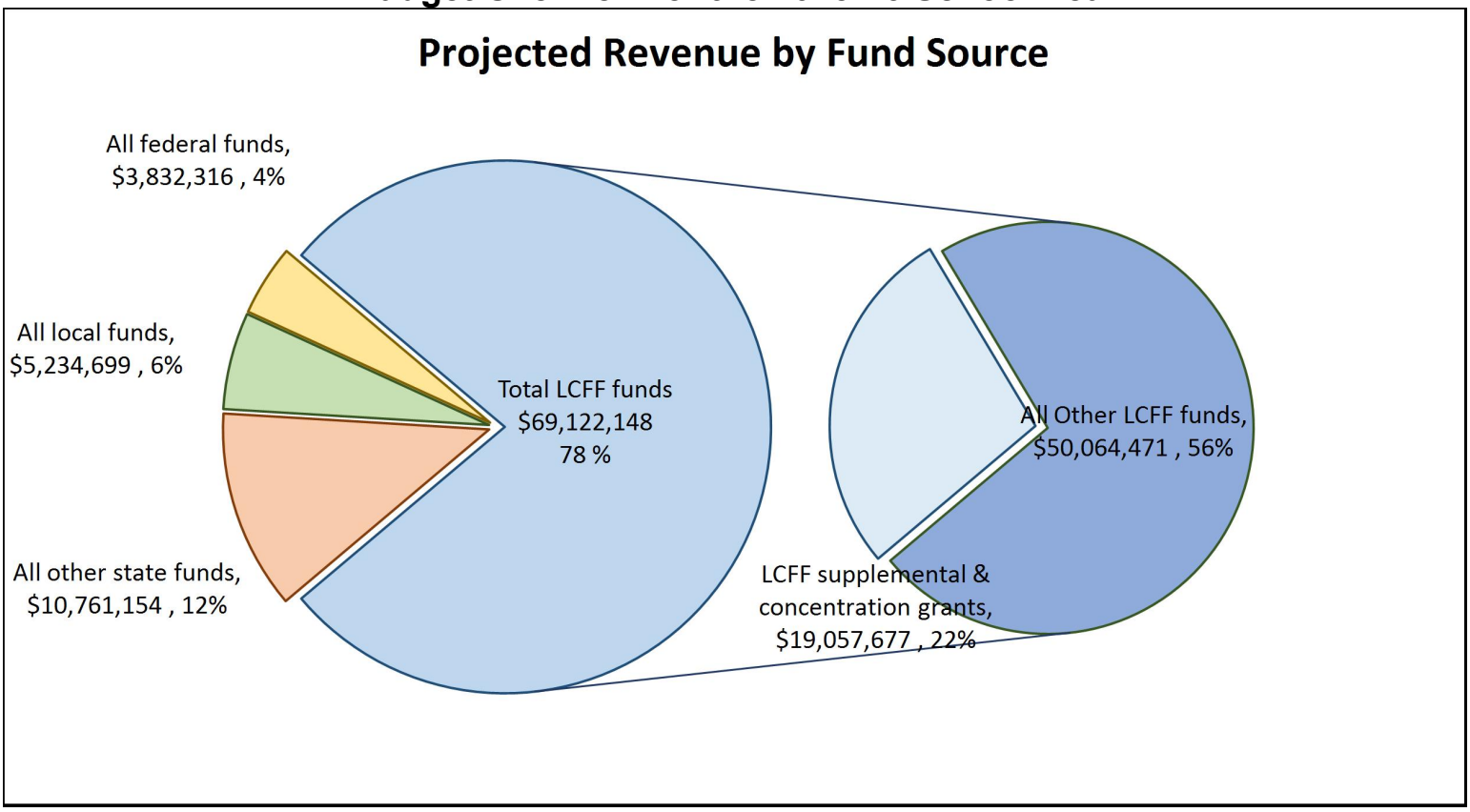
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: North Monterey County Unified School District
CDS Code: 27 73825 0000000
School Year: 2025-26
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 2025-26 School Year

