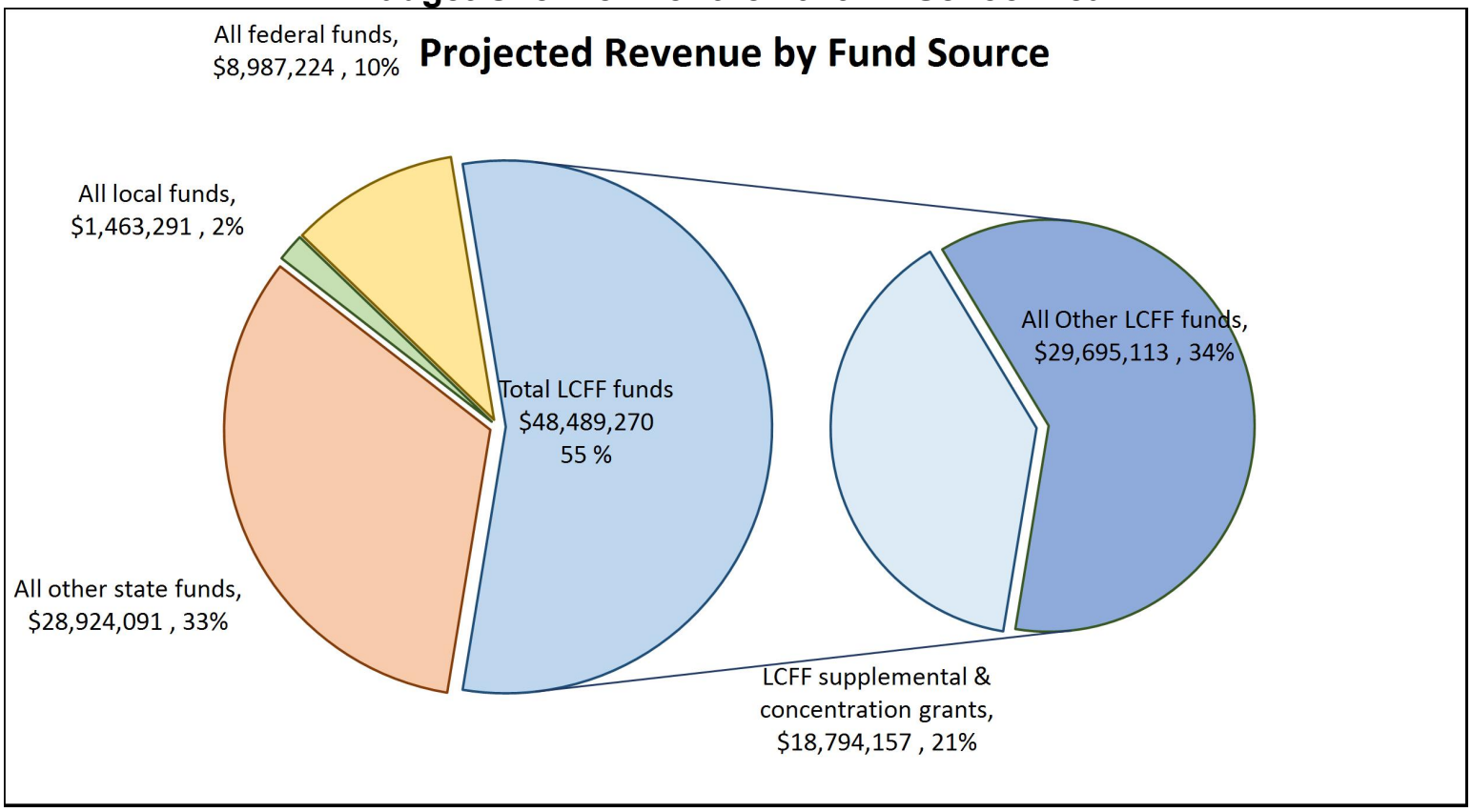
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: North Monterey County Unified School District
CDS Code: 27 73825 0000000
School Year: 2026-27
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 2026-27 School Year

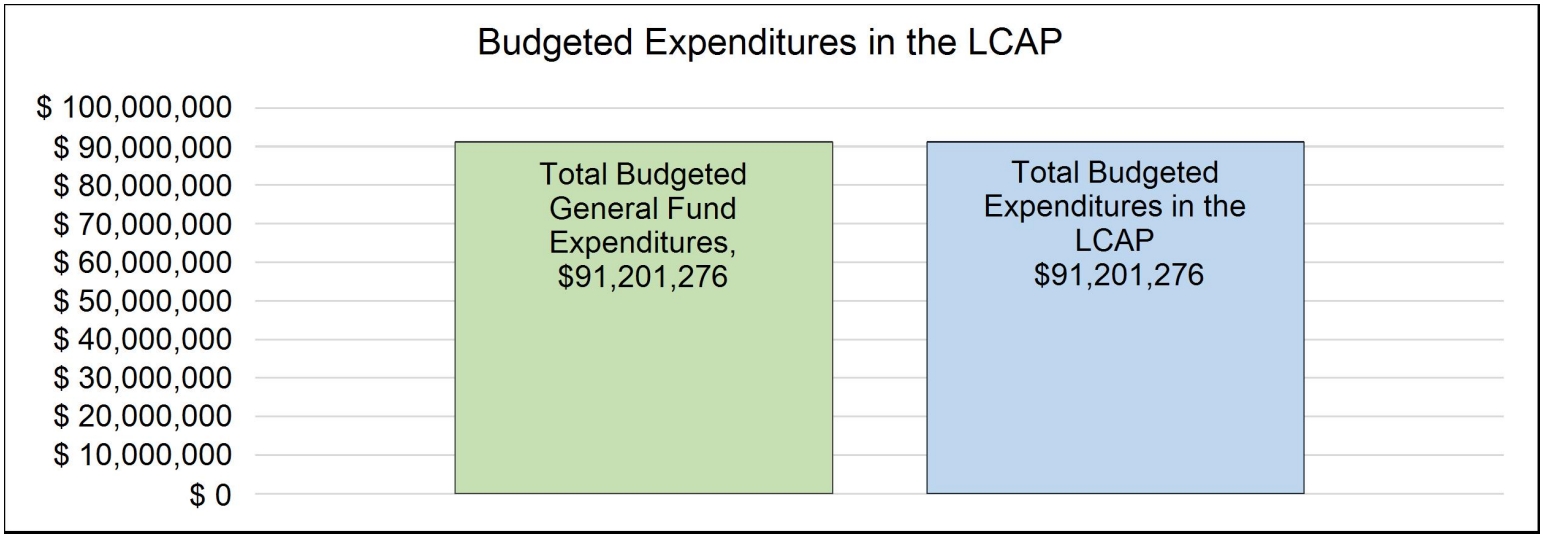


This chart shows the total general purpose revenue North Monterey County Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for North Monterey County Unified School District is $87,863,876, of which $48,489,270 is Local Control Funding Formula (LCFF), $28,924,091 is other state funds, $1,463,291 is local funds, and $8,987,224 is federal funds. Of the $48,489,270 in LCFF Funds, $18,794,157 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 2026-27. 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 $91,201,276 for the 2026-27 school year. Of that amount, $91,201,276 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

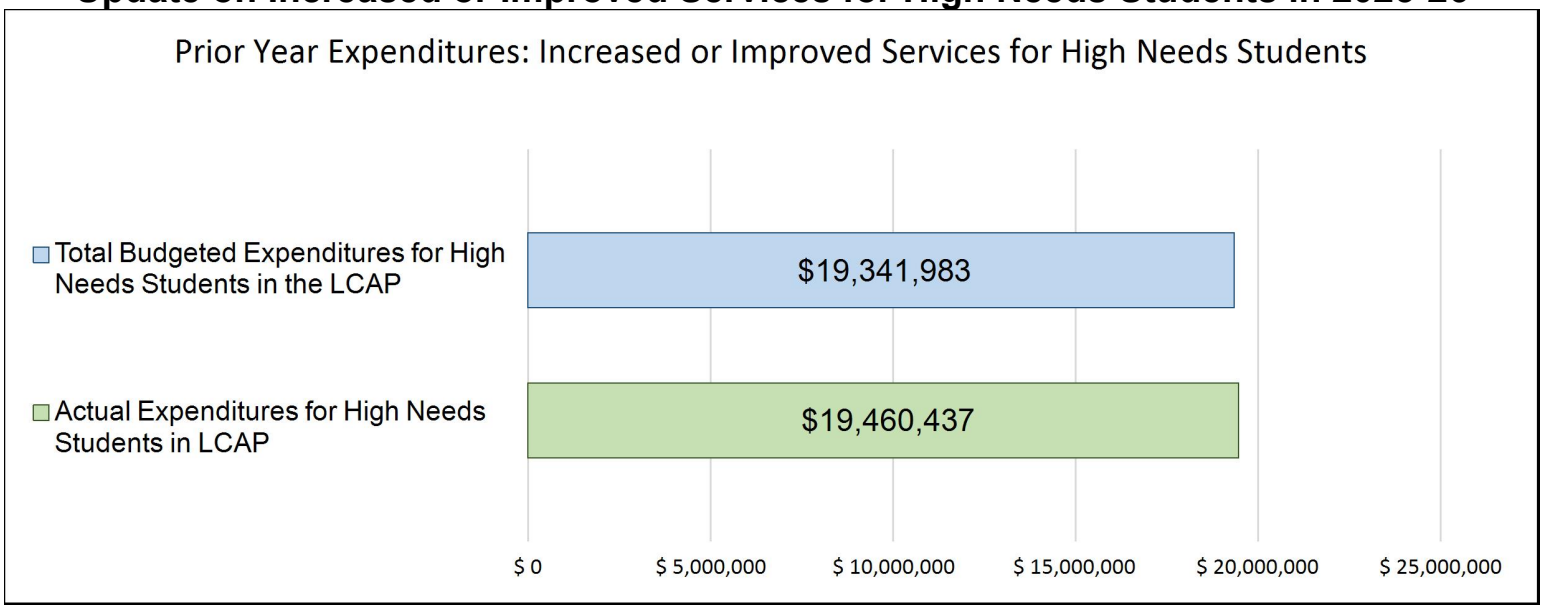
A portion of the LEA's budgeted expenditures that are not included in the LCAP is allocated for capital outlay, some positions, and one time expenses. These
expenditures are dedicated to long-term facility investments such as modernization, repairs, and equipment purchases that support a safe and effective learning environment. While these capital outlay projects are not listed as LCAP actions, they align with the LEA's strategic priorities and support student learning by ensuring that facilities are maintained in good repair, consistent with State Priority 1 (Basic Services).

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, North Monterey County Unified School District is projecting it will receive $18,794,157 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 $20,019,047 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 2025-26



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 2025-26, North Monterey County Unified School District's LCAP budgeted $19,341,983 for planned actions to increase or improve services for high needs students. North Monterey County Unified School District actually spent $$19,460,437 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $118,454 had the following impact on North Monterey County Unified School District’s ability to increase or improve services for high needs students:

Actual expenditures are only accounting for positions, all others are projections only.

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 [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 4,195 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 92.6% Hispanic or Latino, 5.5% White, 0.3% Asian, 0.3% Filipino, 0.6% students with two or more Races, 0.1% Pacific Islander, 0.2% African American, and 0.1% American Indian or Alaska Native (Data Quest, CDE 2025-2026). Furthermore, NMCUSD has an unduplicated pupil percentage of 87.6% comprised of 1,887 English learners (45.0%), 257 migrant students (6.1%), 3,582 socio-economically disadvantaged students (85.4%), 1,086 homeless students and foster youth (25.9%) and 637 students with disabilities (15.2%) (CALPADS, CDE 2025-2026).

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 267 certificated teachers, librarians, psychologists, nurses, speech pathologists, and special education staff. Additionally, there are 344 classified support personnel and 25 certificated management staff members continuously implementing and monitoring the LCAP goals.

Listening to the voices of our community is essential to creating an LCAP that reflects the true needs of our students. Our educational partners, families, students, staff, and community members bring invaluable insights that shape district priorities and actions. Their input ensures that the strategies we pursue are rooted in lived experience, equity, and a shared vision for student success.

To gather this input, the district conducted a multi-faceted engagement process, including an LCAP survey, community town hall meetings, and district-level LCAP advisory meetings. This process allowed us to hear directly from parents, students, teachers, administrators, classified staff, and local bargaining units.

Feedback from these engagements significantly shaped Goal 1 and Goal 2, both of which focus on enhancing academic support and intervention for students who are struggling. In response to identified needs, the district is expanding Multi-Tiered System of Supports (MTSS) by assigning MTSS Teachers on Special Assignment (TOSAs), MTSS Assistants (funded through LREBG), and English Learner Support Assistants at all comprehensive school sites.

Additionally, community feedback highlighted the importance of positive school climates. In response, the district is working to improve PBIS (Positive Behavioral Interventions and Supports) frameworks and increase staff capacity in implementing restorative justice and positive discipline strategies.

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.

A review of the 2023 California School Dashboard provides further context for identifying persistent performance challenges by student group and school site, highlighting trends that inform our multi-year planning and goal development. Below is a summary clustered by indicator of the Student Groups and School Sites that had a red in that area in the 2023 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
Homeless: Districtwide, Castroville, Elkhorn, North Monterey County Middle School, and Prunedale

Math All students: NMC 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
Students with Disabilities: Elkhorn

Suspensions Foster youth: Districtwide
Homeless: 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

As indicated on the 2025 dashboard, NMCUSD made significant improvements across several indicators. We more than doubled the number of indicators in green and cut in half the indicators in red. We saw the greatest number of student group improvement in our suspension rates, chronic absenteeism rates, and in our college/career readiness indicators. Challenges persists for all student groups in the ELA and Math indicators and we also had regression in our English Learner Progress Indicators.

NMCUSD will continue to 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.
In reviewing our annual performance, we identified opportunities to strengthen services for students who need additional support with instruction and behavior. While we've made some progress, we recognize continued opportunities for growth, especially in supporting English Learners, low-income students, and students with disabilities. We will continue to use Equity Multiplier Funds to MTSS needs at both sites, specially behavior and social emotional learning needs. Examples of ongoing expenditures include equine therapy, field trips, positive discipline/restorative justice professional development and the use of EveryDay Labs to monitor attendance data and interventions.

NMCUSD has unexpended Learning Recovery Emergency Block Grant (LREBG) funds and will use them to support: Goal 1, Action 4: Hiring MTSS Assistants to provide academic support at all school sites. Goal 2, Action 6: Provide additional expanded learning opportunities for students, principally ELs, low-income and foster youth, to engage in beyond regular school day activities. These actions are aligned with allowable LREBG uses. They help increase instructional support and expanded learning opportunities for students. Both were selected based on data and feedback highlighting the opportunity to enhance our intervention systems and provide additional time and support for students through expanded learning opportunities. The additional funds are due to the carryover of unused funds from the prior fiscal year.

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)
Students with Disabilities Areas 4 (ELA and Math Indicators) and 8 (College/Career)
Long-Term English Learner in Priority Areas 4 (ELA and Math Indicators and ELPI) and Area 6 (Suspension Rate)

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 Committee Meetings (includes students, parents, community members, local bargaining units, teachers, administrators, and other personnel)	Our district LCAP Advisory Committee meeting consisted of staff (administrators, classified staff, and certificated staff), families, community members, and students. Parents were invited to become formal members of the committee and the meetings were also open to the public. In our meetings we discussed the LCAP and LCFF. We presented our on action implementation and received their feedback: What should we stop, start, or continue to do? The committee met four times this year: 9/30, 11/21, 2/24, and 4/28.
Consult conducted with our certificated staff, North Monterey County Federation of Teachers (NMCFT), to review proposed draft LCAP goals and actions. Teachers consulted.	LCAP goals and actions were discussed with AFT leadership on 3/20 to receive feedback: What should we stop, start, or continue to do?
Consult conducted with our classified staff, North Monterey County's California School Employees Association (CSEA), to review proposed draft LCAP goals and actions.	LCAP goals and actions were discussed with CSEA leadership on 4/30 to receive feedback: What should we stop, start, or continue to do?
District English Learner Advisory Committee (DELAC)	LCAP goals and actions were discussed with DELAC on 2/2 to receive feedback: What should we stop, start, or continue to do?
Student Focus Groups	LCAP goals and actions were discussed with district Superintendent Study Council on 4/29 to receive feedback: What should we stop, start, or continue to do?
Site Administrator Input	LCAP goals and actions were discussed with administrators 2/12 at our Assistant Principal Leadership Academy and with principal and district administrators on 2/5 to receive feedback: What should we stop, start, or continue to do?

Educational Partner(s)	Process for Engagement
Consult with our Special Education Local Plan Areas (SELPA)	Our county SELPA Executive Director reviewed our LCAP and provided asynchronous feedback on 5/18.
2026 LCAP Survey (2401responses total)	We opened our LCAP survey window from December to February. We more than quadrupled the number of respondents from last year. Families, Students, and staff provide qualitative and quantitative feedback on LCAP actions.
Equity Multiplier Goal: Central Bay	Input for Central Bay was gathered through the district's LCAP community engagement process that was used to inform the development of Equity Multiplier goals and actions for the year. Feedback from staff, student, and family LCAP surveys was reviewed alongside available student outcome data to identify priorities and areas of need. Additional input was gathered through ongoing parent and community engagement opportunities, including English Learner Advisory Committee (ELAC) meetings and other parent and community meetings. Feedback from these engagement efforts helped guide the development and refinement of Equity Multiplier goals and actions to ensure they are responsive to the needs of students, families, and school communities.
Equity Multiplier Goal: NMC Center for Independent Study	Input for NMC Center for Independent Study was gathered through the district's LCAP community engagement process that was used to inform the development of Equity Multiplier goals and actions for the year. Feedback from staff, student, and family LCAP surveys was reviewed alongside available student outcome data to identify priorities and areas of need. Additional input was gathered through ongoing parent and community engagement opportunities, including English Learner Advisory Committee (ELAC) meetings and other parent and community meetings. Feedback from these engagement efforts helped guide the development and refinement of Equity Multiplier goals and actions to ensure they are responsive to the needs of students, families, and school communities.

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

North Monterey County Unified School District carefully reviewed staff stakeholder feedback and used the input to inform planning and implementation efforts across multiple areas of district improvement.

In response to staff feedback regarding the need for greater clarity and consistency around priority standards, the district established dedicated Curriculum and Instruction (C&I) Days. These collaborative work sessions provide educators with the opportunity to develop a shared understanding of priority standards and work together to create aligned curriculum guides, pacing calendars, and assessments. Additionally, the district continued to strengthen collaborative structures, to align the work with the priority standards to the continuous improvement processes.

To further support equitable outcomes for all students, NMCUSD expanded opportunities for professional collaboration by adding Biliteracy Collaborative meetings and Special Education job-alike groups. These structures provide educators with dedicated time to analyze student data, share instructional strategies, and strengthen support for English Learners and Students with Disabilities.

Staff also identified a need to improve the early identification of reading difficulties and provide targeted interventions. In response, the district partnered with the University of California, Berkeley's Center for Research on Language and Literacy (CRLP) to build a common understanding of reading diagnostic screeners and the effective use of assessment data to strengthen Tier 1 instruction and Tier 2 intervention supports. To further enhance literacy interventions within the district's biliteracy program, NMCUSD purchased the Paso por Paso intervention program and established monthly Biliteracy Collaborative meetings to support implementation and continuous improvement of the Biliteracy Pathway.

Recognizing the importance of preparing students for future success, the district is planning to implement the California College Guidance Initiative (CCGI) during the upcoming school year to strengthen college and career readiness supports for students.

Staff feedback also highlighted the importance of supporting students' social-emotional well-being. As a result, the district continues to invest in the Devereux Student Strengths Assessment (DESSA) and Second Step programs to provide consistent social-emotional learning and support across all schools.

In order to gather feedback for our equity multiplier schools (Central Bay and NMC Center for Independent Study, the district gathered qualitative and quantitative data from the district’s LCAP community engagement survey. Feedback from staff, student, and family LCAP surveys was reviewed alongside available student outcome data to identify priorities and areas of need. Additional input was gathered through ongoing parent and community engagement opportunities, including English Learner Advisory Committee (ELAC) meetings and other parent and community meetings. Feedback from these engagement efforts helped guide the development and refinement of Equity Multiplier goals and actions to ensure they are responsive to the needs of students, families, and school communities. Based on stakeholder feedback, Equity Multiplier funds will be used to continue providing equine therapy for students, positive discipline training for parents, and social-emotional learning (SEL) supports for students to improve attendance.

To strengthen family engagement and school-community partnerships, NMCUSD continues to fund districtwide family and community events, including Reclassification Celebrations, Día del Niño, and various schoolwide events and celebrations. The district also continues to provide TalkingPoints to facilitate meaningful two-way communication between schools and families in multiple languages.

