>Need:</b></p>	Early learning programs are crucial for English learners, foster youth, and low-income students, as they lay a strong foundation for future academic success. Research shows that high-quality early childhood education significantly enhances	Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>This need has been identified based on feedback from our educational partners.</p> <p><b>Scope:</b> LEA-wide</p>	<p>cognitive development, language skills, and social-emotional growth, which are critical for long-term academic and life success.</p> <p>These programs are designed to support English learners, foster youth, and low-income students. However, any student can participate as early learning programs benefit ALL students for future academic success.</p>	
<b>6.1</b>	<p><b>Action:</b> Reduce suspensions, particularly for Homeless and Foster Youth (Red Indicator)</p> <p><b>Need:</b></p> <p><b>Scope:</b></p>		Suspension rate

### ***Limited Actions***

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<b>1.6</b>	<p><b>Action:</b> Biliteracy</p> <p><b>Need:</b> According to the CA Dashboard, 48.5% of our English Learners made progress.</p>	English Learners in particular benefit from strengthening their home language when learning English. Students benefit from being multilingual and literate.	Number of students earning the Seal of Biliteracy, % of EL students progressing, Reclassification rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> Limited to Unduplicated Student Group(s)		

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

NMC does not have any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table. We plan to meet the required percentage in the actions and funds allotted listed above.

### ***Additional Concentration Grant Funding***

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

Action 1.4: Intervention and Acceleration.

Additional Concentration Grant Add-On will fund portions of additional staff to support our Homeless Foster Youth, English Learners, and low income students to include Student Intervention Program Assistants; Teachers on Special Assignment including Intervention Specialists, English Learner Specialists, Biliteracy/Language Learner Specialists, and Curriculum and Instruction Specialist; Psychologist Specialists; Bilingual Community Liaisons;

Action 2.1: Improve Social Emotional Learning.

School Based Mental Health counselors, middle school counselor over ratio; and a high school College and Career counselor.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:17

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:17

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$46,739,780	18,170,270.00	38.875%	4.934%	43.809%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$55,803,848.20	\$21,605,778.14	\$2,654,815.30	\$7,674,953.56	\$87,739,395.20	\$71,477,171.13	\$16,262,224.07