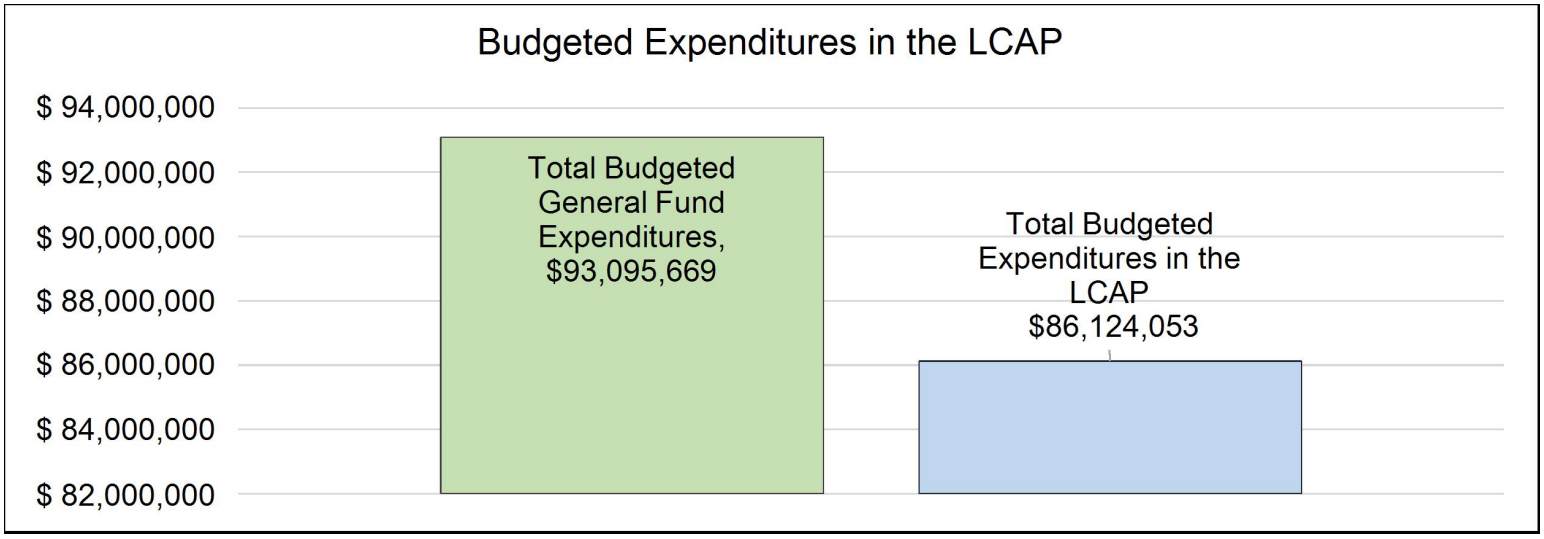


This chart shows the total general purpose revenue North Monterey County Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for North Monterey County Unified School District is $88,950,317, of which $$69,122,148 is Local Control Funding Formula (LCFF), $10,761,154 is other state funds, $5,234,699 is local funds, and $3,832,316 is federal funds. Of the $$69,122,148 in LCFF Funds, $19,057,677 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: North Monterey County Unified School District plans to spend $93,095,669 for the 2025-26 school year. Of that amount, $86,124,053 is tied to actions/services in the LCAP and $6,971,616 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