Professional learning needs identified through stakeholder feedback have also informed future planning. Requests for professional development in early literacy instruction and implementation of the California Mathematics Framework have led to the development of targeted training opportunities for the 2026–2027 school year. Similarly, classified staff requests for training in Excel, Synergy, and Google Workspace resulted in the intentional planning of professional development opportunities tailored to their roles. Feedback from library technicians regarding job-specific training led the district to identify professional learning opportunities through the Santa Clara County Office of Education for implementation during the upcoming year.

Through these actions, NMCUSD has demonstrated its commitment to listening to stakeholder feedback and using that input to improve instructional practices, professional learning, student supports, and family engagement throughout the district.

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 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	Class of 2023: 353 students Districtwide All students: 32% English learners: 7.5% Students with disabilities: 11% NMC Center for Independent Study All students: 8.3% Hispanic: 3.1% Socioeconomically disadvantaged: 7.5%	Class of 2024: 372 students Districtwide All students: 31.2% English learners: 9.1% Students with disabilities: 1.6% NMC Center for Independent Study All students: 6.3% Hispanic: 2.8%	Class of 2025: 358 students Districtwide All students: 37.7% English learners: 11.5% Students with disabilities: 11.9% NMC Center for Independent Study All students: 7.4% Hispanic: 7.7%	Class of 2026 Districtwide All students: 50% English learners: 33% Students with disabilities: 35% NMC Center for Independent Study All students: 33% Hispanic: 29%	Class of 2025 Districtwide All students: +5.4% English learners: +4% Students with disabilities: +0.9% NMC Center for Independent Study All students: –1.1% Hispanic: +4.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		North Monterey County High English learners: 9.1%	Socioeconomically disadvantaged: 7.3% North Monterey County High English learners: 12.3%	Socioeconomically disadvantaged: 8.2% North Monterey County High English learners: 15.4%	Socioeconomically disadvantaged: 33% North Monterey County High English learners: 34%	Socioeconomically disadvantaged: +0.7% North Monterey County High English learners: +6.3%
1.2	Assigned and fully credentialed teachers	2023-2024: 262 Teachers Fully credentialed: 89% Misassignments: 1%	2024-2025: 266 Teachers Fully credentialed: 91% Misassignments: 4%	2025-2026: 272 Teachers Fully credentialed: 98% Misassignments: 2%	2026-2027 Fully credentialed: 100% Misassignments: 0%	2024-2025: +4 Teachers Fully credentialed: +9% Misassignments: +1%
1.3	Access to standards-aligned instructional materials	2023-2024: Met	2024-2025: Met	2025-2026: Met	2026-2027: Met	2025-2026: Continued 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	2024-2025: Met	2025-2026: Met	2026-2027: Met	2025-2026: Continued Met
1.5	% of all students who Met or Exceeded Standards on ELA State Assessment (CAASPP)	2022-2023: 2304 students tested with scores	2023-2024: 2201 students tested with scores	2024-2025: 2143 students tested with scores	2025-2026	2024-25: -161 students tested with scores

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and Distance from Standard Scores	Students who Met or Exceeded Standards on ELA Grade 3: 23.5% Grade 4: 17.1% Grade 5: 22.1% Grade 6: 25.9% Grade 7: 25.7% Grade 8: 30.5% Grade 11: 43.2% Distance from Standard Scores Districtwide All students: -61.7 English learners: -90 Socioeconomically disadvantaged: -69.9 Foster youth: N/A Homeless: -79.3 Castroville Elementary All Students: -78.9 English learners: -99.9 Hispanic: -79.7 Homeless youth: -89.6 Socioeconomically disadvantaged: -83.8 Elkhorn Elementary Homeless youth -76 Students with disabilities: -97.2 NMC Center for Independent Study	Students who Met or Exceeded Standards on ELA Grade 3: 18.7% Grade 4: 25.1% Grade 5: 22.7% Grade 6: 22.4% Grade 7: 28.0% Grade 8: 28.7% Grade 11: 48.8% Distance from Standard Scores Districtwide All students: -60.2 English learners: -91.8 Socioeconomically disadvantaged: -67.3 Foster youth: N/A Homeless: -79.1 Students with disabilities: -123.1 Long term english learners: -111.9 Castroville Elementary All Students: -75.7 English learners: -100.2 Hispanic: -78.3 Homeless youth: -80.6	Grade 3: 20.0% Grade 4: 23.6% Grade 5: 31.9% Grade 6: 31.7% Grade 7: 21.2% Grade 8: 26.1% Grade 11: 47.9% Distance from Standard Scores Districtwide All students: -57.1 English learners: -79.4 Socioeconomically disadvantaged: -64.9 Foster youth: N/A Homeless: -74.5 Students with disabilities: -127.5 Long term english learners: -119.1 Castroville Elementary All Students: -51.3 English learners: -72.5 Hispanic: -52.7 Homeless youth: -54.9 Socioeconomically disadvantaged: -60.2	Students who Meet or Exceed Standards on ELA Grade 3: 33.4% Grade 4: 27.1% Grade 5: 32.1% Grade 6: 35.9% Grade 7: 35.7% Grade 8: 40.5% Grade 11: 53.1% Distance from Standard Scores Districtwide All students: -45 English learners: -60 Socioeconomically disadvantaged: -50 Foster youth: N/A Homeless: -55 Castroville Elementary All students: -60 English learners: -70 Hispanic -60 Homeless youth: -65 Socioeconomically disadvantaged: -60 Elkhorn Elementary	Students who Met or Exceeded Standards on ELA Grade 3: -3.5% Grade 4: +6.5% Grade 5: +9.8% Grade 6: +5.8% Grade 7: -4.6% Grade 8: -4.5% Grade 11: +4.7% Distance from Standard Scores Districtwide All students: +4.6 English learners: +10.6 Socioeconomically disadvantaged: +5 Foster youth: N/A Homeless: +4.8 Students with Disabilities: -2.7 Long term English Learners: -7.2 Castroville Elementary All Students: +24.4 English learners: +27.7 Hispanic: +25.6 Homeless youth: +25.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All students: -75 English learners: -138.2 North Monterey County Middle English learners: -83.4 Homeless youth: -78.2 Prunedale Elementary English learners: -75.8 Homeless youth: -77.9	Socioeconomically disadvantaged: -81.4 Elkhorn Elementary Homeless youth -80.8 Students with disabilities: -105.7 NMC Center for Independent Study All students: -46.6 English learners: -76.2 North Monterey County Middle English learners: -94.1 Homeless youth: -80 Prunedale Elementary English learners: -75.7 Homeless youth: -79.2	Elkhorn Elementary Homeless youth: -75.4 Students with disabilities: -75.6 NMC Center for Independent Study All students: -96.2 English learners: -115 North Monterey County Middle English learners: -96.1 Homeless youth: -86.9 Prunedale Elementary English learners: -69.8 Homeless youth: -80.9	Homeless youth: -65 Students with disabilities: -80 NMC Center for Independent Study All students: -65 English learners: -100 North Monterey County Middle English learners: -70 Homeless youth: -70 Prunedale Elementary English learners: -65 Homeless youth: -65	Socioeconomically disadvantaged: +21.2 Elkhorn Elementary Homeless youth +5.4 Students with disabilities: +30.2 NMC Center for Independent Study All students: -49.7 English learners: -38.8 North Monterey County Middle English learners: -2 Homeless youth: -7 Prunedale Elementary English learners: +5.8 Homeless youth: -1.7
1.6	% of all students who Met or Exceeded Standards on Math State Assessment (CAASPP) and Distance from Standard Scores	2022-2023: 2322 students tested with scores Students who Met or Exceeded Standards on Math	2023-2024: 2223 students tested with scores Students who Met or Exceeded Standards on Math	2024-2025: 2163 students tested with scores Students who Met or Exceeded Standards on Math	2025-2026 Students who Meet or Exceed Standards on Math Grade 3: 27.3% Grade 4: 19.7%	2024-25: -160 students tested with scores Students who Met or Exceeded Standards on Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% 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	Grade 3: 24.1% Grade 4: 23.9% Grade 5: 18.2% Grade 6: 11.9% Grade 7: 10.6% Grade 8: 8.7% Grade 11: 9.2% Distance from Standard Scores Districtwide All students: -104.1 English learners: -119.4 Socioeconomically disadvantaged: -109.8 Foster youth: N/A Homeless youth: -108.8 Students with disabilities: -153.4 Long Term English Learners: -185.6 Elkhorn Elementary Homeless youth: -89.5 Socioeconomically disadvantaged: -93 Students with disabilities: -109.8	Grade 3: 24.0% Grade 4: 18.8% Grade 5: 29.4% Grade 6: 16.7% Grade 7: 9.5% Grade 8: 7.2% Grade 11: 10.3% Distance from Standard Scores Districtwide All students: -97.3 English learners: -109.7 Socioeconomically disadvantaged: -103.2 Foster youth: N/A Homeless youth: -104.6 Students with disabilities: -156.4 Long Term English Learners: -185.5 Elkhorn Elementary Homeless youth: -97.2 Socioeconomically disadvantaged: -85.3 Students with disabilities: -106.3	Grade 5: 17.78% Grade 6: 23.0% Grade 7: 24.5% Grade 8: 20.1% Grade 11: 18.55% Distance from Standard Scores 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	Grade 3: -2.3% Grade 4: +9.1% Grade 5: +21.7% Grade 6: +3.6% Grade 7: -5.0% Grade 8: -2.9% Grade 11: +1.8% Distance from Standard Scores Districtwide All students: +11.9 English learners: +18.1 Socioeconomically disadvantaged: +13.1 Foster youth: N/A Homeless youth: +15.5% Students with Disabilities: +4.4 Long Term English Learners: +0.1 Elkhorn Elementary Homeless youth: -7.7 Socioeconomically disadvantaged: +7.7 Students with disabilities: +3.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			NMC Center for Independent Study All students: -98.8 English learners: -110.5 Socioeconomically disadvantaged: -102.2 North Monterey County Middle English learners: -164.3 Homeless youth: -155.8	NMC Center for Independent Study All students: -150.3 English learners: -112.2 Socioeconomically disadvantaged: -152.3 North Monterey County Middle English learners: -155.1 Homeless youth: -147.2	North Monterey County Middle English learners: -125 Homeless youth: -115	NMC Center for Independent Study All students: -51.4 English learners: -1.7 Socioeconomically disadvantaged: -50.1 North Monterey County Middle English learners: +9.2 Homeless youth: +8.6
1.7	% of English learners who Met or Exceeded Standards on ELA State Assessment (CAASPP)	2022-2023: 1041 students tested with scores Grade 3: 15.76% Grade 4: 9.47% Grade 5: 5.46% Grade 6: 6.54% Grade 7: 3.10% Grade 8: 6.98% Grade 11: 9.59%	2023-24: 918 students tested with scores Grade 3: 10.27% Grade 4: 8.23% Grade 5: 6.49% Grade 6: 5.22% Grade 7: 5.04% Grade 8: 3.09% Grade 11: 5.63%	2024-25: 920 students tested with scores Grade 3: 9.4% Grade 4: 7.4% Grade 5: 12.2% Grade 6: 4.7% Grade 7: 1.0% Grade 8: 2.9% Grade 11: 8.6%	2025-2026 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%	2024-25: -121 students tested with scores Grade 3: -6.3% Grade 4: -2.1% Grade 5: +6.8% Grade 6: -1.8% Grade 7: -2.1% Grade 8: -4.1% Grade 11: -1.0%
1.8	% of English learners who Met or Exceeded Standards on Math State Assessment (CAASPP)	2022-2023: 1059 students tested with scores Grade 3: 18.61% Grade 4: 3.14% Grade 5: 3.77% Grade 6: 3.23% Grade 7: 2.22% Grade 8: 0.76%	2023-24: 939 students tested with scores Grade 3: 15.79% Grade 4: 11.88% Grade 5: 6.96% Grade 6: 1.46% Grade 7: 1.65% Grade 8: 0.97%	2024-25: 944 students tested with scores Grade 3: 14.3% Grade 4: 11.0% Grade 5: 17.4% Grade 6: 2.3% Grade 7: 1.9% Grade 8: 0.9%	2025-2026 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%	2024-25: -112 students tested with scores Grade 3: -4.3% Grade 4: -7.8% Grade 5: +13.7% Grade 6: -0.9% Grade 7: -0.4% Grade 8: +0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 11: 0.00%	Grade 11: 1.43%	Grade 11: 1.2%		Grade 11: +1.2%
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: 6.54% Grade 4: 2.86% Grade 5: 7.69% Grade 6: 0.00% Grade 7: 2.38% Grade 8: 10.34% Grade 11: 8.70%	2023-24: 258 students with scores Grade 3: 8.57% Grade 4: 8.57% Grade 5: 2.50% Grade 6: 2.44% Grade 7: 3.23% Grade 8: 17.89% Grade 11: 13.16%	2024-25: 269 students tested with scores Grade 3: 5.56 % Grade 4: 5.56% Grade 5: 6.82 % Grade 6: 7.32 % Grade 7: 2.27% Grade 8: 3.03% Grade 11: 14.29%	2025-2026 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%	2024-2025: +12 students tested with scores Grade 3: -0.98% Grade 4: +2.7% Grade 5: -0.87% Grade 6: +7.32% Grade 7: -0.11% Grade 8: -7.31% Grade 11: +5.59%
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: 13.33% Grade 4: 0.00% Grade 5: 2.56% Grade 6: 2.86% Grade 7: 2.38% Grade 8: 10.34% Grade 11: 0.00%	2023-24: 258 students with scores Grade 3: 5.71% Grade 4: 5.71% Grade 5: 2.50% Grade 6: 2.44% Grade 7: 0.00% Grade 8: 2.63% Grade 11: 2.63%	2024-25: 268 students tested with scores Grade 3: 2.78% Grade 4: 8.11% Grade 5: 4.55% Grade 6: 4.88 % Grade 7: 0.00% Grade 8: 0.00% Grade 11: 0.00%	2025-2026 Grade 3: 21.8% Grade 4: 10% Grade 5: 10% Grade 6: 10% Grade 7: 12.38% Grade 8: 20.3% Grade 11: 10%	2024-25: +13 students with scores Grade 3: -10.55% Grade 4: +8.11% Grade 5: +1.99% Grade 6: +2.02% Grade 7: -2.38% Grade 8: -10.34% Grade 11: 0.00%
1.11	% of all students on or above grade level in ELA as measured by Local Assessment: Spring Window	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% Grade 9: 13% Grade 10: 14%	We changed our local ELA assessment from Let's Go Learn to to i-Ready 2024-2025: Local Assessments (iReady-Reading) Spring (2766 students assessed)	Spring 2025 (2,785 students assessed) Grade K: 60% Grade 1: 30% Grade 2: 38% Grade 3: 40% Grade 4: 23% Grade 5: 22% Grade 6: 27% Grade 7: 16% Grade 8: 16%	Spring 2026 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% Grade 9: 33% Grade 10: 34%	2025-2026: +19 students with scores Grade K: +24% Grade 1: +5% Grade 2: +8% Grade 3:+3% Grade 4: +1% Grade 5: 0% Grade 6: +3% Grade 7: +3% Grade 8: -7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 11: 14% Grade 12: 11%	Grade K: 44% Grade 1: 25% Grade 2: 30% Grade 3: 37% Grade 4: 22% Grade 5: 22% Grade 6: 24% Grade 7: 13% Grade 8: 23% Grade 9: 30% Grade 10: 27% Grade 11: 13% Grade 12: 10%	Grade 9: 17% Grade 10: 15% Grade 11: 14% Grade 12: 0% (only 8 students)	Grade 11: 34% Grade 12: 31%	Grade 9: -13% Grade 10: -12% Grade 11: +1% Grade 12: -11%
1.12	% of all students on or above grade level in Math as measured by Local Assessment	Spring 2023-2024: (Let's Go Learning Math) 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% Grade 9: 14% Grade 10: 15% Grade 11: 5% Grade 12: 1%	We changed our local Math assessment from LGL to i-Ready 2024-2025: Local Assessments (iReady-Math) Spring (2885 students assessed) Grade K: 40% Grade 1: 16% Grade 2: 19% Grade 3: 22% Grade 4: 22% Grade 5: 32% Grade 6: 26% Grade 7: 10% Grade 8: 8% Grade 9: 53% Grade 10: 49% Grade 11: 32%	2025-2026: i-Ready (2,956 students assessed) Grade K: 53% Grade 1: 29% Grade 2: 37% Grade 3: 28% Grade 4: 32% Grade 5: 34% Grade 6: 30% Grade 7: 16% Grade 8: 16% Grade 9: 17% Grade 10: 13% Grade 11: 3% (only 36 students) Grade 12: 30% (only 30 students)	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% Grade 9: 24% Grade 10: 25% Grade 11: 25% Grade 12: 21%	2025-2026: +71 students with scores Grade K: +34% Grade 1: +10.3% Grade 2: +12.5% Grade 3: -4% Grade 4: -16.5% Grade 5: +4.6% Grade 6: +6.8% Grade 7: -8% Grade 8: -0.4% Grade 9: +3% Grade 10: -2% Grade 11: -2% Grade 12: +29%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 12: 33%			
1.13	% of English learners' progress toward English Proficiency as measured by Summative ELPAC	2022-2023: 1953 students tested with scores Level 4 (Well Developed): 13% Level 3 (Moderately Developed): 31% Level 2 (Somewhat Developed): 32% Level 1 (Minimally Developed): 24% English Learner Progress Indicator: 48.5%	2023-2024: 1897 students tested with scores Level 4 (Well Developed): 9% Level 3 (Moderately Developed): 30% Level 2 (Somewhat Developed): 34% Level 1 (Minimally Developed): 26% English Learner Progress Indicator: 41.5% LTEL Indicator: 34.4%	2024-2025: 1780 students tested with scores Level 4 (Well Developed): 10.2% Level 3 (Moderately Developed): 28.0% Level 2 (Somewhat Developed): 32.6% Level 1 (Minimally Developed): 29.2% English Learner Progress Indicator: 40.7% LTEL Indicator: 46.1%	2025-2026 Level 4 (Well Developed): 23% Level 3 (Moderately Developed): 41% Level 2 (Somewhat Developed): 22% Level 1 (Minimally Developed): 14% English Learner Progress Indicator: 50% LTEL Indicator: 50%	2024-2025: -173 students tested with scores Level 4 (Well Developed): -2.8% Level 3 (Moderately Developed): -3.2% Level 2 (Somewhat Developed): +0.8% Level 1 (Minimally Developed): +5.2% English Learner Progress Indicator: -7.8%
1.14	% of English learners reclassified as RFEP	2022-2023: 6.17%	2023-2024: 10.43%	2024-2025: 7.7%	2025-2026 8%	2024-2025: +1.5%
1.15	High School Graduation Rates (Four-Year Adjusted Cohort Graduation Rate)	2022-2023: 354 cohort students (319 Graduates) All students: 90.1% English learners: 71.7% Students with disabilities: 73.4%	2023-2024: 372 cohort students (339 Graduates) All students: 91.1% English learners: 83.0% Students with disabilities: 78.7%	2024-2025: 358 cohort students (323 Graduates) All students: 90.2% English learners: 87.5% Students with disabilities: 74.6%	2025-2026 All students: 93% English learners: 75% Students with disabilities: 77%	2024-2025: +4 cohort students (+4 Graduates) All students: +0.1% English learners: +15.8% Students with disabilities: +1.2%
1.16	% of students graduating meeting A-G (Four-Year	2022-2023:	2023-2024:	2024-2025:	2025-2026	2024-2025:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Adjusted Cohort Graduation Rate)	319 Graduates (127 met a-g requirements) All students: 39.8% English learners: 18.4% Students with disabilities: 21.3%	339 Graduates (114 met a-g requirements) All students: 33.6% English learners: 8.2% Students with disabilities: 8.3%	323 Graduates (120 met a-g requirements) All students: 37.2% English learners: 13.2% Students with disabilities: 18.2%	All students: 49.8% English learners: 28.4% Students with disabilities: 31.3%	+4 Graduates (-7 met a-g requirements) All students: -2.6% English learners: -5.2% Students with disabilities: -3.1%
1.17	# of students enrolled in Career Technical Education (CTE) courses	2023-2024: All students: 807 English learners: 27.8% Students with disabilities: 6.8% (as of May 1)	2024-2025: All students: 871 English learners: 30.2% Students with disabilities: 14.0% (as of May 1)	2025-2026: All students: 739 English learners: 29.8% Students with disabilities: 12.7% (as of May 1)	2026-2027 All students: 807 English learners: 224 Students with disabilities: 55	2025-2026: All students: -181 English learners: +1.1% Students with disabilities: -1.4%
1.18	CTE Capstone completion rates	2023-2024: 372 cohort students Completing a CTE Capstone: 18.4% Completing a CTE Capstone & A-G: 5.3%	2024-2025: 358 Cohort students Completing a CTE Capstone: 13.1% Completing a CTE Capstone & A-G: 3.9%	2024-2025: 359 Cohort students Completing a CTE Capstone: 13.1% Completing a CTE Capstone & A-G: 3.9%	2025-2026 Completing a CTE Capstone: 30% Completing a CTE Capstone & A-G: 16%	2025-2026: 0 change Cohort students Completing a CTE Capstone: -3.6% Completing a CTE Capstone & A-G: -3.9%
1.19	# of students completing a CTE certification	2023-2024: 300 across 7 pathways	2024-2025: 471 across 7 pathways	2025-2026: 418 across 5 pathways	2026-2027: 500	2025-2026: +118 and -2 Pathways
1.20	# of students taking Biliteracy Pathway courses	2023-2024: 942 students in a Biliteracy Pathway Grade TK: 24 Grade K: 97	2024-2025: 1040 students in a Biliteracy Pathway Grade TK: 16 Grade K: 94	2025-2026: 1217 Students in a Biliteracy Pathway Grade TK: 20 Grade K: 94	2026-2027: Students in a Biliteracy Pathway Grade TK: 24 Grade K: 97	2025-2026: +275 students in a Biliteracy Pathway Grade TK: -4 Grade K: -3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 1: 96 Grade 2: 98 Grade 3: 90 Grade 9-12: 537	Grade 1:94 Grade 2: 95 Grade 3: 94 Grade 4: 102 Grade 9-12: 545	Grade 1: 88 Grade 2: 93 Grade 3: 95 Grade 4: 100 Grade 5: 98 Grade 8: 129 Grades: 9-12: 500	Grade 1: 96 Grade 2: 98 Grade 3: 90 Grade 4: 75 Grade 5: 75 Grade 6: 75 Grade 9-12: 540	Grade 1: -8 Grade 2: -5 Grade 3: +5 Grade 4: +100 Grade 5: +98 Grade 8: +129 Grade 9-12: -37
1.21	% of graduates attaining State Seal of Biliteracy	Class of 2023: 13.2%	Class of 2024: 28.3%	Class of 2025: 27.7%	Class of 2026: 18%	Class of 2025: +14.5%
1.22	% of AP students who attained a score of 3 or higher (passed)	2022-2023: 283 AP Tests taken 52% passed	2023-2024: 320 AP Tests taken 50% passed	2024-2025: 369 AP Tests taken 54% passed	2026-2027: 340 AP Tests Passing: 40%	2024-2025: +57 AP Tests taken +2% passed
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	2024-25: 100% of students	2025-2026: 100% of students	2026-2027: 100% of students	2025-2026:+0%

Goal Analysis [2025-26]

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.