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Guaranteed, Viable Curriculum	All Students with Disabilities	No			All Schools	Ongoing	\$25,559,204.74	\$1,357,150.70	\$25,028,067.00	\$1,634,883.02		\$253,405.42	\$26,916,355.44	
1	1.2	Engagement in Continuous Improvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$404,498.84	\$145,944.00	\$541,642.84	\$8,800.00			\$550,442.84	
1	1.3	Professional Learning and Building Capacity	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,593,332.08	\$1,038,429.01	\$2,359,117.91	\$958,904.31	\$12,046.57	\$301,692.30	\$3,631,761.09	
1	1.4	Intervention and Acceleration	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$12,867,972.71	\$499,788.01	\$2,123,622.70	\$8,766,550.31		\$2,477,587.71	\$13,367,760.72	
1	1.5	Real World Application	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$5,897,695.46	\$3,823,422.50	\$5,501,617.16	\$497,036.69		\$3,722,464.11	\$9,721,117.96	
1	1.6	Biliteracy	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Castroville, Echo Valley, Elkhorn, Prunedale, North Monterey County High School TK-4, 9-12	Ongoing	\$288,825.12	\$1,863.00	\$155,866.87			\$134,821.25	\$290,688.12	
1	1.7	Digital/Media Literacy Integration	All	No			All Schools	Ongoing	\$1,826,777.34	\$863,220.37	\$2,684,130.95			\$5,866.76	\$2,689,997.71	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	College and Career Plan	All	No			All Schools	Ongoing	\$1,501,835.29	\$31,937.24	\$1,512,521.81			\$21,250.72	\$1,533,772.53	
1	1.9	Culturally Responsive Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$15,862.50	\$725.00	\$12,118.49			\$4,469.01	\$16,587.50	
2	2.1	Improve Social Emotional Learning	All	No			All Schools	Ongoing	\$1,355,048.74	\$155,021.56	\$1,146,286.99	\$318,646.82		\$45,136.49	\$1,510,070.30	
2	2.2	Positive Behavior Intervention Supports and Restorative Justice Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,016,083.94	\$1,141,265.58	\$1,536,996.87	\$575,181.11		\$45,171.54	\$2,157,349.52	
2	2.3	Create Clean, Welcoming, and Well-Maintained Physical Spaces	All	No			All Schools	Ongoing	\$3,273,144.17	\$1,576,395.45	\$2,622,936.40	\$2,098.01	\$2,222,248.21	\$2,257.00	\$4,849,539.62	
2	2.4	Expand and strengthen student engagement opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,036,436.48	\$224,587.63	\$1,163,936.79	\$5,000.00		\$92,087.32	\$1,261,024.11	
2	2.5	Physically safe and welcoming learning environments	All	No			All Schools	Ongoing	\$1,738,382.75	\$4,219.43	\$1,696,539.20			\$46,062.98	\$1,742,602.18	
2	2.6	Expanded Learning Opportunities	All	No			All Schools	Ongoing	\$2,206,057.69	\$706,021.28		\$2,670,617.71		\$241,461.26	\$2,912,078.97	
2	2.7	Improve attendance and reduce chronic absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.1	Provide reliable, safe transportation to and from school	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$3,337,358.50	\$696,414.64	\$3,729,952.74	\$128,789.27	\$156,100.00	\$18,931.13	\$4,033,773.14	
3	3.2	Family Engagement Opportunities	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$582,686.56	\$825,373.95	\$523,542.26	\$812,265.57		\$72,252.68	\$1,408,060.51	
3	3.3	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$795,106.77	\$423,977.21	\$1,003,143.78	\$168,662.65		\$47,277.55	\$1,219,083.98	
3	3.4	Parent/Guardian Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$14,815.35	\$33,719.35	\$28,817.05			\$19,717.65	\$48,534.70	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.5	Adult Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$252,731.59	\$97,899.36	\$4,800.00	\$304,497.61		\$41,333.34	\$350,630.95	
3	3.6	Early Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: North Monterey County Early Learning Programs	Ongoing	\$2,409,542.85	\$2,323,268.45	\$830,903.38	\$3,750,547.07	\$151,360.85		\$4,732,811.30	
3	3.7	Customer Service	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,113,513.67	\$0.00	\$960,308.85	\$92,779.25	\$60,425.57		\$1,113,513.67	
3	3.8	Improve trust between families/community, school, District, and Board	All	No			All Schools	Ongoing	\$932,113.61	\$0.00	\$395,198.13	\$515,391.20		\$21,524.28	\$932,113.61	
4	4.1	Improve recruitment of highly qualified staff.	All	No			All Schools	Ongoing	\$5,091.62	\$0.00	\$5,091.62				\$5,091.62	
4	4.2	Improve retention of highly qualified staff.	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.3	Improve trust between certificated and classified staff, site administrators, and District administrators.	All Students with Disabilities	No			All Schools	Ongoing	\$18,133.40	\$1,095.33	\$19,228.73				\$19,228.73	
4	4.4	Increase joy at work.	All	No			All Schools	Ongoing	\$434,919.36	\$0.00	\$217,459.68	\$128,456.58	\$52,634.10	\$36,369.00	\$434,919.36	
5	5.1	Improve teacher clarity by explicitly sharing clear learning objectives and success criteria. (Red Indicator)	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
5	5.2	Implement formative assessment processes on a consistent basis.	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
5	5.3	Increase collaborative peer-to-peer academic discourse in the classroom.	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
5	5.4	Implement close reading for students to understand and respond to text.	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.5	Foundational literacy skills to ensure students read fluently by end of third grade. (Red Indicator)	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
5	5.6	Support students to access grade level standards in math by improving fluency, conceptual understanding and application.(Red Indicator)	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
6	6.1	Reduce suspensions, particularly for Homeless and Foster Youth (Red Indicator)	All Foster Youth	No			All Schools	Ongoing	\$0.00	\$23,814.06				\$23,814.06	\$23,814.06	
7	7.1	College and Career Readiness (Red Indicator)	All	No			Specific Schools: North Monterey County High School, Central Bay High School, North Monterey County Center for Independent Study 9-12	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
8	8.1	Improve student engagement and retention	All	No			Specific Schools: Central Bay High School and North Monterey County Center for Independent Study	One Year	\$0.00	\$266,670.96		\$266,670.96			\$266,670.96	



# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$46,739,780	18,170,270.00	38.875%	4.934%	43.809%	\$20,476,387.69	0.000%	43.809 %	<b>Total:</b>	\$20,476,387.69
								<b>LEA-wide Total:</b>	\$20,320,520.82
								<b>Limited Total:</b>	\$155,866.87
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Engagement in Continuous Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$541,642.84	
1	1.3	Professional Learning and Building Capacity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,359,117.91	
1	1.4	Intervention and Acceleration	Yes	LEA-wide	English Learners Low Income	All Schools	\$2,123,622.70	
1	1.5	Real World Application	Yes	LEA-wide	English Learners Low Income	All Schools	\$5,501,617.16	
1	1.6	Biliteracy	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Castroville, Echo Valley, Elkhorn, Prunedale, North Monterey County High School TK-4, 9-12	\$155,866.87	
1	1.9	Culturally Responsive Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	\$12,118.49	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Positive Behavior Intervention Supports and Restorative Justice Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,536,996.87	
2	2.4	Expand and strengthen student engagement opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,163,936.79	
2	2.7	Improve attendance and reduce chronic absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
3	3.1	Provide reliable, safe transportation to and from school	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,729,952.74	
3	3.2	Family Engagement Opportunities	Yes	LEA-wide	English Learners Low Income	All Schools	\$523,542.26	
3	3.3	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,003,143.78	
3	3.4	Parent/Guardian Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,817.05	
3	3.5	Adult Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,800.00	
3	3.6	Early Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: North Monterey County Early Learning Programs	\$830,903.38	
3	3.7	Customer Service	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$960,308.85	

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

**Comprehensive Support and Improvement**

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

*Schools Identified*

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

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

*Support for Identified Schools*

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

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

*Monitoring and Evaluating Effectiveness*

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

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

**Engaging Educational Partners**

**Purpose**

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

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

**Requirements**

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

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

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

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

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

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

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

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

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

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



- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

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

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

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



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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

#### Year 1 Outcome

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

#### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

#### Target for Year 3 Outcome

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

#### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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



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

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

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

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

**Actions:**  
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

## Total Funds

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

## Contributing

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

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

### Purpose

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

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

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

#### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

#### Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

### Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).



Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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