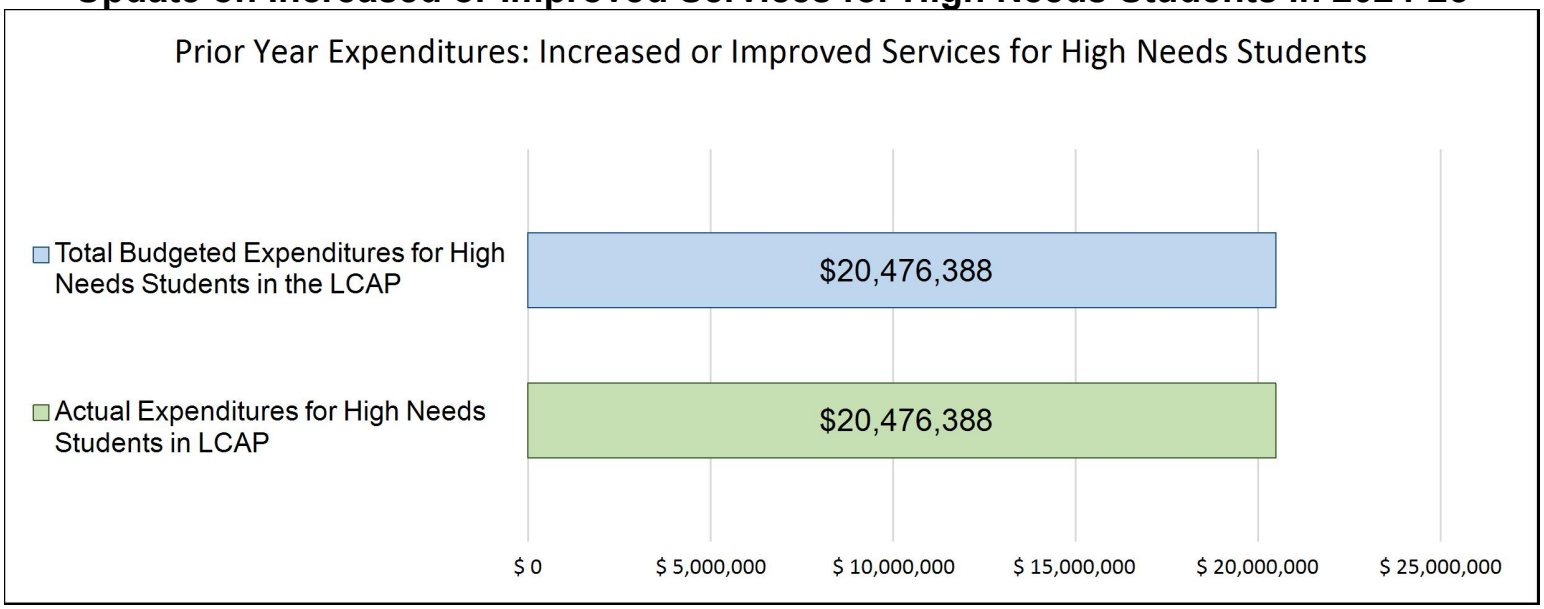
A portion of the LEA's budgeted expenditures that are not included in the LCAP is allocated for capital outlay. These expenditures are dedicated to long-term facility investments such as modernization, repairs, and equipment purchases that support a safe and effective learning environment. While these 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 2025-26 School Year

In 2025-26, North Monterey County Unified School District is projecting it will receive $19,057,677 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 $$19,347,689 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 2024-25



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 2024-25, North Monterey County Unified School District's LCAP budgeted $20,476,387.69 for planned actions to increase or improve services for high needs students. North Monterey County Unified School District actually spent $20,476,387.69 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $0 had the following impact on North Monterey County Unified School District’s ability to increase or improve services for high needs students:

The 2024–25 actual expenditures were lower than budgeted due to necessary adjustments in implementing planned actions. Throughout the year, the LEA responded to multiple shifts in operational conditions, such as sustained decline in student enrollment, and a notable increase in chronic absenteeism rates. Implementation of several initiatives was further impacted by severe statewide weather events that disrupted student and staff attendance, as well as ongoing staffing shortages affecting many school districts across California. These combined factors required modifications to timelines and pacing of certain actions, resulting in reduced expenditures compared to the original budget.

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 [2025-26]

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 4,290 students. In addition, NMCUSD maintains an adult education school, early intervention preschool programs at each elementary campus, as well as a family resource center and an infant/toddler program. NMCUSD is a proud diverse learning community committed to educating and empowering today's learners and tomorrow's leaders in a safe and inclusive environment. The student population is 91.9% Hispanic or Latino, 6.2% White, 0.4% Asian, 0.4% Filipino, 0.4% 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 2024-2025). Furthermore, NMCUSD has an unduplicated pupil percentage of 88.8% comprised of 1,985 English learners (46.3%), 277 migrant students (6.5%), 3,698 socio-economically disadvantaged students (86.2%), 1,007 homeless students and foster youth (23.5%) and 608 students with disabilities (14.2%) (CALPADS, CDE 2024-2025).

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 266 certificated teachers, librarians, psychologists, nurses, speech pathologists, and special education staff. Additionally, there are 526 classified support personnel and 24 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.

Below is a summary clustered by indicator of the Student Groups that had a red in that area in the 2024 California School Dashboard:
English Language Arts
English Learners: Districtwide
Homeless Youth: Districtwide
Long-Term English Learners: Districtwide
Students with Disabilities: Districtwide

Math
English Learner Progress
Long-Term English Learners: Districtwide
Suspensions
Foster Youth: Districtwide
Students with Disabilities: Districtwide

College/Career Readiness
English Learners: Districtwide
Students with Disabilities: Districtwide

In addition to the most recent 2024 Dashboard 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 2024 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: Castroville, Elkhorn, North Monterey County Middle School, and Prunedale

Math All students: Districtwide
Long-term English Learners: Districtwide
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
Long-Term English Learners: Districtwide

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

NMCUSD will 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.