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

1.1 Guaranteed, Viable Curriculum
NMCUSD successfully implemented the planned actions for this goal by ensuring staff were equipped with standards-based curricula and by facilitating site- and district-level professional learning and collaboration. This year, the district developed a guaranteed and viable curriculum through several key initiatives. In mathematics, K–8 teachers completed the pilot and adoption process for a new math curriculum. In English

Language Arts (ELA), middle school teachers piloted and adopted a new ELA curriculum to strengthen literacy instruction. In World Languages and Advanced Placement, the district adopted a new AP Spanish Literature course and accompanying curriculum. Additionally, at the secondary level, a new English Language Development (ELD) curriculum was implemented and supported through targeted professional development to ensure staff proficiency with the new instructional materials.

1.2 Engagement in Continuous Improvement
NMCUSD implemented this action through the MTSS teaming structures. The Tier 1 Collaborative met five times throughout the year. During these collaboratives, the Tier 1 teams from each school site reviewed academic, behavior, and SEL data. The teams worked on PDSA cycles, where they created continuous improvement goals based on areas of need highlighted in their site data. These PDSA cycles were reviewed and updated throughout the year as teams planned their site action steps and professional learning to support these goals.

NMCUSD Care Network met six times throughout the school year. This network brought each site's COST (Coordination of Supports Team) across the district to engage in team-initiated problem-solving in the areas of Tier 2 and Tier 3 interventions and systems.
Due to the addition of a Director of Teaching and Learning there was better alignment and connectedness between Tier 1 and our Care Network this school year. NMCUSD formed a district leadership team that supported giving feedback and revising our teaming structures for the upcoming school year. There continues to be a need to align all teaming structures through interconnected staffing and through common goals.

Site-based Special Education teams met at least twice monthly to strengthen Individualized Education Program (IEP) processes, support effective implementation of services and supports, and address site-specific needs to improve outcomes for students with disabilities. The practice of including school psychologists and special education teachers on Tier I teams continued across school sites, promoting the inclusion of students with disabilities within universal supports. Additionally, COST teams—composed of school psychologists, behavior technicians, and site administrators—continued to coordinate and align services to support students' academic and behavioral needs. Increased participation by site administrators in both Special Education team and COST meetings was observed. The district continues to communicate clear expectations and guidance to strengthen team structures and promote consistent collaboration across sites.

Additionally, the continuous improvement process is being implemented as the district enters into the initial phases of Compliance and Improvement Monitoring (CIM) for Significant Disproportionality (Sig Dis), which is a mandatory California process for local educational agencies (LEAs) that overidentify, place, or discipline specific racial/ethnic groups in special education at significantly higher rates than peers. The first phase is to gather data from various sources to help identify root causes and related measurable outcomes to create change, with the goal of creating more equitable practices districtwide.

1.3 Professional Learning and Building Capacity
NMCUSD implemented the planned actions for this goal by providing a variety of professional learning opportunities to build staff capacity and improve outcomes for English Learners, Long-Term English Learners, Low-Income students, Students with Disabilities, and Homeless/Foster Youth. Highlights included content-specific professional development in literacy and math, equity-focused initiatives such as AVID and MTSS, and leadership development for instructional leads, teachers on special assignment, and site administrators. The district also prioritized data-driven instruction through i-Ready training that helped teachers and leaders analyze and respond to student needs. These efforts contributed to greater instructional coherence and a focus on equitable student outcomes. Additionally, our Tier 1 and CARE Networks also provided professional learning to site administrators and site leaders on continuous improvement and teacher clarity. We also

partnered with the Monterey County Office of Education to support our NMCMS and NMCHS math department with professional learning on Mathematical practices and our district and site administrators on essential standards, learning /language objectives and success criteria.

The professional development efforts for staff supporting students with disabilities prioritized enhancing inclusive practices, improving curriculum delivery and support, and strengthening Individualized Education Program (IEP) practices. These professional development efforts also focused on strengthening IEP practices. However, a significant challenge has been finding time for targeted professional learning for staff who support students with disabilities. Additional barriers continue to include substitute coverage and aligning these sessions with site-specific professional development schedules. In 25-26, the Special Services Department provided training to classified staff on behavioral de-escalation strategies. Professional development also focused on training on a comprehensive structured language program for teaching reading.

1.4 Intervention and Acceleration
North Monterey County Unified School District (NMCUSD) implemented comprehensive intervention and acceleration strategies throughout the 2025–2026 school year to support student achievement and strengthen Multi-Tiered System of Supports (MTSS) practices across the district. A major focus was the addition of the MTSS Teacher on Special Assignment (TOSA) role, which enhanced collaboration between site administrators and district leadership to improve the effectiveness of interventions and ensure English Learner (EL) program compliance. At the elementary level, sites implemented a data-driven early literacy framework that utilized reading screeners and diagnostic tools to identify students in need of additional support. MTSS Assistants worked closely with classroom teachers to provide intensive small-group interventions designed to address specific literacy gaps. In mathematics, intervention supports were standardized and implemented consistently across all district sites to ensure equitable access to targeted academic support.
The district also strengthened data integration and documentation practices through the use of the Synergy MTSS module, which streamlined Response to Intervention (RTI) processes and Requests for Assistance (RFAs). This system supports the formal documentation of academic, social-emotional learning (SEL), mental health, and behavioral needs, along with the interventions provided to address those needs. In addition, all school sites developed MTSS plans to guide small-group support and formalize follow-up communication with families and staff.
District sites continue to refine their data processes by focusing on the longitudinal tracking of diagnostic data to better customize student interventions and acceleration opportunities. As part of continuous improvement efforts, Tier 2 teams completed annual assessments of their systems and fidelity of implementation, and all teams demonstrated growth and improvement in their Tier 1 and Tier 2 annual assessment results.
Additionally, we continue to invest heavily into expanded learning opportunities outside of the school to provide academic enrichment and intervention opportunities, including a robust summer school and an extended school year summer program. Our summer school program provides opportunities for high school seniors to recover course credit needed for high school graduation.
We continue to provide high school acceleration courses at our middle schools; this year offering high school Spanish and Mathematics credit courses.

1.5 Real World Application
NMCUSD partially implemented the planned actions for this goal by adapting its comprehensive high school career technical education pathways to better align with regional labor market forecasting, mapped out expanded opportunities for Central Bay and NMC Center for Independent Studies students to participate in career technical education classes, and identified 2 opportunities for career technical education students to earn college credit through Dual Enrollment.

NMCHS Pathway Labor Market Alignment - The Engineering pathway continued to make a transition from Engineering to Mechatronics, a type of engineering that's growing here in Monterey County with many agricultural and aeronautical companies in need of mechatronics technicians and engineers. Patient Care had a new instructor in 25-26 with strong professional and instructional experience in medical assisting and is developing a partnership with Monterey Peninsula College Patient Care pathway. The Transportation pathway began its expansion into electric and diesel vehicles with the inclusion of an electric vehicle kit from Switch vehicles and training for instructor Riley Glenn.
Pathway Opportunities for CB and NMCCIS - Through a partnership with Edmentum, CB and NMCCIS have assembled 3 virtual career technical education pathways in Culinary, Engineering, Patient Care. These virtual pathways are aligned with 3 of the 5 pathways at NMCHS so students can not only begin their journey to career at one of these schools, they can continue to pursue in a pathway even if transferring from another school site.
CTE Pathway Dual Enrollment - Past efforts to expand Dual Enrollment at NMCHS were focused on academic core courses such as English and Math. This year we made progress in aligning our CTE pathways with their local post-secondary partners. In 25-26 Heather Tynan's Engineering/Mechatronics pathway formalized a Dual Enrollment opportunity for students in the Year 2 "Engineering Physics & Applied Mechatronics" class. In the Spring 2027, this alignment will earn students 3 college credits for MFTG111a - an introductory class in Hartnell College's Mechatronics pathway. Ms. Tynan looks forward to formalizing her next Dual Enrollment opportunity (Year 3 "Advanced Engineering & Mechatronics"/CSUMB ENGR 110) over the course of 26-27. Our Culinary pathway also made strong progress toward an embedded Dual Enrollment opportunity in 25-26.

In 25-26 527 NMCHS students participated in 23 sections of CTE courses across 5 CTE pathways at NMCHS. A proportionate number of English Learners and Students with Disabilities from the overall school population were represented. Approximately 850 students participated in a CTE aligned guest speaking opportunity and 104 students participated in an off-campus visit to either a work site or post-secondary partner. 418 students earned industry aligned certifications through OSHA, NC3, or the American Heart Association.

1.6 Biliteracy
NMCUSD successfully implemented the planned actions for this goal by maintaining a comprehensive biliteracy pathway program at the elementary level and providing ongoing opportunities for secondary students to earn the State Seal of Biliteracy. During the current year, the district expanded the elementary biliteracy program to include 5th grade, with plans to extend the pathway to 6th grade for the 2026-2027 school year. Additionally, the district introduced Spanish 1 and Spanish Language Arts 1 courses at the middle school level for 8th-grade students. Looking forward to 2027-2028, the district intends to further expand the biliteracy pathway to include 7th-grade students at the middle school.

1.7 Digital/Media Literacy Integration
NMCUSD successfully modernized its instructional infrastructure by transitioning from a reactive repair model to a proactive, standardized technology framework. To resolve previous inconsistencies across school sites, the district completed a comprehensive hardware refresh, installing interactive ViewBoards and upgraded document cameras in every classroom to ensure equitable access to high-quality digital tools. In tandem with these physical upgrades, the district established an AI Working Group to lead the shift toward future-ready literacy. This collaborative body finalized a comprehensive set of ethical use guidelines for staff and students, setting the stage for a district-wide rollout at the start of the 2026–2027 school year to further strengthen digital and media literacy.

1.8 College and Career Plan

NMCUSD partially implemented the planned actions for this goal by ensuring all secondary school students have access to a counselor. This year, high school counselors provided FAFSA and college application workshops. NMCHS, NMCIS, Central Bay, IT, and CCR teams worked to align course codes between CALPADS, Synergy, and the University of California Office of the President (UCOP) to ensure accurate course taking data is provided to CalforniaColleges.edu for a-g readiness analysis. Over the course of the 25-26 school year, our district's alignment between Synergy and UCOP improved from from 34% to 92%, ensuring that when we go live with students in 26-27 high school students will have the most accurate data possible. Automatic a-g readiness analysis will save our high school counseling team a tremendous amount of time with students in their college and career planning. The counseling teams and NMCHS, CBHS, and NMCCIS all worked hard to meet with each student to establish a 4-year plan. At NMCMS, the UCSC GEARUP team recently arrived to help support our students with college and career planning. They established college and career plans for all 7th grade students in the Spring. In 25-26, these plans were kept on individual spreadsheets in Google Classroom.

The planned launch of CaliforniaColleges.edu did not occur in 25-26 due to inaccurate/incoherent transcript records that needed to be addressed. This prevented us from tracking the effectiveness of 4-year plan rollout with students. We attained "Partner Status" with the CaliforniaColleges.edu team in the Spring of 2026 and are on track to launch with students in 7-12 beginning in Fall 2026.

1.9 Culturally Responsive Instruction
NMCUSD partially implemented the planned actions for this goal by providing professional development designed to equip educators with strategies to meet the needs of diverse learners. During the 2025–2026 school year, the district prioritized support for English Learners (ELs), Students with Disabilities (SWDs), and college and career readiness initiatives through targeted training and collaborative learning opportunities.
At the beginning of the academic year, site administrators and MTSS Teachers on Special Assignment (TOSAs) participated in training focused on the California English Learner Roadmap and the specific instructional needs of English Learners. In addition, site-based Plan-Do-Study-Act (PDSA) cycles emphasized literacy strategies that supported English Learners and Students with Disabilities, with a particular focus on academic discourse, ACE (Answer, Cite, Explain) writing strategies, and comprehensive reading techniques.
The MTSS TOSA collaboratives also dedicated structured time to training staff on integrated supports for the English Learner program, strengthening staff capacity to provide targeted instructional support. At the secondary level, the district maintained its commitment to the Advancement Via Individual Determination (AVID) program by continuing to offer AVID elective courses and providing AVID instructional training for teachers across the district to support college and career readiness.
Additionally, the Ethnic Studies curriculum reached full implementation during the 2025–2026 school year, with all ninth-grade students completing the course as part of their core instructional program.

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 the Budgeted Expenditures and the Estimated Actual Expenditures for the actions funded with Supplemental and Concentration Grant resources contributing to improved services under this goal, with the exception of:

1.2 Engagement in Continuous Improvement. The implementation of a 3.5% raise in the 2025-2026 school year led to the increase of $155,295 in certificated and classified salary and benefits expenses.

1.3 Professional Learning and Building Capacity. The implementation of a 3.5% raise in the 2025-2026 school year led to the increase in certificated and classified salary and benefits expenses. We also increased spending on travel and conference to support this LCAP action. The material difference for this action was an increase of $237,961.

1.5 Real World Application. The implementation of a 3.5% raise in the 2025-2026 school year led to the increase in Career Technical Education teacher salary and benefits expenses as well as instructional support classified staff. The material difference for this action was an increase of $620,710.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both quantitative data and qualitative indicators.

1.1 Guaranteed, Viable Curriculum
Based on our analysis of metrics and outcomes, the implementation of Action 1.1 was effective, as demonstrated by the following results:
The percentage of students identified as “Prepared” on the College/Career Indicator increased by 6.5 percentage points from 2024 to 2025 and by 5.7 percentage points from the baseline year (Metric 1.1).
The percentage of fully credentialed teachers increased by 9 percentage points, reaching 98% (Metric 1.2).
All students had access to standards-aligned instructional materials (Metric 1.3). Students improved their Distance from Standard Met scores on the English Language Arts and Mathematics state assessments from 2024 to 2025. All students showed an increase of +4.6 points in ELA, and an increase of +11.9 points in Math. Districtwide, English Learners demonstrated the greatest growth among all student groups, improving their average Distance from Standard Met in ELA by 10.6 points and in Math by 18.1 points (Metrics 1.5 and 1.6).
The percentage of students districtwide who scored at Early On Grade Level or above on the i-Ready Reading Diagnostic increased from 12% in the Fall to 27% in the Spring (Metric 1.11). The percentage of students districtwide who scored at Early On Grade Level or above on the i-Ready Mathematics Diagnostic increased from 5% in the Fall to 29% in the Spring (Metric 1.12).
Graduation rates remained relatively stable from the baseline year to Year 2, increasing by 0.2 percentage points overall. However, graduation rates improved significantly for English Learners, increasing by 15.9 percentage points, and for students with disabilities, increasing by 1.2 percentage points (Metric 1.15).

1.2 Engagement in Continuous Improvement : Metric 1.5 CAASPP ELA and Metric 1.6 CAASPP Math
Based on our analysis of metrics and outcomes, the implementation of Action 1.2 was effective, as demonstrated by the following results:
Students improved their Distance from Standard Met scores on the English Language Arts and Mathematics state assessments from 2024 to 2025. All students showed an increase of +4.6 points in ELA, and an increase of +11.9 points in Math. Districtwide, English Learners demonstrated the greatest growth among all student groups, improving their average Distance from Standard Met in ELA by 10.6 points and in Math by 18.1 points (Metrics 1.5 and 1.6).

The percentage of students districtwide who scored at Early On Grade Level or above on the i-Ready Reading Diagnostic increased from 12% in the fall to 27% in the spring (Metric 1.11). The percentage of students districtwide who scored at Early On Grade Level or above on the i-Ready Mathematics Diagnostic increased from 5% in the fall to 29% in the spring (Metric 1.12).
Site leaders participated in five Tier 1 Network meetings and five CARE Network meetings focused on building leadership capacity and supporting continuous improvement efforts. In addition, all principals received equity-centered instructional leadership coaching from the Assistant Superintendent of Educational Services and the Superintendent, which included support for implementing continuous improvement practices. Site MTSS TOSAs participated in five MTSS TOSA collaborative sessions throughout the year. These sessions strengthened their understanding of instructional coaching, continuous improvement processes, support for English Learners, and cross-district collaboration. Additionally, leadership teams at all school sites participated in district-facilitated Learning Walks and/or received job-embedded support to strengthen the implementation of continuous improvement practices.
1.3 Professional Learning and Building Capacity : Metric 1.5 CAASPP ELA and Metric 1.6 CAASPP Math
Based on our analysis of metrics and outcomes, the implementation of Action 1.3 was effective, as demonstrated by the following results:
Students improved their Distance from Standard Met scores on the English Language Arts and Mathematics state assessments from 2024 to 2025. Districtwide, all students improved by 4.6 points in ELA and 11.9 points in Mathematics. English Learners demonstrated the greatest growth among all student groups, improving their average Distance from Standard Met scores by 10.6 points in ELA and 18.1 points in Mathematics (Metrics 1.5 and 1.6).
The percentage of students districtwide who scored at Early On Grade Level or above on the i-Ready Reading Diagnostic increased from 12% in the fall to 27% in the spring (Metric 1.11). The percentage of students districtwide who scored at Early On Grade Level or above on the i-Ready Mathematics Diagnostic increased from 5% in the fall to 29% in the spring (Metric 1.12).
Site leaders participated in five Tier 1 Network meetings and five CARE Network meetings focused on building leadership capacity and strengthening continuous improvement practices. In addition, all principals received equity-centered instructional leadership coaching from the Assistant Superintendent of Educational Services and the Superintendent, including support for implementing continuous improvement processes.
All school sites participated in professional learning through the Tier 1 Network and CARE (Tier 1) Network. K-8 Mathematics pilot teachers received professional development on the California Mathematics Framework as they prepared to pilot high-quality instructional materials. School sites also implemented literacy-focused instructional strategies, such as academic discourse and the ACE writing strategy, to strengthen student literacy and academic language development across all content areas.
Leadership teams at all school sites participated in district-facilitated Learning Walks and/or received job-embedded support to strengthen the implementation of continuous improvement practices. Additionally, the district designed and facilitated Assistant Principal Leadership Academies to build leadership capacity and support instructional improvement efforts.
1.4 Intervention and Acceleration : Metric 1.5 CAASPP ELA and Metric 1.6 CAASPP Math
Based on our analysis of metrics and outcomes, the implementation of Action 1.4 was somewhat effective, as demonstrated by the following results:
Graduation rates from baseline to year 2 remained steady at 90.3%, only increasing by +0.2%, however the graduation rate for English Learners has increased significantly by +15.9% and the rate for students with disabilities has increased by +1.2%. (Metric 1.15) The percentage of students who were prepared on the CCI Indicator increased by 5.7% for all students and 4% for English Learners. Although we are seeing growth in all students and ELs there is a need to further support our Students with Disabilities in meeting college and career readiness, who showed a slight 0.9% increase (Metric 1.1).
Students improved their Distance from Standard Met scores on the English Language Arts and Mathematics state assessments from 2024 to 2025. Districtwide, all students improved by 4.6 points in ELA and 11.9 points in Mathematics. English Learners demonstrated the greatest

growth among all student groups, improving their average Distance from Standard Met scores by 10.6 points in ELA and 18.1 points in Mathematics (Metrics 1.5 and 1.6).
The percentage of students districtwide who scored at Early On Grade Level or above on the i-Ready Reading Diagnostic increased from 12% in the fall to 27% in the spring (Metric 1.11). The percentage of students districtwide who scored at Early On Grade Level or above on the i-Ready Mathematics Diagnostic increased from 5% in the fall to 29% in the spring (Metric 1.12).
1.5 Real World Application : Metric 1.1 College and Career Readiness Indicator
Based on our analysis of metrics and outcomes, the implementation was effective, as demonstrated by the following results:
Positive growth in the % of students who were “prepared” on the College/Career Indicator, which increased +5.7% from 2024 to 2025 for all students (Metric 1.1).

1.6 Biliteracy : Metric 1.13 Progress on English Proficiency, Metric 1.14 Reclassification Rates, Metric 1.21 Seal of Biliteracy
Based on our analysis of metrics and outcomes, the implementation of Action 1.6 was effective, as demonstrated by-
2025 ELPAC Summative Scores and the % of students meeting the English Learner Progress Indicator (Metric 1.13), our 2025 reclassification rate for English Learners (Metric 1.14), the number of 2026 students participating in our biliteracy pathway, and the % of 2025 high school graduates that earn the state Seal of Biliteracy (Metric 1.21).

Comparing 2024 to 2025 ELPAC Summative Scores:
522 students (approx. 37%) increased by 1 ELPAC level
59 students (approx. 4.2 %) increased by 2 or more ELPAC levels
697 students (approx. 50%) maintained their level
122 students (approx. 8.7%) decreased by 1 level
4 students (less than 1%) decreased by 2 levels

English Learner Progress Indicator: 40.7% (-7.8% from baseline)

Reclassification rate: 9.5% (less than last year but +3.3% from baseline)
Student Participation in our Biliteracy Pathway: 1,217 (+275 students from baseline)
Grade TK: 20
Grade K: 94
Grade 1: 88
Grade 2: 93
Grade 3: 95
Grade 4: 100
Grade 5: 98
Grade 8: 129
Grades: 9-12: 500

Ninety high school seniors met the criteria and were awarded the Seal of Biliteracy (+41 students from baseline)
Graduation rates from baseline to year 2 remained steady, only increasing by +0.2%, however the graduation rate for English Learners has increased significantly by +15.9% and the rate for students with disabilities has increased by +1.2%. (Metric 1.15)

The biliteracy action showed effectiveness. A notable portion of students demonstrated growth (581) on the ELPAC, and reclassification rates also remained steady at 9.5%, which is +3.3% from the baseline. While a large portion of English Learner students maintained their current proficiency level (697 students), the number of students who regressed (122 students decreased by 1 level and 4 students decreased by 2 levels) underscores the ongoing need for targeted academic language support and differentiated instruction. On a positive note, we had 1,217 students participate in the Biliteracy Pathway and the Seal of Biliteracy outcomes reflect strong achievement at the high school level, with 90 seniors meeting the criteria and earning the award affirming that the pathways are effective for many high school students.

1.7 Digital/Media Literacy Integration: Metric 1.5 CAASPP ELA, Metric 1.6 CAASPP Math, and Metric 1.13 Progress on English Proficiency
Based on our analysis of metrics and outcomes, the implementation of Action 1.7 was effective as demonstrated by- addressing long-standing infrastructure gaps. Last year's Speak Up Survey and LCAP stakeholder surveys highlighted classroom technology as a primary area of concern for both staff and students. In direct response to this feedback, the NMCUSD Board of Education approved a comprehensive hardware refresh for the 2025–2026 school year. The successful deployment of standardized student and staff devices, coupled with the installation of interactive ViewBoards district-wide, has directly addressed the "inconsistent quality" reported in previous cycles. Preliminary feedback indicates that these upgrades have significantly improved instructional equity and student engagement, while the formation of the AI Working Group ensures the district remains proactive in meeting evolving digital literacy standards.
Students improved their Distance from Standard Met scores on the English Language Arts and Mathematics state assessments from 2024 to 2025. Districtwide, all students improved by 4.6 points in ELA and 11.9 points in Mathematics. English Learners demonstrated the greatest growth among all student groups, improving their average Distance from Standard Met scores by 10.6 points in ELA and 18.1 points in Mathematics (Metrics 1.5 and 1.6).
The percentage of students districtwide who scored at Early On Grade Level or above on the i-Ready Reading Diagnostic increased from 12% in the fall to 27% in the spring (Metric 1.11). The percentage of students districtwide who scored at Early On Grade Level or above on the i-Ready Mathematics Diagnostic increased from 5% in the fall to 29% in the spring (Metric 1.12).
Comparing 2024 to 2025 ELPAC Summative Scores:
522 students (approx. 37%) increased by 1 ELPAC level
59 students (approx. 4.2 %) increased by 2 or more ELPAC levels
697 students (approx. 50%) maintained their level
122 students (approx. 8.7%) decreased by 1 level
4 students (less than 1%) decreased by 2 levels

English Learner Progress Indicator: 40.7% (-7.8% from baseline)

Reclassification rate: 9.5% (less than last year but +3.3% from baseline)
Student Participation in our Biliteracy Pathway: 1,217 (+275 students from baseline)
Grade TK: 20
Grade K: 94
Grade 1: 88
Grade 2: 93
Grade 3: 95
Grade 4: 100

Grade 5: 98
Grade 8: 129
Grades: 9-12: 500

1.8 College and Career Plan : Metric 1.16 A-G Rates and Metric 1.19 CTE Completer Rates
Based on our analysis of metrics and outcomes, the implementation of Action 1.8 was effective, as demonstrated by-
The percent of students graduating meeting A-G requirements (Metric 1.16)
2025-2026
All students: increased 12.6% from 24-25
English learners: increased 15.2% from 24-25
Students with disabilities: 13.1% from 24-25

Number of students enrolled in CTE courses (Metric 1.17)
2025-2026:
All students: 739
English learners: 29.8%
Students with disabilities: 12.7%;
CTE Capstone complete rates (Metric 1.18)
2025-2026:
Cohort students: 359
Completing a CTE Capstone: 116
Completing a CTE Capstone & A-G: 3.9%

Number of students completing a CTE certification
2025-2026: 418

90 high school seniors met the criteria and were awarded the Seal of Biliteracy (+41 students from baseline) (Metric 1.22)

1.9 Culturally Responsive Instruction: Metric 1.5 CAASPP ELA and Metric 1.6 CAASPP Math
Based on our analysis of metrics and outcomes, the implementation of Action 1.9 was somewhat effective, as demonstrated by-
by overall improvement on distance from met on the 2025 English Language Arts and Math state assessment. Our English Learners increased 10.6 points towards meeting standards. However, our LTELs regressed by -7 points. In Math, our English Learners increased 18.1 points towards meeting standards, and our LTELs remained consistent. There is a need to continue to focus on how to best meet the needs of our Long Term English Learners.

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.

No changes were made to the goal statement, as our analysis indicates that the current goal continues to address identified needs across all student groups. The following changes were made to associated metrics or targeted outcomes:

Metric 1.5 (ELA CAASPP Distance from Met) and Metric 1.6 (Math CAASPP Distance from Met). Added Student with Disability and Long-term English Learner student groups to our baseline and target for year 3 outcomes. This change allows us to better monitor critical student group performance.

Metrics1.11 and 1.12 We changed local ELA and Math assessments to iReady. Also clarified that we are specifically looking at Spring or End of Year assessment results.

Metric 1.17 (CTE Enrollment). Corrected prior data reporting errors and established a consistent date for pulling course enrollment data- May 1.

Metric 1.18 (CTE Capstone Completion rates). Revised baseline year to 2022–2023 dashboard data and aligned subsequent years to 2025-2026 year 3 target data point.

Metric 1.22 (% of AP students who attained a score of 3 or higher). Corrected prior data reporting . We revised baseline and Year 1 data to accurately align with official data from AP Central.

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.

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.	$30,062,709.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Engagement in Continuous Improvement	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. MCOE will partner with NMC to provide technical assistance in a Math Community of Practice to facilitate ongoing PDSA cycles for improvement.	$633,489.00	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.	$2,495,014.00	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. LREBG Action The LEA will strengthen its MTSS structures by providing all comprehensive sites with MTSS TOSAs and MTSS Assistants, funded through LREBG. These staff members will support instructional teams in coordinating Tier 1 and Tier 2 supports and embedding collaborative practices aligned with site goals. Research indicates that universal screening and progress monitoring, combined with targeted, individualized interventions based on data-driven decision-making, help ensure that all students receive the necessary support to succeed. This action directly supports learning recovery by enhancing both Tier 1 instruction and Tier 2 interventions. Progress toward this action will be monitored using Metrics 1.5 and 1.6, which measure CAASPP ELA and Math performance. LREBG Funds supporting this action in 26-27:$377,623.00.	$13,300,119.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 learning skills primarily directed for our English learners and low income students.	$6,890,368.00	Yes
1.6	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.	$168,731.00	Yes
1.7	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.	$1,990,302.00	Yes
1.8	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.	$1,580,509.00	Yes
1.9	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.	$5,500.00	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	2024-2025: Met, 0 instances where facilities did not meet the "Good Repair" standard	2025-2026: Not Met 1 instances where facilities did not meet the "Good Repair" standard	2026-2027: Met	2025-2026: -1
2.2	Student attendance rates	2023-2024: 4435 students enrolled (preliminary count) Attendance Rate: 92.7% (As of July, 2024)	2024-2025: 4290 students enrolled (preliminary count) Attendance Rate: 92.9% (As of April, 2025)	2025-2026: 4195 students enrolled (preliminary count) Attendance Rate: 94.1% (As of May, 2026)	2026-2027: 95%	2025-2026: -240 students enrolled Attendance Rate: +1.4%
2.3	Chronic absenteeism rates	2022-2023: Overall: 27.9% English learners: 23.7% Homeless youth: 24.9% Socioeconomically disadvantaged: 28.4% Students with disabilities: 37.7%	2023-2024: Overall: 21.8% English learners: 17.6% Homeless youth: 17.1% Socioeconomically disadvantaged: 22.6% Students with disabilities: 30.9%	2024-2025: Overall: 20.5% English learners: 15.4% Homeless youth: 18.8% Socioeconomically disadvantaged: 20.7% Students with disabilities: 28.5%	2025-2026: Overall: 5% English learners: 5% Homeless youth: 5% Socioeconomically disadvantaged: 5% Students with disabilities: 5%	2024-2025: Overall: -7.4% English learners: -8.3% Homeless youth: -6.1% Socioeconomically disadvantaged: -7.7% Students with disabilities: -9.2%
2.4	Student Perception of School Safety and Connectedness as measured by the California Healthy Kids Survey (CHKS)	2023-2024: Survey Results (2049 respondents) Indicator: School Connectedness Elementary schools: 62% Middle school: 38% High schools: 36%	2024-2025: Survey Results (2156 respondents) Indicator: School Connectedness Elementary schools: 89% Middle school: 34% High schools: 39%	2025-2026: Survey Results N/A	2026-2027 Indicator: School Connectedness Elementary schools: 72% Middle school: 48% High schools: 46%	2024-2025: +107 respondents Indicator: School Connectedness Elementary schools: +27% Middle school: -4% High schools: +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Indicator: Caring Adult Relationships Elementary schools: 55% Middle school: 37% High schools: 45% Indicator: Feeling Safe at School Elementary schools: 66% Middle school: 38% High School: 42%	Indicator: Caring Adult Relationships Elementary schools: 93% Middle school: 43% High schools: 45% Indicator: Feeling Safe at School Elementary schools: 91% Middle school: 43% High School: 43%		Indicator: Caring Adult Relationships Elementary schools: 70% Middle school: 47% High schools: 52.7% Indicator: Feeling Safe at School Elementary schools: 78% Middle school: 63% High School: 51%	Indicator: Caring Adult Relationships Elementary schools: +38% Middle school: +6% High schools: 0% Indicator: Feeling Safe at School Elementary schools: +25% Middle school: +5% High School: +1%
2.5	Suspension rates	2022-23: 4715 students (cumulative enrollment) 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% North Monterey County Middle Homeless youth: 12.9%	2023-24: 4719 students (cumulative enrollment) Districtwide All students: 5.2% English learners: 5.1% Socioeconomically disadvantaged: 5.6% Students with disabilities: 8% Homeless youth: 4.4% Foster youth 43.8% LTELs 10.8%	2024-25 4546 students (cumulative enrollment) Districtwide All students: 3.7% English learners: 3.8% Socioeconomically disadvantaged: 3.9% Students with disabilities: 7.3% Homeless youth: 4.2% Foster youth N/A LTELs 8.5%	2025-26: 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% LTELs- 7.6% North Monterey County Middle Homeless youth: 2.5%	2024-25 -169 students (cumulative enrollment) Districtwide All students: -0.1% English learners: 0% Socioeconomically disadvantaged: -0.3% Students with disabilities: +1.0% Homeless youth: -0.2% Foster youth N/A% North Monterey County Middle

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			North Monterey County Middle Homeless youth: 7.8%	North Monterey County Middle Homeless youth: 6.6%		Homeless youth: -6.3%
2.6	Expulsion rates	2022-2023: 4715 students (cumulative enrollment) Expulsion Rate: 0.0%	2023-2024: 4640 students (cumulative enrollment) Expulsion Rate: 0.0%	2024-2025: 4546 students (cumulative enrollment) Expulsion Rate: 0.22%	2025-2026: 0%	2024-2025: -169 students (cumulative enrollment) Expulsion Rate: +0.22%
2.7	Dropout rates	2022-2023 Dropout Rate: 4.6% NMC Middle School Dropout Rate: 0%	2023-2024 Dropout Rate: 4.5% NMC Middle School Dropout Rate: 0%	2024-2025 Dropout Rate: 3.6% NMC Middle School Dropout Rate: 0%	2025-2026 Dropout Rate: 1% NMC Middle School Dropout Rate: 0%	2024-2025 Dropout Rate: +0.5% NMC Middle School Dropout Rate: 0%
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%	2024-2025: 2967 responses Overall: 78% Grade 3-5: 92% Grade 6-12: 64%	2025-2026 3442 responses Overall: 83% Grade 3-5: 93% Grade 6-12: 73%	2026-2027 Overall: 87% Grade 3-5: 95% Grade 6-12: 77%	2025-2026 (+786) responses Overall: 1% Grade 3-5: 0% Grade 6-12: 4%

Goal Analysis [2025-26]

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.

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

2.1 Improve Social Emotional Learning

NMCUSD partially implemented the planned actions for this goal by ensuring sites have access to explicit social-emotional learning (SEL) curricula and were provided with appropriate professional learning opportunities. Site leadership teams participated in continuous improvement cycles for implementing Tier 1 SEL. All sites, with the exception of NMCHS, demonstrated an increase in delivery of SEL lessons based on review of usage data. There continues to be a need to focus on integrated SEL that is aligned with integrated ELD. NMCUSD continues to implement an annual SEL screener to all students in Grades K-12 and the ASQ for our early learners.

2.2 Positive Behavior Intervention Supports and Restorative Justice Practices
NMCUSD implemented the planned actions for this goal by hosting CARE Network meetings that supported site Tier 2 teams. At these meetings sites were provided with professional learning opportunities as well as technical assistance with the planning and development of their Positive Behavior Intervention Supports (PBIS) and Restorative Justice practices. We held restorative practices training for students and staff at NMC Middle School. All school sites received a “Don’t Suspend Me” book and these practices were integrated into our Response to Behavior Matrix. All school sites teams completed Tiered Fidelity Inventory (TFI) to give themselves an implementation score across the three tiers of PBIS. In the 26-27 school year, all school sites improved on their implementation of PBIS as measured through the TFI. NMCUSD was granted a Restorative Practices Grant to support restorative spaces, practices, and professional development for three of our schools. We continue to build community partnerships through our work building out Community Schools in NMCUSD.

2.3 Create Clean, Welcoming, and Well-Maintained Physical Spaces
NMCUSD made progress in improving facility cleanliness and operations through data-driven staffing and resource adjustments. A motion study informed the addition of two custodial positions and the redesign of cleaning routes, resulting in more efficient site coverage. A Lead Custodian role was added to support both day and evening teams, and staffing capacity was expanded in Grounds and Maintenance to better address site needs and increasing work orders. Key facilities management positions have been vacant limiting the implementation of this action.
Efforts to assess and repair existing equipment led to the restoration of 11 cleaning machines, improving operational efficiency. However, planned initiatives such as implementing a preventative maintenance program and completing deferred maintenance projects were not achieved, limiting progress in proactively addressing facility needs.
Overall, the district strengthened its operational capacity, but future efforts should focus on establishing preventative maintenance systems and completing deferred projects to sustain improvements.
2.4 Expand and strengthen student engagement opportunities
We continue to implement our planned actions with regard to district-wide and site specific student engagement opportunities that included cultural, nature, and academic field trips. Sites continued with their specialized events for all students and for targeted students based on PBIS goals and plans– for example Glow Up and SOAR parties and Flipper Fest. Our largest district event, Dia de Los Ninos, is centered on recognizing and valuing our students.

2.5 Physically safe and welcoming learning environments
NMCUSD standardized its safety and emergency response systems by upgrading PA and clock infrastructure to ensure "The Big Five" notifications and drills are consistent across all sites. The district also implemented the Raptor Visitor and Volunteer Management system and configured GoGuardian Beacon and Smart Alerts to notify a designated chain of command of student searches involving self-harm, violence, or inappropriate searches. These technical improvements were reinforced by comprehensive training; site administrators were trained on GoGuardian investigative protocols, and all staff, including those in district and off-site departments, received training on "The Big

Five." Additionally, a monthly District Safety Task Force was established to coordinate safety across departments, Narcan was deployed to all sites with accompanying training, and the majority of classified staff completed Crisis Prevention Intervention (CPI) training.

Based on an analysis of safety metrics and outcomes, these actions were highly effective in increasing campus security and responsiveness. Centralized drill logs confirm that all sites are now meeting compliance standards with the "Big Five" protocols, ensuring a uniform response across the district. The activation of GoGuardian Beacon resulted in several successfully resolved alerts, providing a critical digital safety net for students in crisis. Furthermore, the transition from paper-based tracking to digital safety records has significantly improved operational efficiency; staff can now instantly retrieve incident and injury data, eliminating previous challenges with lost or decentralized physical files. While these systems have modernized our safety framework, the district has identified a need to strengthen the First Aid and CPR professional development plan to ensure broader certification coverage across all departments.

2.6 Expanded Learning Opportunities
NMCUSD implemented the planned actions for this goal by providing a robust array of programs during out-of-school time (i.e. before and after school, summer, and intersession days). These programs are funded with ASES, ASSETS and Expanded Learning Opportunity grant funds. In addition to daily academic support and intervention, NEST provided students with a variety of enrichment opportunities, including art, social-emotional wellness, sports, and STEM. NEST clubs include anime, media, ceramics, e-sports, jewelry making, leadership, organized sports, folklorico, etc.
Additionally, we continue to invest heavily into expanded learning opportunities outside of the school to provide academic enrichment and intervention opportunities, including a robust summer school and an extended school year summer program. Our summer school program provides opportunities for high school seniors to recover course credit needed for high school graduation.
2.7 Improve attendance and reduce chronic absenteeism
In the 26-27 school year NMCUSD met monthly with the District Attendance Team which consisted of School Attendance Review Teams (SART) and led by district leadership. We continued to focus on implementing a data platform that provides real-time attendance data, automated positive Tier 2 interventions, automated truancy letters, and storage of Tier 2 and 3 interventions and supports. The District Attendance Teams focused on attendance recovery by launching Saturday Academy and short-term Independent Study systems. We have seen growth in both of these systems as well as improvements in attendance district-wide and at every school site. NMCUSD also implemented Talking Points for two-way communication between families and administrative offices. We received support and guidance from each of our attendance partners throughout the year including EverydayLabs, Talking Points, Synergy, and AARC. We continue to struggle with who is leading each of these activities as they are currently shared across several directors of different departments.

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 the Budgeted Expenditures and the Estimated Actual Expenditures for the actions funded with Supplemental and Concentration Grant resources contributing to improved services under this goal, with the exception of:

2.6- For action 2.6 there was an increase in expenditures due to receiving additional Expanded Learning Opportunities funds. The material difference for this action was an increase of $839,085.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 2 as demonstrated by both quantitative data and qualitative indicators.