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.

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)	Meetings were held on 4/3/25 and 4/29/25 to gather input on our current Goals and Actions, which included feedback on Equity Multiplier planning for the Center for Independent Study and Central Bay High School.
Consult conducted with our certificated staff, North Monterey County Federation of Teachers (NMCFT), to review proposed draft LCAP goals and actions. Teachers consulted.	LCAP Feedback meeting held with AFT on 5/16/25
Consult conducted with our classified staff, North Monterey County's California School Employees Association (CSEA), to review proposed draft LCAP goals and actions.	LCAP Feedback meeting held on 5/6/25
District English Learner Advisory Committee	DELAC provided feedback on 4/7/25, responded to questions as required
Student Focus Groups	Student focus groups were conducted on 3-12-2024
Site Administrator Input	LCAP input was solicited at Site Administrator Meeting on 3/10/25 and 3/24/25.
Consult with our Special Education Local Plan Areas (SELPA)	A draft LCAP was provided to SELPA for their review on 6/10/25.
2025 LCAP Survey (584 responses total)	LCAP Survey was sent to our families, students, and staff.

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

Feedback from our educational partners, gathered through the LCAP survey, community town hall meetings, district LCAP meetings, and other engagement opportunities, has significantly informed, refined, and strengthened the development of our LCAP. In response to the

feedback, Goal 1 and Goal 2 were developed to improve our ability to provide effective instruction and academic intervention to students who are struggling. We are strengthening our MTSS structures by providing all comprehensive sites with MTSS TOSAs, MTSS Assistants (funded by LREBG), and EL Support Assistants. We have also identified a need to enhance our PBIS structures and build staff capacity in implementing positive discipline and restorative justice practices. North Monerey County engages educational partners throughout the year to monitor progress and gather feedback on the implementation of the LCAP. This is an ongoing cycle that includes all of our required educational partners.

Goal 1, action 2 reflects this input by placing MTSS Assistants at every site to expand access to targeted academic support. Goal 2, action 2 responds by equipping staff with training in PBIS and restorative strategies to promote student engagement and positive school climate

Goal 3: Feedback received points to a need to continue to strengthen family engagement and workshops. To better support this need we have reorganized our parent/community structures to include staff that can directly support the planning and facilitation of parent workshops. We are also realigning community schools staff and resources to improve communication and collaboration. Next year we will use Talking Points to support effective communication between staff, students, and families.

Feedback from the communities at our Equity Multiplier sites, Central Bay High School and North Monterey County Center for Independent Study, was incorporated into Goal 8, Action 1, to increase attendance by improving engagement through equine therapy. Educational partners at both schools emphasized the importance of meaningful, nontraditional supports to help re-engage students. As a result, this service will continue into the 2025–26 school year in direct response to their feedback and as part of our Equity Multiplier focus goal for each site.

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%	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%		Class of 2026 Districtwide All students: 50% English learners: 33% Students with disabilities: 35% NMC Center for Independent Study All students: 33% Hispanic: 29%	Districtwide All students: -0.8% English learners: +1.6% Students with disabilities: -9.4% NMC Center for Independent Study All students: -2.0% Hispanic: -0.3% Socioeconomically disadvantaged: -0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically disadvantaged: 7.5% North Monterey County High English learners: 9.1%	Hispanic: 2.8% Socioeconomically disadvantaged: 7.3% North Monterey County High English learners: 12.3%		Socioeconomically disadvantaged: 33% North Monterey County High English learners: 34%	North Monterey County High English learners: +3.2%
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%		2026-2027 Fully credentialed: 100% Misassignments: 0%	2024-2025: +4 Teachers Fully credentialed: +2% Misassignments: -3%
1.3	Access to standards-aligned instructional materials	2023-2024: Met	2024-2025: 100% of students have access to their own copies of instructional materials to use at school and at home, Met		2026-2027: 100% of students have access to their own copies of instructional materials to use at school and at home, Met	2024-2025: 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	2023-2024: Met	2024-2025: Met Average self-rating from local indicators: professional learning: 2.8 instructional materials: 3		2026-2027: Met	2024-2025: Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Standards and the English Language Development standards		policies to identify areas to improve: 3 other adopted standards: 2.8 teacher support: 2.7			
1.5	% of all students who Met or Exceeded Standards on ELA State Assessment (CAASPP) and Distance from Standard Scores	2022-2023: 2304 students tested with 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	2023-2024: 2201 students tested with scores 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		2026-2027 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	2023-2024: -103 students tested with scores Students who Met or Exceeded Standards on ELA Grade 3: -4.8% Grade 4: +8.0% Grade 5: +0.6% Grade 6: -3.5% Grade 7: +2.3% Grade 8: -1.8% Grade 11: +5.6% Distance from Standard Scores Districtwide All students: +1.5 English learners: -1.8 Socioeconomically disadvantaged: +2.6 Foster youth: N/A Homeless: +0.2