2.1 Improve Social Emotional Learning : Metric 2.4 (CA Healthy Kids Survey).
Based on our analysis of metrics and outcomes, the implementation of Action 2.1 was somewhat effective, as demonstrated by the increase of implementation of our adopted SEL Curriculum, in grades Pre-K through Grade 8 (Metric 2.8).
Student Perception of School Safety and Connectedness as measured by the California Healthy Kids Survey (CHKS) (Metric 2.4) demonstrated little to no change for middle school and high school; however there was an approximate increase of +30% for elementary students feeling connected to school, like they know a caring adult, and feel safe at school.
Consistent daily attendance average (Metric 2.2) increased +1.1% from 2025 to 2026 and +1.3% from baseline.
Improved chronic absenteeism rates (Metric 2.3) decreased by 1.3% from 2024-2025 and decreased by 7.4% from baseline. English Learners and Students with Disabilities rates decrease further by 8.3% and 9.2% respectively.

2.2 Positive Behavior Intervention Supports and Restorative Justice Practices : Metric 2.4 (CA Healthy Kids Survey) and Suspension Rates (Metric 2.5)
Based on our analysis of metrics and outcomes, the implementation of Action 2.2 was somewhat effective, as demonstrated by increased scores on the annual TFI assessing our implementation of PBIS across all sites. This was evident in
Student Perception of School Safety and Connectedness as measured by the California Healthy Kids Survey (CHKS) (Metric 2.4) demonstrated little to no change for middle school and high school; however there was an approximate increase of +30% for elementary students feeling connected to school, like they know a caring adult, and feel safe at school.
Consistent daily attendance average (Metric 2.2) increased +1.1% from 2025 to 2026 and +1.3% from baseline.
Improved chronic absenteeism rates (Metric 2.3) decreased by 1.3% from 2024-2025 and decreased by 7.4% from baseline. English Learners and Students with Disabilities rates decrease further by 8.3% and 9.2% respectively.
Suspension rates (Metric 2.5) decreased by 1.5% from 2024 to 2025 and decreased by 0.1% from baseline. Our focus student group, Homeless Youth attending NMCMS, decreased suspension rates by 1.2% from 2024-2025 and 6.3% from baseline.
% of students on target per district adopted social-emotional screeners (DESSA) (Metric 2.8) increased by 5% from 2024 to 2025 and 1% from baseline. Our secondary students demonstrated more pronounced improvement increasing by 9% from 2024 to 2025. All groups progressing toward year 3 outcome goals.

2.3 Create Clean, Welcoming, and Well-Maintained Physical Spaces : Fit Report and LCAP Survey
Based on our analysis of metrics and outcomes, the implementation of Action 2.3 was somewhat effective, as demonstrated by-
There was 1 instance where the FIT report found facilities were not in "Good Repair" (Metric 2.1). The hiring of key facilities management positions that had been vacant supported the effectiveness of this action. Key facilities management positions have been vacant limiting the effectiveness of this action.
63% of staff agree that we are maintaining a clean, welcoming, and well-maintained physical space in our 2026 LCAP Survey.
74% of families agree that we are maintaining a clean, welcoming, and well-maintained physical space in our 2026 LCAP Survey.
60% of students agree that we are maintaining a clean, welcoming, and well-maintained physical space in our 2026 LCAP Survey.

2.4 Expand and strengthen student engagement opportunities : Suspension Rates (Metric 2.5)
Based on our analysis of metrics and outcomes, the implementation of Action 2.4 was effective, as demonstrated by-
Suspension rates (Metric 2.5) decreasing by 1.5% from 2024 to 2025 and decreasing by 0.1% from baseline. Our focus student group, Homeless Youth attending NMCMS, decreased suspension rates by 1.2% from 2024-2025 and 6.3% from baseline.
Consistent daily attendance average (Metric 2.2) increased +1.1% from 2025 to 2026 and +1.3% from baseline.
Improved chronic absenteeism rates (Metric 2.3) decreased by 1.3% from 2024-2025 and decreased by 7.4% from baseline. English Learners and Students with Disabilities rates decrease further by 8.3% and 9.2% respectively.

2.5 Physically safe and welcoming learning environments : LCAP Survey Data
Based on our analysis of metrics and outcomes, the implementation of Action 2.5 was somewhat effective, as demonstrated by-
the completion of the PBIS TFI to assess our site needs and next steps for strengthening PBIS structures. All school sites made improvements in their implementation of PBIS And all met state-level criteria for recognition.
Student Perception of School Safety and Connectedness as measured by the California Healthy Kids Survey (CHKS) (Metric 2.4) demonstrated little to no change for middle school and high school; however there was an approximate increase of +30% for elementary students feeling connected to school, like they know a caring adult, and feel safe at school.
Suspension rates (Metric 2.5) decreased by 1.5% from 2024 to 2025 and decreased by 0.1% from baseline. Our focus student group, Homeless Youth attending NMCMS, decreased suspension rates by 1.2% from 2024-2025 and 6.3% from baseline.
80% of staff agree that our schools are safe and welcoming environments as reported on 2026 LCAP Survey
88% of families agree that our schools are safe and welcoming environments as reported on 2026 LCAP Survey
70% of students agree that our schools are safe and welcoming environments as reported on 2026 LCAP Survey

2.6 Expanded Learning Opportunities : Consistent daily attendance average (Metric 2.2) and Improved chronic absenteeism rates (Metric 2.3)
Based on our analysis of metrics and outcomes, the implementation of Action 2.6 was somewhat effective, as demonstrated by-
516 secondary students were enrolled in NEST programming.
Consistent daily attendance average (Metric 2.2) increased +1.1% from 2025 to 2026 and +1.3% from baseline.
Improved chronic absenteeism rates (Metric 2.3) decreased by 1.3% from 2024-2025 and decreased by 7.4% from baseline. English Learners and Students with Disabilities rates decrease further by 8.3% and 9.2% respectively.

2.7 Improve attendance and reduce chronic absenteeism : Consistent daily attendance average (Metric 2.2) and Improved chronic absenteeism rates (Metric 2.3)
Based on our analysis of metrics and outcomes, the implementation of Action 2.7 was effective, as demonstrated by-
Consistent daily attendance average (Metric 2.2) increased +1.1% from 2025 to 2026 and +1.3% from baseline.
Improved chronic absenteeism rates (Metric 2.3) decreased by 1.3% from 2024-2025 and decreased by 7.4% from baseline. English Learners and Students with Disabilities rates decrease further by 8.3% and 9.2% respectively.
Suspension rates (Metric 2.5) decreased by 1.5% from 2024 to 2025 and decreased by 0.1% from baseline. Our focus student group, Homeless Youth attending NMCMS, decreased suspension rates by 1.2% from 2024-2025 and 6.3% from baseline.

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.

No changes were made to the goal statement, as our analysis indicates that the current goal continues to address identified needs across all student groups. The following changes were made to associated metrics or targeted outcomes:

Metric 2.3 (Chronic Absenteeism Rates). Deleted cumulative enrollment counts as its not a necessary data point for analysis. We revised year 1 and year 2 outcomes data to align with baseline data that is based on Dashboard Chronic Absenteeism data (K8) as some outcome data was mixed with Data Quest data which includes rates across all grade levels.

Metric 2.7 (Drop Out Rates). While updating year 2 data we identified reporting errors for baseline and year 2. They have been correctly updated.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.	$4,383,676.00	Yes
2.2	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.	$1,015,231.00	Yes
2.3	Create Clean, Welcoming, and Well-Maintained Physical Spaces	Ensure school facilities are clean, welcoming, and well-maintained.	$5,645,739.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	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.	$1,351,853.00	Yes
2.5	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.	$2,713,591.00	No
2.6	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. LREBG Action: The LEA will support students with providing opportunities for expanded learning both after school and in the summer. Research shows that high-quality expanded learning programs, like afterschool, summer, and extended day programs, significantly improve student academic performance, attendance, and social-emotional development. The metric being used to monitor the action is metric 2.2 and 2.3 student attendance data and chronic absenteeism. LREBG Funds supporting this action in 2026-27: $49,458.00.	$5,383,320.00	No
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.	$306,035.00	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	2024-2025: As of February 2025 Workshops Offered: 4 Attendees (Duplicated): 323	2025-2026 As of February 2026 Workshops Offered: 40 Attendees (Duplicated): 1000	2026-2027 Workshops Offered: 50 Attendees (Duplicated): 700	2025-2026 As of February 2026 Workshops Offered: No change Attendees (Duplicated): +375
3.2	Parent input in decision making	2023-2024: Yes	2024-2025: Yes Average self-rating from local indicators:	2025-2026: Yes	2026-2027: Yes	2025-2026: No changes

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Building relationships: 2.8 Building partnerships: 2.3			
3.3	Parent/guardian participation in meetings of the local governing board and/or advisory committees	2023-2024: Yes	2024-2025: Yes Average self-rating from local indicators: Seeking input: 3	2025-2026: Yes	2026-2027: Yes	2025-2026: No changes
3.4	Parent participation in programs for unduplicated pupils	2023-2024: Yes	2024-2025: Yes	2025-2026: Yes	2026-2027: Yes	2025-2026: No changes
3.5	Parent participation in programs for students with disabilities	2023-2024: Yes	2024-2025: Yes IEP Meeting participation of family and student Special Education Committee started to gather community input and decision making. Two community events implemented to serve families of SWDs	2025-2026: Yes	2026-2027: Yes	2025-2026: No changes
3.6	Adult Education (Adult ED) student enrollment	2023-2024: 200	2024-2025: 203	2025-2026: 226	2026-2027: 250	2025-2026: +26
3.7	Early Learning student enrollment	2023-2024: Total Enrollment: 150 State Preschool: 119 Infant/Toddlers: 7 Co-Op Preschool: 24	2024-2025: Total Enrollment: 143 State Preschool: 124 Infant/Toddlers: 7	2025-2026: Total Enrollment: 148 State Preschool: 130	2026-2027: Total 175	2025-2026: Total Enrollment: -2 State Preschool: +21 Infant/Toddlers:0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Co-Op Preschool: 12	Infant/Toddlers: 7 Co-Op Presschool: 11		Co-Op Presschool: -13
3.8	% of Pre TK-K parents self reporting knowledge of HOW and WHERE to access early learning (0-5 year) services	2023-2024 65 respondents: 56% know WHERE to access services 85 respondents: 61% know HOW to access services	2024-2025 71 respondents: 59% know WHERE to access services 86 respondents: 72% know HOW to access services	2025-2026 283 respondents: 80.8% know WHERE to access services 283 respondents: 80.8% know HOW to access services	2026-2027 70% of survey responders know WHERE 70% of survey responders know HOW	2025-2026 +218 respondents: +24.8% know WHERE to access services +198 respondents: +19.8% know HOW to access services
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 schools: 35% Elementary schools: 36% Middle school: - High schools: 32% Indicator: School has adults who really care about students All schools: 36% Elementary schools: 37% Middle school: - High schools: 35%	2024-2025: Survey results (Total respondents: 714) Indicator: Promotion of Parental Involvement All schools: 89% Elementary schools: 92% Middle school: 93% High schools: 77% Indicator: School has adults who really care about students All schools: 87% Elementary schools: 89%	2025-2026: Survey results (Total respondents: 177) Indicator: Promotion of Parental Involvement All schools: 86% Elementary schools: 89% Middle school: 66% High schools: 54% Indicator: School has adults who really care about students All schools: 86% Elementary schools: 87%	2026-2027: Survey results Indicator: Promotion of Parental Involvement All schools: 53% Elementary schools: 53% Middle school: 53% High schools: 50% Indicator: School has adults who really care about students All schools: 53% Elementary schools: 53%	2025-2026: Survey results (Total respondents: +98) Indicator: Promotion of Parental Involvement All schools: +51% Elementary schools: +53% Middle school: +66% High schools: +22% Indicator: School has adults who really care about students All schools: +50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Indicator: School is a safe place for students All schools: 33% Elementary schools: 29% Middle school: - High School: 41%	Middle school: 87% High schools: 73% Indicator: School is a safe place for students All schools: 89% Elementary schools: 91% Middle school: 67% High schools: 77%	Middle School: 89% High School: 54% Indicator: School is a safe place for students All schools: 90% Elementary schools: 90% Middle school: 100% High schools: 73%	Middle school: 53% High schools: 50% Indicator: School is a safe place for students All schools: 53% Elementary schools: 53% Middle school: 53% High schools: 50%	Elementary schools: +50% Middle school: +89% High schools: +19% Indicator: School is a safe place for students All schools: +57% Elementary schools: +53% Middle school: +100% High schools: +32%
3.10	LCAP Survey Data	2025 LCAP Survey 83% of families agree our schools are implementing effective two-way communications systems that support meaningful and authentic engagement with families 59% of of families agree that we provide quality Early Learning programming 74% of families agree we are providing them	2025 LCAP Survey 83% of families agree our schools are implementing effective two-way communications systems that support meaningful and authentic engagement with families 59% of of families agree that we provide quality Early Learning programming	2026 LCAP Survey 95% of families agree our schools are implementing effective two-way communications systems that support meaningful and authentic engagement with families 82% of of families agree that we provide quality Early Learning programming	2027 LCAP Survey 95% of families agree our schools are implementing effective two-way communications systems that support meaningful and authentic engagement with families 85% of of families agree that we provide quality Early Learning programming	2026 LCAP Survey +12% of families agree our schools are implementing effective two-way communications systems that support meaningful and authentic engagement with families +23% of of families agree that we provide quality Early Learning programming

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		with quality customer service 66% of staff agree we are providing families with quality customer service 79% of families agree we are improving trust 72% of staff agree we we are improving trust	74% of families agree we are providing them with quality customer service 66% of staff agree we are providing families with quality customer service 79% of families agree we are improving trust 72% of staff agree we we are improving trust	83% of families agree we are providing them with quality customer service 69% of staff agree we are providing families with quality customer service 89% of families agree we are improving trust 69% of staff agree we we are improving trust	85% of families agree we are providing them with quality customer service 75% of staff agree we are providing families with quality customer service 90% of families agree we are improving trust 85% of staff agree we we are improving trust	+9% of families agree we are providing them with quality customer service +3% of staff agree we are providing families with quality customer service +10% of families agree we are improving trust -3% of staff agree we we are improving trust

Goal Analysis [2025-26]

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.

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

3.1 Provide reliable, safe transportation to and from school
NMCUSD continued to implement the planned actions for this goal by maintaining regular vehicle maintenance schedules, ensuring drivers remained properly trained and certified, utilizing designated pick-up and drop-off locations, and following established safety procedures. These efforts have allowed the Transportation Department to continue providing safe and reliable transportation services despite ongoing staffing challenges. Overall, transportation services have remained effective in supporting students' timely and secure access to school.
One thing going well within Transportation is the dedication and commitment of our current drivers. Due to the ongoing school bus driver shortage, we have not been able to train and add new drivers at the rate needed to replace vacancies. As a result, routes have been

consolidated even further, and buses are operating at or near full capacity. This has placed additional demands on staff and has had an impact on employee morale. Despite these challenges, our drivers continue to show up each day, maintain a positive attitude, work together as a team, and do whatever is necessary to ensure students are transported safely to and from school.
3.2 Family Engagement Opportunities
NMCUSD implemented actions to strengthen family engagement by facilitating ELAC, SSC, and DELAC meetings to gather educational partner input, which identified the need for more consistent communication, welcoming environments, and language access across school sites. In response, the district supported the development of a community group for the Mixteco community, hosted culturally relevant events such as Día del Niño, resource festivals, and FRC workshops, and provided site-based engagement opportunities including school festivals, parent summits, and translation support. The district also increased access to ParentVUE and enrollment support to improve communication and participation. These actions increase participation for unduplicated families because they reduce language and access barriers, resulting in stronger family-school partnerships.

A Community Advisory Committee (CAC)-comprising a group of parents, educators, and community members to advise District special education programs, was created in 25-26. The goal of the CAC is to promote high-quality services, advocate for students with disabilities, and provide parent education.

3.3 Communication
NMCUSD implemented the planned actions for this goal by establishing consistent, multi-channel communication at both the site and district levels. Educational partners were kept informed of school and district-wide events via social media, the district website, newsletters, and the Talking Points platform. Printed materials were strategically distributed across school sites and local community hubs to ensure broad outreach. To foster equitable engagement, communications were provided in English and Spanish, with targeted linguistic support in Mixteco provided as needed. The district is utilizing Talking Points to facilitate accessible, two-way dialogue for families in their preferred language directly on their mobile devices.

3.4 Parent/Guardian Workshops
NMCUSD implemented the planned actions for this goal by planning and facilitating various site- and district-level workshops for parents. Topics included support for Newcomer students, Restorative Practices, immigration rights, strategies to support student academic success, and college readiness. In addition, the district implemented Mi Vida Mi Futuro workshops to support hard-to-reach families in understanding the school system. These workshops increase family capacity to support student success because they provide knowledge and tools that help families navigate the education system and support their children’s academic progress.

3.5 Adult Education
NMCUSD implemented the planned actions for this goal by conducting an orientation at the start of the 2025–26 school year, establishing a foundation for increased program enrollment. These efforts were further supported through targeted outreach strategies, including program-specific social media campaigns, distribution of informational flyers within the community, collaboration with the Salinas Valley Adult Education Consortium, and word-of-mouth referrals. Collectively, these actions contributed to increased program visibility and access for prospective students.

3.6 Early Learning

NMCUSD implemented this goal by streamlining enrollment processes and increasing participation in community outreach events, which supported maintaining full enrollment across early learning programs. In addition to planned actions, the program expanded efforts to improve outcomes by implementing Tier 2 small group support within classrooms and hosting family engagement events, such as literacy and STEM nights. These efforts strengthened both instructional practices and family partnerships. A key success was maintaining full enrollment while enhancing program quality and family involvement. Overall, the district met and extended its planned actions, contributing to increased enrollment and improved early learning outcomes.

3.7 Customer Service and 3.8 Improve trust between families/community, school, District, and Board
NMCUSD implemented the planned actions for this goal by responding to parent inquiries and needs- both through asynchronous (e-mail) and synchronous opportunities (in-person, phone calls). Our schools sites, district office, and Family Resource Center are staffed with bilingual staff members. 2025-2026 saw an amplification of services and resources through our remodeled Family Resource Center (FRC). We also moved more Adult Education programming to the FRC to make it more accessible to highest need families. We increase our investment in interpretation services to meet the needs of Mixteco families.

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 the Budgeted Expenditures and the Estimated Actual Expenditures for the actions funded with Supplemental and Concentration Grant resources contributing to improved services under this goal, with the exception of:

3.2 Family Engagement Opportunities. The increase in material difference was due to correcting funding coding for positions that directly impact this LCAP action- for example, Community Liaison and Family and Community Engagement Specialist positions. Additionally, funding was added to this action to support Saturday Academy and short-term independent studies. Lastly, additional funding was used to purchase equipment that supported the establishment of the Wellness Centers at NMCHS. The material difference in this action was an increase of $344,665.

3.5 Adult Education. There was a material difference in Action 3.5 due to a decrease in grant funding that supports our Adult Education program. The material difference for this action was $69,628.

3.6 Early Learning. Differences. The material difference in expenditures for Action 3.6 was due to planned program and facility improvement projects that were delayed or not completed during the fiscal year. Funds allocated for these projects remained unspent, resulting in a material difference of $1,030,155.

3.8 Improve Trust. The material difference in expenditures for Action 3.8 was due to properly coding classified Community School grant positions, like Community Liaisons and Family and Community Engagement Specialists. Additionally the 3.5% raise in classified salaries and benefits increased this amount. The material difference for this action was $372,611.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal as demonstrated by both quantitative data and qualitative indicators.

3.1 Provide reliable, safe transportation to and from school : Chronic absenteeism rates (Metric 2.3)
Based on our analysis of metrics and outcomes, the implementation of Action 3.1 was effective, as demonstrated by-
Improved chronic absenteeism rates (Metric 2.3) decreased by 1.3% from 2024-2025 and decreased by 7.4% from baseline. English Learners and Students with Disabilities rates decrease further by 8.3% and 9.2% respectively.
79% of students agree that we provide safe and reliable transportation as reported on our 2026 LCAP Survey.
92% of families agree that we provide safe and reliable transportation as reported on our 2026 LCAP Survey.
87% of staff agree that we provide safe and reliable transportation as reported on our 2026 LCAP Survey.

3.2 Family Engagement Opportunities : Graduation Rates (Metric 1.15)
Based on our analysis of metrics and outcomes, the implementation of Action 3.2 was somewhat effective, as demonstrated by-
Overall graduation rates (Metric 1.15) have remained consistent for the last two years. However, we have seen two consecutive years of growth for our English Learners, +15.9% from baseline. Gains for our Students with Disabilities modest and yet still moving toward our year 3 target.
We continue to meaningfully engage our parents and families through site School Site Councils and English Learner Advisory Committee meetings. At the district level, we had representation from all sites at our District English Learner Advisory Council and we initiated several additional opportunities to engage our families, including the Ethnic Studies Advisory Committee, Special Education Committee, Board Policy Committee, as well as the Dinner with the Superintendent series. Additionally, we held other large scale events like our Dia de Los Ninos event and our annual resource festival (Metrics 3.3-3.5).

3.3 Communication : English Learner Progress Indicator (Metric 1.13) and LCAP Survey Data
Based on our analysis of metrics and outcomes, the implementation of Action 3.3 was somewhat effective, as demonstrated by LCAP survey data that showed 95% of families (283 respondents) agree our schools are implementing effective two-way communications systems that support meaningful and authentic engagement with families, including in-person interactions, website updates, two-way communications between classroom and school sites, as well as providing multilingual access to our Spanish and indigenous language speaking families, +12% from 2025. Additionally, while ELPI progress remained relatively steady, there was a slight decline from the baseline. Therefore, the action was effective in addressing the two communication metrics but identified an area for growth in ELPI progress. Overall, the action was evaluated as somewhat effective.

2024-2025: 1780 students tested with scores (Metric 1.13)

Level 4 (Well Developed): 10.2%
Level 3 (Moderately Developed): 28.0%
Level 2 (Somewhat Developed): 32.6%
Level 1 (Minimally Developed): 29.2%

English Learner Progress Indicator: 40.7%

3.4 Parent/Guardian Workshops : Graduation Rates (Metric 1.15)
Based on our analysis of metrics and outcomes, the implementation of Action 3.4 was effective, as demonstrated by-
hosting over 30 parent workshops and over 1000 parents participants across school sites and departments, nearly +70% on both metrics (Metric 3.1).
We also continue to meaningfully engage our parents and families through site School Site Councils and English Learner Advisory Committee meetings. At the district level, we had representation from all sites at our District English Learner Advisory Council and we initiated several additional opportunities to engage our families, including the Ethnic Studies Advisory Committee, Special Education Committee, Board Policy Committee, as well as the Dinner with the Superintendent series. Additionally, we held other large scale events like our Dia de Los Ninos event and annual community resource festival (Metrics 3.3-3.5).

Graduation rates from baseline to year 2 remained steady, only increasing by +0.2%, however the graduation rate for English Learners has increased significantly by +15.9% and the rate for students with disabilities has increased by +1.2%. (Metric 1.15)

3.5 Adult Education : College/Career Readiness Indicator (Metric 1.1)
Based on our analysis of metrics and outcomes, the implementation of Action 3.5 was somewhat effective, as demonstrated by-
An increase in the % of students who were “prepared” on the College/Career Indicator (+5.7% from 2024 to 2025 for all students) (Metric 1.1).
Graduation rates from baseline to year 2 remained steady, only increasing by +0.2%, however the graduation rate for English Learners has increased significantly by +15.9% and the rate for students with disabilities has increased by +1.2%. (Metric 1.15)
Adult Education enrollment numbers have steadily increased from baseline to Year 2, +26 (Metric 3.6). During the 2024–25 school year, 23 students earned a High School Diploma (HSD) and 11 students earned a High School Equivalency (HSE) certificate. During the 2025–26 school year, 17 students earned a High School Diploma and 10 students earned a High School Equivalency certificate. While the total number of graduates declined slightly, the program continued to support adult learners in completing diploma and equivalency requirements, demonstrating its ongoing value as an alternative pathway to educational attainment and career advancement.

3.6 Early Learning : Chronic Absenteeism (Metric 2.3)
Based on our analysis of metrics and outcomes, the implementation of Action 3.6 was effective, as demonstrated by-
Improved chronic absenteeism rates (Metric 2.3) decreased by 1.3% from 2024-2025 and decreased by 7.4% from baseline. English Learners and Students with Disabilities rates decrease further by 8.3% and 9.2% respectively.

2025-2026 Early Learning Enrollment Totals: 148 (Metric 3.7)
State Preschool:130
Infant Toddlers:7
Co-op Preschool: 11
Data from DRDPs, ASQs, and staff and parent surveys indicate that we are making progress in improving developmental outcomes for our early learners. At the beginning of the school year, 35% of the 120 students enrolled scored below the cutoff on the Ages and Stages Questionnaire (ASQ), indicating a need for Tier 2 or Tier 3 support. By the end of the school year, only 8% of students continued to score below the cutoff, and those students qualified for special education services through an Individualized Education Program (IEP).

82% of of families (2832 respondents) agree that we provide quality Early Learning programming based on our 2026 LCAP survey (Metric 3.8)

3.7 Customer Service : Chronic Absenteeism (Metric 2.3)
Based on our analysis of metrics and outcomes, the implementation of Action 3.7 was somewhat effective, as demonstrated by-
Improved chronic absenteeism rates (Metric 2.3) decreased by 1.3% from 2024-2025 and decreased by 7.4% from baseline. English Learners and Students with Disabilities rates decrease further by 8.3% and 9.2% respectively.
83% of families (283 respondents) agree we are providing them with quality customer services based on our 2026 LCAP survey; +9% from 2025.
69% of staff (269 respondents) agree we are providing families with quality customer services based on our 2026 LCAP survey; +3% from 2025.

3.8 Improve trust between families/community, school, District, and Board : LCAP Survey Data
Based on our analysis of metrics and outcomes, the implementation of Action 3.8 was somewhat effective, as demonstrated by-
89% of families (283 respondents) agree we are improving trust based on our 2026 LCAP survey; +16% from 2025.
69% of staff (269 respondents) agree we are providing them with effective communication based on our 2026 LCAP survey; -3.4% from 2025

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.

No changes were made to the goal statement, as our analysis indicates that the current goal continues to address identified needs across all student groups. The following changes were made to associated metrics or targeted outcomes:

Added Metric. 3.10 (LCAP Survey Data) to better inform the effectiveness of actions 3.3 Communication, 3.6 Early Learning, 3.7 Customer Service, and 3.8 Improve Trust.

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.

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.	$3,838,123.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 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.	$748,281.00	Yes
3.3	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.	$689,706.00	Yes
3.4	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.	$5,000.00	Yes
3.5	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.	$409,713.00	No
3.6	Early Learning	Increase enrollment and improve outcomes in Early learning. Our Early learning programs are primarily serving our English Learner,	$4,968,761.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Homeless/Foster Youth, and Low Income families to access these services that would otherwise be unattainable and prove to be beneficial to school readiness.		
3.7	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.	$978,106.00	Yes
3.8	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.	$1,318,762.00	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 (HR Local Data) Fully credentialed: 89% Misassignments: 1%	2024-2025: 266 Teachers (HR Local Data) Fully credentialed: 91% Misassignments: 4%	2025-2026: 272 Teachers (HR Local Data) Fully credentialed: 98% Misassignments: 2%	2026-2027 Fully credentialed: 100% Misassignments: 0%	2025-2026: +10 Teachers Fully credentialed: +9% Misassignments: +1% change
4.2	Staff perception of School Safety & Connectedness as measured by the California School Staff Survey (CSSS)	2022-2023: Survey results (Total respondents: 233) Indicator: Caring Adult Relationships All schools: 27% Elementary schools: 33%	2023-2024: Survey results (Total respondents: 106) Indicator: Caring Adult Relationships All schools: 42%	2024-2025: Survey results (Total respondents: 304) Indicator: Caring Adult Relationships All schools: 35%	2025-2026 Indicator: Caring Adult Relationships All schools: 58% Elementary schools: 51%	2024-2025: Survey results (Total respondents: +71) Indicator: Caring Adult Relationships All schools: +8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Middle school: 17% High school: NMC High: 51% & CB High: 90% Indicator: Staff Working Environment All schools: 18% Elementary schools: 22% Middle school: 9% High school: NMC High: 8% & CB High: 95% Indicator: School Safety for Staff All schools: 20% Elementary schools: 24% Middle school: 13% High school: NMC High: 6% & CB High: 100%	Elementary schools: 33% Middle school: - High school: NMC High: 100% & CB High: 90% Indicator: Staff Working Environment All schools: 30% Elementary schools: 21% Middle school: - High school: NMC High: 60% & CB High: 88% Indicator: School Safety for Staff All schools: 35% Elementary schools: 25% Middle school: - High school: NMC High: 60% & CB High: 100%	Elementary schools: 41% Middle school: 27% High school: NMC High: 10% & CB High: 81% Indicator: Staff Working Environment All schools: 30% Elementary schools: 34% Middle school: 34% High school: NMC High: 10% & CB High: 79% Indicator: School Safety for Staff All schools: 36% Elementary schools: 45% Middle school: 41 High school: NMC High: 9% & CB High: 79%	Middle school: 50% High school: 100% Indicator: Staff Working Environment All schools: 58% Elementary schools: 51% Middle school: 50% High school: 100% Indicator: School Safety for Staff All schools: 58% Elementary schools: 51% Middle school: 50% High school: 100%	Elementary schools: +8% Middle school: +10 High school: NMC High: -41% & CB High: -9% Indicator: Staff Working Environment All schools: +12% Elementary schools: +12% Middle school: +25 High school: NMC High: +2% & CB High: -16% Indicator: School Safety for Staff All schools: +16% Elementary schools: +21% Middle school: +28% High school: NMC High: +3% & CB High: -21%

Goal Analysis [2025-26]

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.

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

4.1 Improve recruitment of highly qualified staff.
NMCUSD has implemented the planned actions for this goal by collaborating effectively with district and site leadership to identify and plan for staffing needs.
Priority staffing needs meetings between site administrators and human resources
Attend Teacher recruitment fairs hosted by local colleges and MCOE
Collaboration partnership between the district, CSUMB, and MCOE
Recruiting of qualified staff
Participate in the Residency program at MCOE
Future credential needs meetings

4.2 Improve retention of highly qualified staff.
A critical strategy for NMCUSD to retain highly qualified staff is to provide high quality professional development and to create coherent collaborative structures at the district and site level that create conditions where staff feel like they belong to a team and feel efficacious about the impact they make on students. To this end, the Educational Services department implemented a comprehensive professional learning plan for teachers, classified staff, and administrators. We continued our partnership with MCOE.

Through negotiations with CSEA and AFT we agreed upon a 3.5% salary increase, in addition to an increase in health benefits cap, to remain competitive in retaining our staff.

4.3 Improve trust between certificated and classified staff, site administrators, and District administrators.
NMCUSD has continued to implement planned actions for this goal by increasing effectiveness and timeliness of communication and collaboration with union leadership and all staff.

The Human Resources department held consistent meetings to support collaboration and communication with CSEA and AFT.

4.4 Increase joy at work.
NMCUSD intentionally planned and facilitated spaces to support staff joy in district meetings and professional learning spaces. Consistent recognition of staff through site board presentation and superintendent reports; as well as end of year staff recognition. Our district directors have also highlighted examples of staff joy and site success through e-mails to site staff and through their department newsletters.

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 the Budgeted Expenditures and the Estimated Actual Expenditures for the actions funded with Supplemental and Concentration Grant resources contributing to improved services under this goal, with the exception of:

4.3 Improve Trust. There was a material difference in Action 4.3 due to a budget revision that was made to accurately reflect actual statutory benefits. The material difference was a decrease of $173,771.

4.4 Joy at Work. There was a material difference in Action 4.4 due to materials and supplies for Early Learning still in the purchasing process. The material difference was $96,943.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 4 as demonstrated by both quantitative data and qualitative indicators.

4.1 Improve recruitment of highly qualified staff : Assigned and fully credentialed teachers (Metric 4.1), LCAP Survey Data
Based on our analysis of metrics and outcomes, the implementation of Action 4.1 was effective, as demonstrated by-
272 teachers and 98% are fully credentialed in 2026; this is a +7% increase from 2025 and a +9 increase from baseline (Metric 4.1)
56% of staff report feeling the district is improving recruitment as indicated on the 2026 LCAP survey; +12% from 2025. Additionally, all classroom teaching positions were filled prior to the start of the 2025-2026 school year.
56% of staff agreed that the district is improving in recruiting highly qualified staff as reported on our 2026 LCAP Survey; +11% from 2025.

4.2 Improve retention of highly qualified staff : CA School Staff Survey (CSSS) (Metric 4.2), LCAP Survey Data
Based on our analysis of metrics and outcomes, the implementation of Action 4.2 was effective, as demonstrated by-
2024-2025: CSSS Survey results (Total respondents: 304) (Metric 4.2)
Indicator: Caring Adult Relationships
All schools: 35%; -7% from 2025 and +8% from baseline.
Elementary schools: 41%; +8% from 2025 and from baseline.
Middle school: 27%; no data available in 2025 and +10% from baseline.
High school
NMC High: 10%; -90% from 2025 and -41% from baseline.
CB High: 81%; -9% from 2025 and baseline.

Indicator: Staff Working Environment
All schools: 30%; no change from 2025 and +12% from baseline.
Elementary schools: 34%; +13% from 2025 and +12% from baseline.
Middle school: 34%; No data in 2025; +25% from baseline

High school
NMC High: 10%; -50% from 2025; +2% from baseline.
CB High: 79%; -7% from 2025 and -16% from baseline.

Indicator: School Safety for Staff
All schools: 36%; +1% from 2025 and +16% from baseline.
Elementary schools: 45%; +20 from 2025 and +21% from baseline.
Middle school: 41; no data in 2025 and +28% from baseline.
High school
NMC High: 9%; -51% from 2025 and +3% from baseline.
CB High: 79%; -21% from 2025 and baseline.

Back to back years of less vacancies to fill to start the school year.
59% of staff agreed the district is improving the retention of highly qualified staff as reported in our 2026 LCAP Survey; +6.9% from 2025

4.3 Improve trust between certificated and classified staff, site administrators, and District administrators : CA School Staff Survey (CSSS) (Metric 4.2), LCAP Survey Data
Based on our analysis of metrics and outcomes, the implementation of Action 4.3 was somewhat effective, as demonstrated by-
2024-2025: CSSS Survey results (Total respondents: 304) (Metric 4.2)
Indicator: Caring Adult Relationships
All schools: 35%; -7% from 2025 and +8% from baseline.
Elementary schools: 41%; +8% from 2025 and from baseline.
Middle school: 27%; no data available in 2025 and +10% from baseline.
High school
NMC High: 10%; -90% from 2025 and -41% from baseline.
CB High: 81%; -9% from 2025 and baseline.

Indicator: Staff Working Environment
All schools: 30%; no change from 2025 and +12% from baseline.
Elementary schools: 34%; +13% from 2025 and +12% from baseline.
Middle school: 34%; No data in 2025; +25% from baseline
High school
NMC High: 10%; -50% from 2025; +2% from baseline.
CB High: 79%; -7% from 2025 and -16% from baseline.

Indicator: School Safety for Staff
All schools: 36%; +1% from 2025 and +16% from baseline.
Elementary schools: 45%; +20 from 2025 and +21% from baseline.
Middle school: 41; no data in 2025 and +28% from baseline.
High school

NMC High: 9%; -51% from 2025 and +3% from baseline.
CB High: 79%; -21% from 2025 and baseline.

60% of staff agreed the district is improving trust between staff through transparent communication, relationship building, coherence, and clarity as reported on our 2026 LCAP Survey; +10% from 2025.

4.4 Increase Joy at Work : CA School Staff Survey (CSSS) (Metric 4.2), LCAP Survey Data
Based on our analysis of metrics and outcomes, the implementation of Action 4.4 was somewhat effective, as demonstrated by-
2024-2025: CSSS Survey results (Total respondents: 304) (Metric 4.2)
Indicator: Caring Adult Relationships
All schools: 35%; -7% from 2025 and +8% from baseline.
Elementary schools: 41%; +8% from 2025 and from baseline.
Middle school: 27%; no data available in 2025 and +10% from baseline.
High school
NMC High: 10%; -90% from 2025 and -41% from baseline.
CB High: 81%; -9% from 2025 and baseline.

Indicator: Staff Working Environment
All schools: 30%; no change from 2025 and +12% from baseline.
Elementary schools: 34%; +13% from 2025 and +12% from baseline.
Middle school: 34%; No data in 2025; +25% from baseline
High school
NMC High: 10%; -50% from 2025; +2% from baseline.
CB High: 79%; -7% from 2025 and -16% from baseline.

Indicator: School Safety for Staff
All schools: 36%; +1% from 2025 and +16% from baseline.
Elementary schools: 45%; +20 from 2025 and +21% from baseline.
Middle school: 41; no data in 2025 and +28% from baseline.
High school
NMC High: 9%; -51% from 2025 and +3% from baseline.
CB High: 79%; -21% from 2025 and baseline.

50% of staff agreed the district is demonstrating a commitment to staff joy as reported on our 2026 LCAP Survey; +16% from 2025.

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.

No changes were made to the goal statement, metrics, targeted outcomes or the associated actions. Based on our analysis of 2024–25 implementation data and educational partner input, the existing goal continues to address identified needs related to family engagement, early learning, communication, and trust-building—especially for English Learner, Foster Youth, Homeless, and Low-Income families.

Implementation of actions such as providing reliable transportation, offering multilingual parent workshops, expanding early learning programs, and strengthening district-family communication strategies demonstrated emerging effectiveness. For example, chronic absenteeism improved by 3.2%, and 714 families responded to the California School Parent Survey, reflecting growth in school connection and parent involvement.

Ongoing participation in School Site Council, ELAC, DELAC, and town hall meetings confirmed that both the goal and actions remain appropriate for addressing educational equity and improving outcomes for unduplicated pupils.

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.

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.	$0.00	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.	$3,364.00	No
4.3	Improve trust between certificated and classified staff, site administrators, and District administrators.	Improve trust through transparent communication, relationship building, coherence, and clarity.	$21,993.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	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.	$37,108.00	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: -79.3 Castroville Elementary All students: -78.9 English learners: -99.9	2023-2024: Distance from Standard Districtwide English learners: -100.2 Homeless youth: -79.1	2024-2025: Distance from Standard Districtwide English learners: -79.4 Homeless youth: -74.5	2025-2026: Distance from Standard Districtwide English learners: -60 Homeless: -55 Castroville Elementary	2024-2025: Distance from Standard Districtwide English learners: +10.6 Homeless youth: +4.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: -79.7 Homeless youth: -89.6 Socioeconomically disadvantaged: -83.8 Elkhorn Elementary Homeless youth: -76 Students with disabilities: -97.2 NMC Center for Independent Study All students: -75 English learners: -138.2 North Monterey County Middle English learners: -83.4 Homeless youth: -78.2 Prunedale Elementary English learners: -75.8 Homeless youth: -77.9	Castroville Elementary All students: -75.7 English learners: -100.2 Hispanic: -78.3 Homeless youth: -80.6 Socioeconomically disadvantaged: -81.4 Elkhorn Elementary Homeless youth: -80.8 Students with disabilities: -105.7 NMC Center for Independent Study All students: -46.6 English learners: -76.2 North Monterey County Middle English learners: -94.1 Homeless youth: -80 Prunedale Elementary English learners: -75.7	Castroville Elementary All students: -51.3 English learners: -72.5 Hispanic: -52.7 Homeless youth: -54.9 Socioeconomically disadvantaged: -60.2 Elkhorn Elementary Homeless youth: -75.4 Students with disabilities: -75.6 NMC Center for Independent Study All students: -96.2 English learners: -40.1 North Monterey County Middle English learners: -96.1 Homeless youth: -86.9 Prunedale Elementary English learners: -69.8	All students: -60 English learners: -70 Hispanic: -60 Homeless youth: -65 Socioeconomically disadvantaged: -60 Elkhorn Elementary Homeless youth: -65 Students with disabilities: -80 NMC Center for Independent Study All students: -65 English learners: -100 North Monterey County Middle English learners: -70 Homeless youth: -70 Prunedale Elementary English learners: -65 Homeless Youth: -65	Castroville Elementary All students: +27.6 English learners: +27.4 Hispanic: +27 Homeless youth: +34.7 Socioeconomically disadvantaged: +23.6 Elkhorn Elementary Homeless youth: +0.6 Students with disabilities: +21.6 NMC Center for Independent Study All students: -21.2 English learners: +51.3 North Monterey County Middle English learners: -12.7 Homeless youth: -8.7 Prunedale Elementary

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless youth: -79.2	Homeless youth: -80.9		English learners: +6 Homeless youth: -3

Goal Analysis [2025-26]

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.

There were no substantive differences between the planned and actual implementation of these actions. We continued to strengthen our district and site systems of collaboration and the implementation of our continuous improvement cycles.