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	Long term english learners: -111.9 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: -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: +3.2 English learners: -0.3 Hispanic: +1.4 Homeless youth: +9 Socioeconomically disadvantaged: +2.4 Elkhorn Elementary Homeless youth -4.8 Students with disabilities: -8.5 NMC Center for Independent Study All students: +28.4 English learners: +62 North Monterey County Middle English learners: -10.7 Homeless youth: -1.8 Prunedale Elementary English learners: +0.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English learners: -75.7 Homeless youth: -79.2			Homeless youth: -1.3
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 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	2023-2024: 2223 students tested with scores Students who Met or Exceeded Standards on Math 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		2026-2027 Students who Meet or Exceed Standards on Math Grade 3: 27.3% Grade 4: 19.7% Grade 5: 17.78% Grade 6: 23.0% Grade 7: 24.5% Grade 8: 20.1% Grade 11: 18.55% 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	2023-2024: -99 students tested with scores Students who Met or Exceeded Standards on Math Grade 3: -2.2% Grade 4: +14.2% Grade 5: +10.4% Grade 6: -1.1% Grade 7: -3.9% Grade 8: -1.4% Grade 11: +0.6% Distance from Standard Scores Districtwide All students: +5.1 English learners: +3.7 Socioeconomically disadvantaged: +6.5 Foster youth: N/A Homeless youth: +11.3 Elkhorn Elementary

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: -135.8 English learners: -175.2 Socioeconomically disadvantaged: -149.9 North Monterey County Middle English learners: -151.6 Homeless youth: -143.2	Long Term English Learners: -185.6 Elkhorn Elementary Homeless youth: -89.5 Socioeconomically disadvantaged: -93 Students with disabilities: -109.8 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		Socioeconomically disadvantaged: -90 Students with disabilities: -110 NMC Center for Independent Study All students: -120 English learners: -155 Socioeconomically disadvantaged: -130 North Monterey County Middle English learners: -125 Homeless youth: -115	Homeless youth: +15.8 Socioeconomically disadvantaged: +4.7 Students with disabilities: +16.5 NMC Center for Independent Study All students: +37 English learners: +64.7 Socioeconomically disadvantaged: +47.7 North Monterey County Middle English learners: -12.7 Homeless youth: -12.6
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%	2023-24: 918 students tested with scores Grade 3: 10.27% Grade 4: 8.23% Grade 5: 6.49% Grade 6: 5.22%		2026-2027 Grade 3: 29.8% Grade 4: 24.0% Grade 5: 27.5% Grade 6: 32.2% Grade 7: 31.7% Grade 8: 38.1%	2023-2024: -123 students tested with scores Grade 3: -5.49% Grade 4: -1.24% Grade 5: +1.03% Grade 6: -1.32%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 7: 3.10% Grade 8: 6.98% Grade 11: 9.59%	Grade 7: 5.04% Grade 8: 3.09% Grade 11: 5.63%		Grade 11: 51.2%	Grade 7: +1.94% Grade 8: -3.89% Grade 11: -3.96%
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% Grade 11: 0.00%	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% Grade 11: 1.43%		2026-2027 Grade 3: 32.3% Grade 4: 17.21% Grade 5: 17.23% Grade 6: 19.75% Grade 7: 23.7% Grade 8: 18.73% Grade 11: 16.2%	2023-2024: -120 students tested with scores Grade 3: -2.83% Grade 4: +8.74% Grade 5: +3.20% Grade 6: -1.77% Grade 7: -0.57% Grade 8: +0.21% Grade 11: +1.43%
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%		2026-2027 Grade 3: 15.88% Grade 4: 12.78% Grade 5: 14.88% Grade 6: 10% Grade 7: 12.38% Grade 8: 20% Grade 11: 18.33%	2023-2024: +1 students tested with scores Grade 3: +2.12% Grade 4: +5.71% Grade 5: -5.19% Grade 6: +2.44% Grade 7: +0.85% Grade 8: +7% Grade 11: +4.46%
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%	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%		2026-2027 Grade 3: 21.8% Grade 4: 10% Grade 5: 10% Grade 6: 10% Grade 7: 12.38% Grade 8: 20.3% Grade 11: 10%	2023-24: +3 students with scores Grade 3: -7.62% Grade 4: +5.71% Grade 5: -0.06% Grade 6: -0.42% Grade 7: -2.38%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 8: 10.34% Grade 11: 0.00%	Grade 8: 2.63% Grade 11: 2.63%			Grade 8: -7.71% Grade 11: +2.63%
1.11	% of all students on or above grade level in ELA as measured by Local Assessment: Let's Go Learn (LGL)	Spring 2023-2024: Grade K: 23.1% Grade 1: 33.7% Grade 2: 37.0% Grade 3: 47.9% Grade 4: 62.2% Grade 5: 55.4% Grade 6: 52.5% Grade 7: 47.5% Grade 8: 39.5% Grade 9: 13% Grade 10: 14% Grade 11: 14% Grade 12: 11%	We changed our local ELA assessment from LGL to i-Ready 2024-2025: Local Assessments (iReady-Reading) Fall (3213 students assessed) Grade K: 0% Grade 1: 5% Grade 2: 9% Grade 3: 17% Grade 4: 8% Grade 5: 12% Grade 6: 13% Grade 7: 14% Grade 8: 14% Grade 9: 13% Grade 10:14% Grade 11: 14% Grade 12: 10% Winter (3030 students assessed) Grade K: 24% Grade 1: 12% Grade 2: 18% Grade 3: 24% Grade 4: 15%		Spring 2026-2027 Grade K: 33.1% Grade 1: 43.7% Grade 2: 47.0% Grade 3: 57.9% Grade 4: 72.2% Grade 5: 65.4% Grade 6: 62.5% Grade 7: 57.5% Grade 8: 49.5% Grade 9: 33% Grade 10: 34% Grade 11: 34% Grade 12: 31%	2024-25: Change Fall to Spring (-447 students assessed) Grade K: +44% Grade 1: +20% Grade 2: +21% Grade 3: +20% Grade 4: +14% Grade 5: +10% Grade 6: +11% Grade 7: -1% Grade 8: +9% Grade 9: +17% Grade 10: +13% Grade 11: -1% Grade 12: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 5: 18% Grade 6: 19% Grade 7: 11% Grade 8: 18% Grade 9: 12% Grade 10:13% Grade 11: 0% Grade 12: 12% Spring (2766 students assessed) 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%			
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%	We changed our local Math assessment from LGL to i-Ready 2024-2025: Local Assessments (iReady-Math)		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%	2024-25: Change Fall to Spring (-388 students assessed) Grade K: +40% Grade 1: +15% Grade 2: +17% Grade 3: +19% Grade 4: +18% Grade 5: +22%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 7: 24.0% Grade 8: 16.4% Grade 9: 14% Grade 10: 15% Grade 11: 5% Grade 12: 1%	Fall (3273 students assessed) Grade K: 0% Grade 1: 1% Grade 2: 2% Grade 3: 3% Grade 4: 4% Grade 5: 10% Grade 6: 6% Grade 7: 5% Grade 8: 4% Grade 9: 14% Grade 10: 15% Grade 11: 7% Grade 12: 1% Winter (3394 students assessed) Grade K: 16% Grade 1: 5% Grade 2: 8% Grade 3: 10% Grade 4: 9% Grade 5: 19% Grade 6: 11% Grade 7: 7% Grade 8: 5% Grade 9: 18% Grade 10: 23% Grade 11: 4% Grade 12: 0% Spring (2885 students assessed)		Grade 9: 24% Grade 10: 25% Grade 11: 25% Grade 12: 21%	Grade 6: +20% Grade 7: +5% Grade 8: +4% Grade 9: +39% Grade 10: +34% Grade 11: +25% Grade 12: +32%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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% 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%		2026-2027 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%	2023-2024: -56 students tested with scores Level 4 (Well Developed): -4% Level 3 (Moderately Developed): -1% Level 2 (Somewhat Developed): +2% Level 1 (Minimally Developed): +2% English Learner Progress Indicator: -7%
1.14	% of English learners reclassified as RFEP	2022-2023: 6.17%	2023-2024: 10.43%		2026-2027: 8%	2023-24: 249 students were reclassified