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

5.1 Improve teacher clarity by explicitly sharing clear learning objectives and success criteria. (Red Indicator)
5.2 Implement formative assessment processes on a consistent basis.
5.3 Increase collaborative peer-to-peer academic discourse in the classroom.
5.4 Implement close reading for students to understand and respond to text.
5.5 Foundational literacy skills to ensure students read fluently by end of third grade. (Red Indicator)
5.6 Support students to access grade level standards in math by improving fluency, conceptual understanding and application. (Red Indicator)

NMCUSD implemented this action through the MTSS teaming structures. The Tier 1 Collaborative met five times throughout the year. During these collaboratives, the Tier 1 teams from each school site reviewed academic, behavior, and SEL data. The teams worked on PDSA cycles, where they created continuous improvement goals based on areas of need highlighted in their site data. These PDSA cycles were reviewed and updated throughout the year as teams planned their site action steps and professional learning to support these goals.

NMCUSD Care Network met six times throughout the school year. This network brought each site's COST (Coordination of Supports Team) across the district to engage in team-initiated problem-solving in the areas of Tier 2 and Tier 3 interventions and systems.
Due to the addition of a Director of Teaching and Learning there was better alignment and connectedness between Tier 1 and our Care Network this school year. NMCUSD formed a district leadership team that supported giving feedback and revising our teaming structures for the upcoming school year. There continues to be a need to align all teaming structures through interconnected staffing and through common goals.

Additionally, consistent site principal coaching and district learning walks further supporting the implementation of actions 5.1-5.6.

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.

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

5.1-5.6 Academic Achievement : Metric 1.5 CAASPP ELA, Metric 1.6 CAASPP Math, Suspension Rates (Metric 2.5)
Based on our analysis of metrics and outcomes, the implementation of Actions 5.1-5.6 was Somewhat effective, as demonstrated by-
An increase in the % of students who were “prepared” on the College/Career Indicator (+6.5% from 2024 to 2025 and +5.7% from baseline) (Metric 1.1).
An increase of 7% of teachers who are fully credentialed to 98% (Metric 1.2).
All students having access to standards-aligned instructional materials (Metric 1.3).
Minimal improvement on distance from met on the English Language Arts and Math state assessment from 2024 to 2025; less than 5 scale score points in both subjects. English Learners districtwide were the student group with the highest gains from 2024 to 2025 with improved average from distance from of +12.4 (Metric 1.5 and 1.6)
The % of students district-wide who scored at early on grade level or higher on the iReady Reading diagnostic (Metric 1.11) increased from 13% to 22%.
The % of students district-wide who scored at early on grade level or higher on the iReady Math diagnostic (Metric 1.12) increased from 6% to 20%.

All principals also received coaching from equity-based, instructional leadership coaching from the Assistant Superintendent of Educational Services and the Superintendent, that included support for continuous improvement implementation.

All sites leadership teams participated in district facilitated Learning Walks and/or job-embedded support for continuous improvement implementation.

2026 Staff LCAP Survey Data
85% of staff agree they are provided with professional learning to implement clear learning objectives and success criteria.
72% of staff agree they are provided with professional learning to effectively use formative assessments.
72% of staff agree they are provided with professional learning to effectively implement academic discourse and rigorous group-worthy tasks.
67% of staff agree they are provided with professional learning to effectively implement close reading strategies.
59% of staff agree they are provided with professional learning to effectively support students’ foundational literacy skills.
52% of staff agree they are provided with professional learning to effectively support students’ math fluency.

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.

No changes were made to the Goal 5 statement for the 2025–26 LCAP. Our analysis of 2025-2025 CAASPP data, 2026 iReady diagnostics, and site implementation feedback confirms that the existing goal continues to directly address areas of greatest need, particularly for English learners, Homeless youth, and Students with Disabilities performing in the Red Indicator band for ELA and Math. Additionally, feedback from educational partners during spring 2024 LCAP meetings affirmed that the goal remains relevant and aligned with both site-level and district-wide instructional priorities. Therefore, no revision was needed to the goal statement, metrics, or identified outcomes at this time.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Improve teacher clarity by explicitly sharing clear learning objectives and success criteria. (Red Indicator)	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. 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 ELA English Learner North Monterey County Middle ELA English Learner Prunedale Elementary ELA Hispanic Castroville Elementary ELA Homeless Youth Castroville Elementary ELA Homeless Youth Districtwide ELA Homeless Youth Elkhorn Elementary ELA Homeless Youth North Monterey County Middle ELA Homeless Youth Prunedale Elementary ELA Socioeconomically Disadvantaged Castroville Elementary ELA Students with Disabilities Elkhorn Elementary MATH All Students North Monterey County Center for Independent Study MATH English Learner Districtwide	$6,800.00	No

Action #	Title	Description	Total Funds	Contributing
		MATH English Learner North Monterey County Center for Independent Study MATH English Learner North Monterey County Middle MATH Homeless Youth Elkhorn Elementary MATH Homeless Youth North Monterey County Middle MATH Socioeconomically Disadvantaged Elkhorn Elementary MATH Socioeconomically Disadvantaged North Monterey County Center for Independent Study MATH Students with Disabilities Elkhorn Elementary SUSP Foster Youth Districtwide SUSP Homeless Youth North Monterey County Middle		
5.2	Implement formative assessment processes on a consistent basis.	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. 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 ELA English Learner North Monterey County Middle ELA English Learner Prunedale Elementary ELA Hispanic Castroville Elementary ELA Homeless Youth Castroville Elementary ELA Homeless Youth Districtwide ELA Homeless Youth Elkhorn Elementary ELA Homeless Youth North Monterey County Middle ELA Homeless Youth Prunedale Elementary ELA Socioeconomically Disadvantaged Castroville Elementary ELA Students with Disabilities Elkhorn Elementary MATH All Students North Monterey County Center for Independent Study MATH English Learner Districtwide	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		MATH English Learner North Monterey County Center for Independent Study MATH English Learner North Monterey County Middle MATH Homeless Youth Elkhorn Elementary MATH Homeless Youth North Monterey County Middle MATH Socioeconomically Disadvantaged Elkhorn Elementary MATH Socioeconomically Disadvantaged North Monterey County Center for Independent Study MATH Students with Disabilities Elkhorn Elementary SUSP Foster Youth Districtwide SUSP Homeless Youth North Monterey County Middle		
5.3	Increase collaborative peer-to-peer academic discourse in the classroom.	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. 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 ELA English Learner North Monterey County Middle ELA English Learner Prunedale Elementary ELA Hispanic Castroville Elementary ELA Homeless Youth Castroville Elementary ELA Homeless Youth Districtwide ELA Homeless Youth Elkhorn Elementary ELA Homeless Youth North Monterey County Middle ELA Homeless Youth Prunedale Elementary ELA Socioeconomically Disadvantaged Castroville Elementary ELA Students with Disabilities Elkhorn Elementary	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		MATH All Students North Monterey County Center for Independent Study MATH English Learner Districtwide MATH English Learner North Monterey County Center for Independent Study MATH English Learner North Monterey County Middle MATH Homeless Youth Elkhorn Elementary MATH Homeless Youth North Monterey County Middle MATH Socioeconomically Disadvantaged Elkhorn Elementary MATH Socioeconomically Disadvantaged North Monterey County Center for Independent Study MATH Students with Disabilities Elkhorn Elementary SUSP Foster Youth Districtwide SUSP Homeless Youth North Monterey County Middle		
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
5.5	Foundational literacy skills to ensure students read fluently by end of third grade. (Red Indicator)	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: 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	$2,750.00	No

Action #	Title	Description	Total Funds	Contributing
		ELA Students with Disabilities Elkhorn Elementary		
5.6	Support students to access grade level standards in math by improving fluency, conceptual understanding and application.(Red Indicator)	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: 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	$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%	2023-24: Districtwide: 5.2% Foster youth: 43.8% North Monterey County Middle Homeless youth: 7.8%	2024-25 Districtwide: 3.7% Foster youth: N/A% North Monterey County Middle Homeless youth: 6%	2025-26 Districtwide: 2% Foster youth: 5% North Monterey County Middle Homeless youth: 6%	2024-25 Districtwide: -0.1% Foster youth: N/A North Monterey County Middle Homeless youth: -6.9%

Goal Analysis [2025-26]

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.

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

6.1 Reduce suspensions, particularly for Homeless and Foster Youth (Red Indicator)
NMCUSD implemented the planned actions for this goal by implementing Positive Behavior Intervention and Supports at each of our sites. All school sites completed an improvement cycle focused on PBIS and made gains in their implementation as measured by the Tiered Fidelity Inventory (TFI). The district team developed a response to behavior matrix which embedded alternatives to suspension and restorative practices as responses to behavior. Site administrators and district leaders were trained in utilizing the matrix and handbook and implementing throughout the year. Additional steps towards focusing on restorative practices were taken at NMC Middle School who trained student leaders in the Safe Schools Ambassadors program and provided training in restorative practices to school site staff. A wellness center was developed at NMC High School to support additional behavioral needs of students.

The district community liaison team continues to meet the diverse needs of homeless and foster youth including access to basic needs (e.g. food, clothing, school supplies), referrals and connection to essential resources, and transportation services. The community liaison team manages our unhoused and foster students that have additional needs. They participate in our Coordination of Supports Team (COST) and School Attendance Review Teams (SART), where they receive requests for support.

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.

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

6.1 Reduce suspensions, particularly for Homeless and Foster Youth (Red Indicator) : Suspension Rates (Metric 2.5)
Based on our analysis of metrics and outcomes, the implementation of Actions 5.1-5.6 was Effective, as demonstrated by-
Suspension rates (Metric 2.5) decreased by 1.5% from 2024 to 2025 and decreased by 0.1% from baseline for all students. We did not receive 2025 dashboard data for Foster Youth (Metric 6.1). As of February 2026, 0 foster students have been suspended.
Suspension rates for NMCMS Homeless youth decreased by 1.8% from 2024 to 2025 and by 6.9% from baseline. As of February 2026, out of our 1090 unhoused students, 37 had been suspended.

% of students on target per district adopted social-emotional screeners (DESSA) (Metric 2.8) increased by 5% from 2024 to 2025 and 1% from baseline. Our secondary students demonstrated more pronounced improvement increasing by 9% from 2024 to 2025. All groups progressing toward year 3 outcome goals.

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.

No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs.

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.

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	$0.00	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%	2023-2024: Districtwide All students: 31.2% English learners: 9.1% Students with disabilities: 1.6% NMC High English learners: 12.3%	2024-2025: Districtwide All students: 37.7% English learners: 11.5% Students with disabilities: 11.9% NMC High English learners: 15.4%	2025-2026: Districtwide All students: 40% English learners: 25% Students with disabilities: 25% NMC High English learners: 25%	2024-2025: Districtwide All students: +5.7% English learners: +4% Students with disabilities: +0.9% NMC High English learners: +6.3%

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: 6.3% Hispanic: 2.8% Socioeconomically disadvantaged: 7.3%	NMC Center for Independent Study All students: 7.4% Hispanic: 7.7% Socioeconomically disadvantaged: 8.2%	NMC Center for Independent Study All students: 25% Hispanic: 25% Socioeconomically disadvantaged: 25%	NMC Center for Independent Study All students: -0.9% Hispanic: +4.6% Socioeconomically disadvantaged: +0.7%

Goal Analysis [2025-26]

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.

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

7.1 College and Career Readiness (Red Indicator).
The district made partial progress in implementing Goal 7.1 actions to improve college and career readiness, particularly among students in the Red Indicator band. All secondary school students continued to have access to counselors, who facilitated individual academic planning meetings and hosted workshops on college applications, financial aid (FAFSA), and career awareness.

The full implementation of the California College Guidance Initiative (CCGI) has been delayed as we needed to conduct a full and comprehensive course code audit inorder to avoid confusion and false data reporting. This project has now been completed through leadership of our Director of Information Technology in collaboration with site staff. We look forward to CCGI being fully implemented and operable for the 2026-2027 school year.

The addition of our new College and Career Readiness Coordinator has greatly strengthened our ability to strengthen our Career Technical Education programs, which have now expanded to our alternative education schools.

Finally, the most recently approved district graduation requirements went into effect in 2025-2026 for our class of 2029, which is now aligned to UC A-G requirements.

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.

No material difference to report.

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

Action 7.1 College and Career Readiness (Red Indicator) : Metric 1.1 College and Career Readiness Indicator
Based on our analysis of metrics and outcomes, the implementation of Action 7.1 was somewhat effective, as demonstrated by-
Students improved their Distance from Standard Met scores on the English Language Arts and Mathematics state assessments from 2024 to 2025. Districtwide, all students improved by 4.6 points in ELA and 11.9 points in Mathematics. English Learners demonstrated the greatest growth among all student groups, improving their average Distance from Standard Met scores by 10.6 points in ELA and 18.1 points in Mathematics (Metrics 1.5 and 1.6).

Graduation rates from baseline to year 2 remained steady, only increasing by +0.2%, however the graduation rate for English Learners has increased significantly by +15.9% and the rate for students with disabilities has increased by +1.2%. (Metric 1.15)

Percent of students graduating meeting A-G requirements (Metric 1.16)
2024-2025:
359 Graduates (120 met a-g requirements)
All students: 33.4%; -0.2% from 2024 and -6.5% from baseline.
English learners: 11.4; +3.2% from baseline and -7% from baseline.
Students with disabilities: 13.6%; +5.3 from 2024 and -7.7% from baseline.

Number of students enrolled in CTE courses (Metric 1.17)
2025-2026:
All students: 739
English learners: 29.8%
Students with disabilities: 12.7%;
CTE Capstone complete rates (Metric 1.18)
2025-2026:
Cohort students: 359
Completing a CTE Capstone: 116
Completing a CTE Capstone & A-G: 3.9%

Number of students completing a CTE certification
2025-2026: 418

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.

No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs.

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.

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. Specically, this will target NMCCIS: All, Hispanic, SED and District and NMCHS: English Learners.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	By 2026, Central Bay (CB) High School and North Monterey County Center for Independent Study (NMCC for IS) will reduce rates of chronic absenteeism for Hispanic and socio-economically disadvantaged students by implementing actions that promote engagement, relationships, and student connectedness. Additionally, CB and NMCC for IS will increase student academic achievement in ELA and Mathematics for English Learners, SED students, and Hispanic students by implementing actions that improve high-quality first time instruction as well as academic interventions.	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 and ELA and Math performance through the actions included in the goal and will measure progress using CA Dashboard Chronic Absenteeism data and CAASPP academic 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)	2024-2025: Central Bay: 91.3% North Monterey County Center for Independent Study: 90.8% (As of April, 2025)	2025-2026 Central Bay: 94.4% North Monterey County Center for Independent Study: 91.8%	2026-2027: Central Bay: 95% North Monterey County Center for Independent Study: 95%	2026-2027: Central Bay: 8.8% North Monterey County Center for Independent Study: 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(As of May, 2025)		
8.2	College and Career Readiness Rates for NMCCIS Source: Dashboard	2022-23 All students: 8.3% Hispanic: 3.1% Socioeconomically Disadvantaged: 7.5%	2023-24: All students: 6.3% Hispanic: 2.8% Socioeconomically Disadvantaged: 7.3%	2024-25 All students: 7.4% Hispanic: 7.7% Socioeconomically Disadvantaged: 8.2%	2025-26 All students: 25% Hispanic: 25% Socioeconomically disadvantaged: 25%	24-25 All students: -0.9% Hispanic: +4.6% Socioeconomically Disadvantaged: +0.7%
8.3	Chronic Absenteeism Rates for NMCCIS Source: Dashboard	2023-24: All students: 28.6% Hispanic: 30.8% Socioeconomically Disadvantaged: 28.9%	2023-24: All students: 28.6% Hispanic: 30.8% Socioeconomically Disadvantaged: 28.9% (Same as baseline since added for 2025-26 LCAP)	2024-25 All students: 38.9% Hispanic: 31.3% Socioeconomically Disadvantaged: 50%	2025-26 All students: 5% Hispanic: 5% Socioeconomically disadvantaged: 5%	2024-25 All students: +10.3% Hispanic: +0.5% Socioeconomically Disadvantaged: +21.1%
8.4	ELA CAASPP Distance from Meeting Standard			2024-2025 NMC Center for Independent Study All students: -96.2 English learners: -115 Socioeconomically Disadvantaged: -96.2 Hispanic: -85.5	2025-2026 NMC Center for Independent Study All students: -65 English learners: -100 Socioeconomically Disadvantaged: -93.2 Hispanic: -82.5	2025-2026 NMC Center for Independent Study All students: - 31.2 English learners: -15 Socioeconomically Disadvantaged: -3 Hispanic: -3 Hispanic:
8.5	Math CAASPP Distance from Meeting Standard			2024-2025 NMC Center for Independent Study	2025-2026 NMC Center for Independent Study	2025-2026 All students: -30.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				All students: -150.3 English learners: -112.2 Socioeconomically disadvantaged: -152.3 Hispanic: -139.8	All students: -120 English learners: -95 Socioeconomically disadvantaged: -130 Hispanic: -136.8	English learners: -17.2 Socioeconomically disadvantaged: -22.3 Socioeconomically Disadvantaged: -22.3 Hispanic: -3

Goal Analysis [2025-26]

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.

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

8.1 Improve student engagement and retention and 8.3 Chronic Absenteeism
Students increased their participation in Find your Grind, our district secondary SEL and College/Readiness curriculum during weekly Advisory. At NMCCIS, it is a mandatory part of the master agreement.

Both sites continue to use Equity Multiplier Funds (EMF) to provide students with access to an equine therapy. Sharing 1.5 FTE Mental Health Therapists and having access to a Behavior Technician as needed has greatly increased meeting the behavioral and social-emotional needs of students. Students also had access to a substance abuse counselor through our partnership with the Community Human Services department. Student-informed Fun Fridays also helped with creating a positive and belonging school climate. EMF was also used to increase student field trips and to create a Wellness Calming Center next to the Mental Health Therapists room.

Staff received planned professional development on restorative justice practices. SART and COST teams met consistently, strengthening processes and efficiency. Using EveryDay Labs as their attendance monitoring platform improved data-driven collaboration and interventions. At NMCCIS, site administrators met weekly with teachers to identify students who required tiered re-engagement opportunities.

8.2 College and Career Readiness
Both Central Bay and NMCCIS continue to implement Find Your Grind, which also focuses on career exploration, self-assessment, and self-awareness. Students developed graduation plans aligned with their career interests, and staff received training to support the program's implementation. Additionally, our new College and Career Readiness Coordinator collaborated with site staff to increase student access to CTE courses by piloting new courses in the Spring of 2026. Our Director of IT and the Ed Service Department also collaborated with site

admin and counselor to clean course codes and allow for course enrollment through our student information system for the first time in several years. Equity Multiplier Funds were used to pay for targeted Math tutoring as well.

NMCCIS has also structured their instructional program and staffing model for 2026-2027 to ensure students have equitable access to A-G approved courses and academic support.

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.

8.1 Engagement and Retention. The $57,623 difference is attributed to increase of funds due to carryover that was then used to pay for certificate extra hours as well as materials and supplies for Math tutoring. Additionally, funds were used to send staff to the California Consortium for Independent Study spring conference.

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

8.1 Improve student engagement and retention and 8.3- Chronic Absenteeism : Consistent daily attendance average (Metric 8.1) and Improved chronic absenteeism rates (Metric 8.3)
Based on our analysis of metrics and outcomes, the implementation of Actions 8.1 and 8.3 were Somewhat effective, as demonstrated by-
Consistent daily attendance average (Metric 2.2) increased +1.1% from 2025 to 2026 and +1.3% from baseline districtwide.
2026 attendance rates for Central Bay is 94.4%; +1.1% from 2025 and +5.2% from baseline.
2026 attendance rates for NMCCIS is 91.8%; +1% from 2025 and from baseline.

Chronic absenteeism rates for NMCCIS (Metric 8.3) increase from 2024 to 2025 and from baseline by 10.3%.
2024-25
All students: 38.9%
Hispanic: 31.3%
Socioeconomically Disadvantaged: 50%

8.2 College and Career Readiness- Central Bay and NMCCIS : College/Readiness (Metric 8.2)
Based on our analysis of metrics and outcomes, the implementation of Actions 8.2 was Somewhat effective, as demonstrated by-
2025 College/Career Readiness rate
All students: 7.4%; -0.9% from baseline
Hispanic: 7.7%; +4.6 from baseline
Socioeconomically Disadvantaged: 8.2%; +0.7% from baseline

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.