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Reclassification Rate: +4.26%
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%		2026-2027 All students: 93% English learners: 75% Students with disabilities: 77%	2023-2024: +18 cohort students (+20 Graduates) All students: +1.0% English learners: +11.3% Students with disabilities: +5.3%
1.16	% of students graduating meeting A-G (Four-Year Adjusted Cohort Graduation Rate)	2022-2023: 319 Graduates (127 met a-g requirements) All students: 39.8% English learners: 18.4% Students with disabilities: 21.3%	2023-2024: 339 Graduates (114 met a-g requirements) All students: 33.6% English learners: 8.2% Students with disabilities: 8.3%		2026-2027 All students: 49.8% English learners: 28.4% Students with disabilities: 31.3%	2023-2024: +20 Graduates (-13 met a-g requirements) All students: -6.2% English learners: -10.2% Students with disabilities: -13.0%
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%	2024-2025: All students: 871 English learners: 30.2% Students with disabilities: 14.0%		2026-2027 All students: 807 English learners: 224 Students with disabilities: 55	2024-2025: All students: +64 English learners: +2.4% Students with disabilities: +7.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%		Completing a CTE Capstone: 30% Completing a CTE Capstone & A-G: 16%	2024-2025: -14 Cohort students Completing a CTE Capstone: -5.3% Completing a CTE Capstone & A-G: -1.4%
1.19	# of students completing a CTE certification	2023-2024: 146	2024-2025: 167		2026-2027: 146	2024-2025: +21
1.20	# of students taking Biliteracy Pathway courses	2023-2024: 942 students in a Biliteracy Pathway Grade TK: 24 Grade K: 97 Grade 1: 96 Grade 2: 98 Grade 3: 90 Grade 9-12: 537	2024-2025: 1040 students in a Biliteracy Pathway Grade TK: 16 Grade K: 94 Grade 1:94 Grade 2: 95 Grade 3: 94 Grade 4: 102 Grade 9-12: 545		2026-2027: Students in a Biliteracy Pathway Grade TK: 24 Grade K: 97 Grade 1: 96 Grade 2: 98 Grade 3: 90 Grade 4: 75 Grade 5: 75 Grade 6: 75 Grade 9-12: 540	2024-2025: +98 students in a Biliteracy Pathway Grade TK: -8 Grade K: -3 Grade 1: -2 Grade 2: -3 Grade 3: +4 Grade 4: +12 Grade 9-12: +8
1.21	% of graduates attaining State Seal of Biliteracy	Class of 2023: 13.2%	Class of 2024: 28.3%		Class of 2026: 18%	Class of 2024: +15.1%
1.22	% of AP students who attained a score of 3 or higher (passed)	2022-2023: 270 AP Tests taken 7% passed	2023-2024: 277 AP Tests taken 51% passed		2026-2027: 340 AP Tests Passing: 40%	2023-2024: +7 AP Tests taken +44% passed
1.23	% of students that have access to and are enrolled in a broad course of study including programs and services	2023-24: 100% of students	2024-25: 100% of students		100% of students	+0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided for low-income students, English learners, foster students and students with disabilities source:master schedule					

Goal Analysis [2024-25]

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 implemented the planned actions for this goal by ensuring staff have standards-based curricula and by providing site and district level professional learning and opportunities for collaboration. Additionally, over 90% of our teachers are fully credentialed. We also piloted and adopted new curricula for our secondary ELD courses and high school Spanish Language courses as our TK and K classes.

1.2 Engagement in Continuous Improvement
NMCUSD implemented the articulated goal by holding six, full-day district-wide Tier 1 networks. During these sessions the Instructional Leadership Teams from each school site came together to engage in continuous improvement cycles across all domains (academic, social-emotional, and behavioral). Teams received professional development on coaching for equity, continuous improvement cycles, integrated and explicit social-emotional instruction, positive behavior intervention and supports, and best practices to promote academic achievement, aligned with the LCAP.
Similarly, NMCUSD's Care Network met five 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. There is an opportunity to further align the Tier 1 Network and Care Network in the 25-26 school year.
There is also an opportunity to re-examine the teaming structures in the upcoming year. While each site has an established Instructional Leadership Team and Coordination of Supports Team, there is not an established team made up of diverse educational partners (classified, certificated, students, families) working towards school transformation utilizing continuous improvement.

The Special Education Teams aimed to meet at least twice a month, focusing on improving IEP processes, ensuring effective implementation of services and supports, and addressing site-specific needs to improve outcomes for students with disabilities.