Metric 8.2 We revised baseline year to include available 2022-2023 data as before the data repeated for baseline and year 2 reporting. Metric 8.3 requires revision. We will 2023-2024 as the baseline year. Before then, the Independent Study (IS) was incorrectly reporting chronic absenteeism because it was not set up in our SIS to count incomplete student work as a category of absence. This oversight caused many absences to be incorrectly recorded as present, which resulted in the 0% absenteeism figures for previous years.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Improve student engagement and retention	Improve student engagement, academic performance in ELA and Math, 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. This action now also responds to newly identified Red Dashboard indicators at Center for Independent Study for chronic absenteeism among all students, Hispanic students, and socioeconomically disadvantaged students, as well as college and career indicator performance for those same groups. Increasing student engagement and connectedness will positively impact student academic achievement in ELA and Math, specifically for students who are socioeconomically disadvantaged, English Learners, and Hispanic.	$246,623.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$18,794,157	$2388419

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
38.759%	0.000%	$0.00	38.759%

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	**Action:** Engagement in Continuous Improvement **Need:** 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:	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	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
	ELA: Districtwide All: -61.7 EL: -90 SED: -69.9 FY: N/A Homeless: -79.3 Math: All: -109.2 EL: -123.1 SED: -116.3 FY: N/A Homeless: -120.1 **Scope:** LEA-wide	continuous improvement teaming structures benefit all students including students with disabilities. Link to CCEIS Plan: https://drive.google.com/file/d/1fXYqVkMZmD-KtCiVM_gddf0K8oGJkMA5/view?usp=drive_link	
1.3	**Action:** Professional Learning and Building Capacity **Need:** 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: ELA: Districtwide All: -61.7 EL: -90 SED: -69.9	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. 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.	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
	FY: N/A Homeless: -79.3 Math: All: -109.2 EL: -123.1 SED: -116.3 FY: N/A Homeless: -120.1 **Scope:** LEA-wide		
1.4	**Action:** Intervention and Acceleration **Need:** 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. **Scope:** LEA-wide	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
1.5	**Action:** Real World Application **Need:**	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 21st century skills, students learn to collaborate,	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
	According to the CA Dashboard, our English Learner and Low Income students need additional ways to engage in learning to achieve grade level standards. CCI: All students: 32% EL: 7.5% SWD: 11% **Scope:** LEA-wide	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.	
1.7	**Action:** Digital/Media Literacy Integration **Need:** Students require technology devices in order to access supplemental resources that will close learning opportunity gaps for SED, FY, and EL students **Scope:** LEA-wide	Students who are SED, EL, and FY need access to technology to support with learning the skills to prepare them for the future. New Chromebook devices were given to all students, to provide opportunities for students who are SED, EL, and FY to be able to access resources and be prepared with technology skills that they will need for the future.	ELA and Math SBAC ELPAC
1.8	**Action:** College and Career Plan **Need:** CTE Completer Percentages Class of 2023: 309 Graduates Completing a CTE Capstone: 23% Completing a CTE Capstone & A-G: 8% 2023-2024: 374 Graduates	By having smaller caseloads, counselors are able to spend more time with individual students and coordinate support for our EL, FY, and SED students.	A-G rates CTE completer 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
	A-G Rates All students: 30.5% English learners: 6.7% Students with disabilities: 6.5% Data shows the need to increase knowledge and access to college and career readiness support. Counselors support students with creating and monitoring 4-6 year graduation plans. **Scope:** Schoolwide		
1.9	**Action:** Culturally Responsive Instruction **Need:** 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. **Scope:** LEA-wide	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 culturally responsive instruction opportunities benefit all students including students with disabilities.	CAASPP ELA and Math
2.1	**Action:** Improve Social Emotional Learning **Need:** Healthy Kids Survey 2024-2025: Survey Results (2156 respondents) Indicator: School Connectedness	The majority of our students are experiencing poverty and we have over 30% are unhoused. Additionally, our CA Healthy Kids Survey indicates that many of our students, especially at the secondary level feel disconnected from school. Although this action was principally designed to address the needs of Low-Income students, we recognize that improving social emotional learning	CA Healthy Kids Survey

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
	Elementary schools: 89% Middle school: 34% High schools: 39% Indicator: Caring Adult Relationships Elementary schools: 93% Middle school: 43% High schools: 45% Indicator: Feeling Safe at School Elementary schools: 91% Middle school: 43% High School: 43% Expanding site-based social, emotional, and mental health group therapy options will enhance school climate, foster connectedness, create a sense of purposeful belonging, and boost student motivation to attend. Therapeutic interventions with culturally and community responsive frameworks will be prioritized. **Scope:** LEA-wide	will benefit all students. NMCUSD uses a tiered model to address the social-emotional needs of all students that are layered as needs intensify. For example, at Tier 1, NMCUSD provides explicit SEL instruction using an adopted curriculum, and at Tier 2 NMCUSD teams provided layered SEL intervention, and at Tier 3 our Coordination of Supports Team provides 1:1 counseling and mental health supports.	
2.2	**Action:** Positive Behavior Intervention Supports and Restorative Justice Practices **Need:** 2023 California Dashboard reflects a high suspension rate of English learners, Foster Youth, and Low Income students.	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	Suspension rates Healthy Kids Survey

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
	Scope: LEA-wide	that positive behavior intervention supports and restorative justice practices benefit all students including students with disabilities.	
2.4	**Action:** Expand and strengthen student engagement opportunities **Need:** 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% **Scope:** LEA-wide	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
2.7	**Action:** Improve attendance and reduce chronic absenteeism **Need:** In the 2022 Dashboard, all subgroups were in the very high category for Chronic Absenteeism. Students need to be in school to learn.	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
	Scope: LEA-wide		
3.1	**Action:** Provide reliable, safe transportation to and from school **Need:** 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% **Scope:** 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	**Action:** Family Engagement Opportunities **Need:** In the CA Dashboard, our English Learners, Students with Disabilities, and Low Income students are performing at the red and orange levels indicating the need for systemwide supports and communication.	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. Although this action was principally designed to address the needs of our English Learner and Low	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
	Scope: LEA-wide	Income students, we recognize that Family engagement opportunities benefit all students including students with disabilities.	
3.3	**Action:** Communication **Need:** 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. **Scope:** LEA-wide	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
3.4	**Action:** Parent/Guardian Workshops **Need:** Parent input through surveys and engagement sessions has consistently emphasized the need for accessible, multilingual workshops. English Learner, Low Income, and Homeless/Foster Youth families face challenges related to language barriers, unfamiliarity with the school system, and limited access to academic resources, which can impact student progress and family-school partnership. **Scope:**	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. Parent workshops will be offered across the district in Spanish, Mixteco, and English, and will cover topics including literacy, college readiness, behavior supports, and social-emotional learning. These workshops are designed to empower parents of unduplicated students by enhancing their knowledge and confidence in supporting their children. While principally directed to English Learner and Low	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
	LEA-wide	Income families, these resources benefit all families and foster equitable access to district resources. While workshops are principally directed to support the needs of English Learners, Low Income, and Homeless/Foster Youth families, offering them LEA-wide ensures equitable access across all school sites. With over 85% of students classified as unduplicated and significant linguistic diversity across the district, providing multilingual, topic-aligned workshops in a systemwide format ensures: Consistent messaging and access regardless of school site, Broader family participation, Centralized resources that reduce duplication of effort.	
3.6	**Action:** Early Learning **Need:** 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. **Scope:** LEA-wide	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. 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.	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
3.7	**Action:** Customer Service **Need:** Educational partner feedback indicated the need to improve frontline customer service experiences in offices, classrooms, and communication channels. Many English Learner and Low Income families reported challenges understanding policies or accessing services due to language, tone, or procedural confusion. **Scope:** LEA-wide	This action will include customer service training for classified and certificated staff, use of language access tools, and improved responsiveness across all school sites. These improvements are aimed at fostering welcoming, inclusive environments where families feel respected and informed. Though directed to support unduplicated students and their families, enhanced customer service practices strengthen overall family-school trust. While this action is principally directed to support unduplicated students and their families, it must be implemented LEA-wide because: Front-office and communication practices affect all families' access to services, Standardizing welcoming practices systemwide builds trust and transparency, Equity in experience must be ensured at every site, not just those with the highest needs.	Chronic Absenteeism

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
1.6	**Action:** Biliteracy **Need:** According to the CA Dashboard, 48.5% of our English Learners made progress.	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
	Scope: 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.

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 classified staff providing direct services to students	N/A	1:17 (242 classified staff/4193 studetns)

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	1:20 (205 certificated staff/4193 students)

2026-27 Total Planned 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	48,489,270	18,794,157	38.759%	0.000%	38.759%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$51,826,670.00	$28,924,091.00	$1,463,291.00	$8,987,224.00	$91,201,276.00	$78,419,520.00	$12,781,756.00

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
1	1.1	Guaranteed, Viable Curriculum	All	No			All Schools	Ongoing	$28,612,551.00	$1,450,158.00	$22,944,314.00	$6,595,327.00	$17,382.00	$505,686.00	$30,062,709.00	
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	$543,224.00	$90,265.00	$470,292.00	$113,487.00	$0.00	$49,710.00	$633,489.00	
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	$2,017,924.00	$477,090.00	$1,714,469.00	$552,212.00	$0.00	$228,333.00	$2,495,014.00	
1	1.4	Intervention and Acceleration	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$11,518,460.00	$1,781,659.00	$3,011,439.00	$7,599,292.00	$63,183.00	$2,626,205.00	$13,300,119.00	
1	1.5	Real World Application	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$6,738,083.00	$152,285.00	$1,708,391.00	$761,101.00	$0.00	$4,420,876.00	$6,890,368.00	
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	$157,896.00	$10,835.00	$12,860.00	$4,650.00	$0.00	$151,221.00	$168,731.00	
1	1.7	Digital/Media Literacy Integration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,464,062.00	$526,240.00	$1,955,509.00	$34,793.00	$0.00	$0.00	$1,990,302.00	

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
1	1.8	College and Career Plan	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools Specific Schools: North Monterey County Middle School, North Monterey County Independent Studies, North Monterey County High School, Community Bay School 7-12	Ongoing	$1,558,709.00	$21,800.00	$1,580,509.00	$0.00	$0.00	$0.00	$1,580,509.00	
1	1.9	Culturally Responsive Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$5,500.00	$3,500.00	$2,000.00	$0.00	$0.00	$5,500.00	
2	2.1	Improve Social Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,435,394.00	$948,282.00	$2,378,683.00	$1,196,456.00	$635,635.00	$172,902.00	$4,383,676.00	
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	$977,231.00	$38,000.00	$299,089.00	$716,142.00	$0.00	$0.00	$1,015,231.00	
2	2.3	Create Clean, Welcoming, and Well-Maintained Physical Spaces	All	No			All Schools	Ongoing	$3,906,772.00	$1,738,967.00	$5,636,235.00	$9,504.00	$0.00	$0.00	$5,645,739.00	
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	$986,701.00	$365,152.00	$1,067,089.00	$284,764.00	$0.00	$0.00	$1,351,853.00	
2	2.5	Physically safe and welcoming learning environments	All	No			All Schools	Ongoing	$2,243,339.00	$470,252.00	$2,691,787.00	$20,428.00	$1,376.00	$0.00	$2,713,591.00	
2	2.6	Expanded Learning Opportunities	All	No			All Schools	Ongoing	$3,736,681.00	$1,646,639.00	$0.00	$5,099,155.00	$0.00	$284,165.00	$5,383,320.00	

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
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	$128,686.00	$177,349.00	$27,515.00	$278,520.00	$0.00	$0.00	$306,035.00	
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	$3,197,300.00	$640,823.00	$3,576,618.00	$202,190.00	$0.00	$59,315.00	$3,838,123.00	
3	3.2	Family Engagement Opportunities	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$533,621.00	$214,660.00	$431,511.00	$311,758.00	$0.00	$5,012.00	$748,281.00	
3	3.3	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$619,466.00	$70,240.00	$664,496.00	$25,210.00	$0.00	$0.00	$689,706.00	
3	3.4	Parent/Guardian Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
3	3.5	Adult Education	All Adults	No			All Schools Specific Schools: Adult Education Program 18+	Ongoing	$305,341.00	$104,372.00	$0.00	$338,174.00	$0.00	$71,539.00	$409,713.00	
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	$3,369,004.00	$1,599,757.00	$134,471.00	$3,802,877.00	$728,424.00	$302,989.00	$4,968,761.00	
3	3.7	Customer Service	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$976,775.00	$1,331.00	$977,606.00	$500.00	$0.00	$0.00	$978,106.00	
3	3.8	Improve trust between families/community, school, District, and Board	All	No			All Schools	Ongoing	$1,232,262.00	$86,500.00	$500,981.00	$709,111.00	$0.00	$108,670.00	$1,318,762.00	
4	4.1	Improve recruitment of highly qualified staff.	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$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
4	4.2	Improve retention of highly qualified staff.	All	No			All Schools	Ongoing	$0.00	$3,364.00	$3,364.00	$0.00	$0.00	$0.00	$3,364.00	
4	4.3	Improve trust between certificated and classified staff, site administrators, and District administrators.	All Students with Disabilities	No			All Schools	Ongoing	$11,392.00	$10,601.00	$21,392.00	$0.00	$0.00	$601.00	$21,993.00	
4	4.4	Increase joy at work.	All	No			All Schools	Ongoing	$13,817.00	$23,291.00	$0.00	$19,817.00	$17,291.00	$0.00	$37,108.00	
5	5.1	Improve teacher clarity by explicitly sharing clear learning objectives and success criteria. (Red Indicator)	All	No			All Schools	Ongoing	$6,800.00	$0.00	$6,800.00	$0.00	$0.00	$0.00	$6,800.00	
5	5.2	Implement formative assessment processes on a consistent basis.	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$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	$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	$0.00	$0.00	$0.00	
5	5.5	Foundational literacy skills to ensure students read fluently by end of third grade. (Red Indicator)	All	No			All Schools	Ongoing	$2,750.00	$0.00	$2,750.00	$0.00	$0.00	$0.00	$2,750.00	
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	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
7	7.1	College and Career Readiness (Red Indicator)	All	No			Specific Schools: North Monterey County High School, Central Bay High School, North	Ongoing	$0.00	$0.00	$0.00	$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
							Monterey County for Center for Independent Study 9-12									
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	$125,279.00	$121,344.00	$0.00	$246,623.00	$0.00	$0.00	$246,623.00	

2026-27 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
48,489,270	18,794,157	38.759%	0.000%	38.759%	$20,019,047.00	0.000%	41.286 %	**Total:**	$20,019,047.00
								LEA-wide Total:	$18,425,678.00
								Limited Total:	$12,860.00
								Schoolwide Total:	$1,580,509.00

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	$470,292.00	
1	1.3	Professional Learning and Building Capacity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,714,469.00	
1	1.4	Intervention and Acceleration	Yes	LEA-wide	English Learners Low Income	All Schools	$3,011,439.00	
1	1.5	Real World Application	Yes	LEA-wide	English Learners Low Income	All Schools	$1,708,391.00	
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	$12,860.00	
1	1.7	Digital/Media Literacy Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,955,509.00	

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	1.8	College and Career Plan	Yes	Schoolwide	English Learners Low Income	All Schools Specific Schools: North Monterey County Middle School, North Monterey County Independent Studies, North Monterey County High School, Community Bay School 7-12	$1,580,509.00	
1	1.9	Culturally Responsive Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	$3,500.00	
2	2.1	Improve Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,378,683.00	
2	2.2	Positive Behavior Intervention Supports and Restorative Justice Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$299,089.00	
2	2.4	Expand and strengthen student engagement opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,067,089.00	
2	2.7	Improve attendance and reduce chronic absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,515.00	
3	3.1	Provide reliable, safe transportation to and from school	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,576,618.00	
3	3.2	Family Engagement Opportunities	Yes	LEA-wide	English Learners Low Income	All Schools	$431,511.00	
3	3.3	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$664,496.00	
3	3.4	Parent/Guardian Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	

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 (%)
3	3.6	Early Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: North Monterey County Early Learning Programs	$134,471.00	
3	3.7	Customer Service	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$977,606.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$86,124,053.00	$87,176,406.96

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**	Guaranteed, Viable Curriculum	No	$28,745,671.00	$28,723,301.00
1	**1.2**	Engagement in Continuous Improvement	Yes	$377,089.00	$532,384.00
1	**1.3**	Professional Learning and Building Capacity	Yes	$1,874,172.00	$2,112,133.00
1	**1.4**	Intervention and Acceleration	Yes	$13,454,098.00	$13,298,567.00
1	**1.5**	Real World Application	Yes	$6,590,504.00	$7,211,214.00
1	**1.6**	Biliteracy	Yes	$149,902.00	$141,763.00
1	**1.7**	Digital/Media Literacy Integration	Yes	$2,462,435.00	2,609,800.96
1	**1.8**	College and Career Plan	Yes	$1,485,710.00	$1,519,033.00
1	**1.9**	Culturally Responsive Instruction	Yes	$14,812.00	$11,241.00
2	**2.1**	Improve Social Emotional Learning	Yes	$3,151,391.00	$3,206,321.00

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)
2	2.2	Positive Behavior Intervention Supports and Restorative Justice Practices	Yes	$1,090,431.00	$997,934.00
2	2.3	Create Clean, Welcoming, and Well-Maintained Physical Spaces	No	$5,347,882.00	$5,435,704
2	2.4	Expand and strengthen student engagement opportunities	Yes	$1,080,091.00	$1,084,811.00
2	2.5	Physically safe and welcoming learning environments	No	$2,516,677.00	$2,417,575.00
2	2.6	Expanded Learning Opportunities	No	$5,227,584.00	$6,066,669.00
2	2.7	Improve attendance and reduce chronic absenteeism	Yes	$6,000.00	$10,304.00
3	3.1	Provide reliable, safe transportation to and from school	Yes	$3,649,582.00	$3,541,124.00
3	3.2	Family Engagement Opportunities	Yes	$631,321.00	$975,986.00
3	3.3	Communication	Yes	$1,021,257.00	$1,027,724.00
3	3.4	Parent/Guardian Workshops	Yes	$10,500.00	$12,439.00
3	3.5	Adult Education		$518,053.00	$448,455.00
3	3.6	Early Learning	Yes	$4,529,683.00	$3,499,528.00
3	3.7	Customer Service	Yes	$1,007,533.00	$970,446.00
3	3.8	Improve trust between families/community, school, District, and Board	No	$706,779.00	$1,079,390.00

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)
4	4.1	Improve recruitment of highly qualified staff.	No	$0.00	$0.00
4	4.2	Improve retention of highly qualified staff.	No	$1,370.00	$1,157.00
4	4.3	Improve trust between certificated and classified staff, site administrators, and District administrators.	No	$188,657.00	$14,886.00
4	4.4	Increase joy at work.	No	$224,972.00	$128,029.00
5	5.1	Improve teacher clarity by explicitly sharing clear learning objectives and success criteria. (Red Indicator)	No	$20,000.00	$0.00
5	5.2	Implement formative assessment processes on a consistent basis.	No	$0.00	$0.00
5	5.3	Increase collaborative peer-to-peer academic discourse in the classroom.	No	$0.00	$0.00
5	5.4	Implement close reading for students to understand and respond to text.	No	$0.00	$0.00
5	5.5	Foundational literacy skills to ensure students read fluently by end of third grade. (Red Indicator)	No	$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)	No	$0.00	$0.00
6	6.1	Reduce suspensions, particularly for Homeless and Foster Youth (Red Indicator)	No	$0.00	$968.00
7	7.1	College and Career Readiness (Red Indicator)	No	$0.00	$0.00
8	8.1	Improve student engagement and retention	No	$39,897.00	$97,520.00

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)

2025-26 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)
$18,416,503	$19,341,983.00	$19,460,437.88	($118,454.88)	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	1.2	Engagement in Continuous Improvement	Yes	$377,089.00	$455,335.41		
1	1.3	Professional Learning and Building Capacity	Yes	$1,655,897.00	$1,687,967.64		
1	1.4	Intervention and Acceleration	Yes	$2,823,786.00	$2,852,587.65		
1	1.5	Real World Application	Yes	$1,684,372.00	$1,654,163.68		
1	1.6	Biliteracy	Yes	$9,000.00	$5,134.61		
1	1.7	Digital/Media Literacy Integration	Yes	$2,462,435.00	$2,609800.96		
1	1.8	College and Career Plan	Yes	$1,485,710.00	$1,515,548.82		
1	1.9	Culturally Responsive Instruction	Yes	$14,812.00	$2,475.02		
2	2.1	Improve Social Emotional Learning	Yes	$1,830,403.00	$1,933,136.79		
2	2.2	Positive Behavior Intervention Supports and Restorative Justice Practices	Yes	$431,136.00	$331,408.38		
2	2.4	Expand and strengthen student engagement opportunities	Yes	$604,795.00	$672,594.13		
2	2.7	Improve attendance and reduce chronic absenteeism	Yes	$6,000.00	$10,304.35		

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)
3	**3.1**	Provide reliable, safe transportation to and from school	Yes	$3,511,131.00	$3,454,761.78		
3	**3.2**	Family Engagement Opportunities	Yes	$286,073.00	$435,094.91		
3	**3.3**	Communication	Yes	$947,802.00	$729,683.52		
3	**3.4**	Parent/Guardian Workshops	Yes	$10,500.00	$12,439.89		
3	**3.6**	Early Learning	Yes	$197,668.00	$202,736.19		
3	**3.7**	Customer Service	Yes	$1,003,374.00	$895,264.15		

2025-26 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)
$47,106,785	$18,416,503	0.599%	39.694%	$19,460,437.88	0.000%	41.311%	$0.00	0.000%

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.

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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32627(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32627(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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 **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. 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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 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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