An important improvement effort involved including school psychologists and special education teachers on Tier 1 Teams at each site, promoting the inclusion of students with disabilities within universal supports. Similarly, COST Teams—comprising school psychologists, behavior technicians, and a site administrator—worked to coordinate and integrate supports for these students.
While the teaming structures were implemented as planned, challenges emerged, particularly around consistent attendance by site administrators in Special Education Team and COST meetings. Moving forward, the next steps include establishing clear expectations and guidelines to strengthen team structures and ensure consistent participation.

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 ILTs 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.

For students with disabilities, the implementation prioritized enhancing inclusive practices across school sites and providing professional learning to improve curriculum delivery and support. 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 included securing substitute coverage and aligning these sessions with site-specific professional development schedules.

1.4 Intervention and Acceleration
NMCUSD partially implemented the planned actions for this goal. In the 24-25 school year, NMCUSD has a robust team serving the social-emotional and wellness needs of students and families, including mental health therapists, behavior technicians, community liaisons, school psychologists, school counselors, speech language therapists, and occupational therapists. While there is a robust team providing these supports, there is not alignment in the services offered and there is a need to ensure that service delivery equates to impact and improved outcomes.

In the 24-25 school year, NMCUSD has EL specialists and Intervention Teachers on Special Assignment, and instructional support assistants across every comprehensive campus. While some sites have established a clear system of intervention and acceleration, this system is not occurring across all sites with vertical alignment. There is an opportunity to clarify and systemize intervention across all sites, including adopted materials/services and entry/exit criteria.

While we made good progress in establishing structures and support for Tier 1 implementation for Academics and Social-emotional learning, we had inconsistent implementation for behavioral supports as well as academic intervention systems. For students with disabilities, the district continues to provide additional intervention opportunities in the areas of English Language Arts, Math, Behavior, Speech & Language, Gross/Fine Motor and Social/Emotional Learning based on the needs identified through IEP Processes. These interventions are delivered by Special Education staff members during designated times per each student’s IEP.

1.5 Real World Application
NMCUSD partially implemented the planned actions for this goal by providing our students with robust Career Technical Education (CTE) pathway options for our students. Over 600 NMCHS students participated in CTE courses and a proportionate number of English Learners and Students with Disabilities from the overall school population were represented. To better support a high quality CTE program, we did hire a College and Career Readiness Coordinator who started in May 2025. This new role will focus on increasing our A-G eligibility rates as well as our College and Career Readiness Indicators- including CTE completers and providing our students with meaningful work-based learning experiences.

1.6 Biliteracy
NMCUSD implemented the planned actions for this goal by providing a bilingual education program at our elementary schools and by providing ongoing opportunities at the secondary level for students to earn the Seal of Biliteracy. This year we expanded our elementary biliteracy program to the 5th grade and will extend to the 6th grade in the 2026-2027 school year.

1.7 Digital/Media Literacy Integration
NMCUSD implemented the planned actions for this goal by repairing and replacing staff and student personal devices as necessary. The quality of classroom technology, like projectors or documentary cameras, is inconsistent across classrooms and sites. A new Director of Technology has initiated a plan to replace and improve technology for staff and students for the 2025-2026 school year.

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. Counselors meet with students to support academic, college, and career planning. Counselors provided college and career readiness workshops, including FAFSA and college application workshops, as well as organized college field trips. This year NMCHS, NMCIS, and Central Bay participated in the California College Guidance Initiative (CCGI), which is a state-funded program that provides students in California with a comprehensive college and career planning platform called CaliforniaColleges.edu. It aims to help students in grades 6-12 explore their college and career options, plan their path, and prepare for post-secondary education and training. As part of this partnership we also updated courses to ensure they meet requirements to be recognized by California public universities.

1.9 Culturally Responsive Instruction
NMCUSD partially implemented the planned actions for this goal by providing teachers with professional development that equips them on how to meet the needs of diverse learners in their classrooms. At the secondary level we offer Advancement Via Individual Determination (AVID) elective courses as well as AVID training for teachers across the district. We are also in the process of launching our Ethnic Studies graduation requirement course in the 2025-2026 school year.

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:
1.3-Difference due to transferring some of the professional development expenses from LCFF to Community Schools Grant funds. Action still fully implemented.
1.4- Difference due to correcting the appropriate funding source for intervention support positions; from general fund to LCFF. Action still fully implemented.

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 somewhat effective, as demonstrated by-
minimal changes in the % of students who were “prepared” on the College/Career Indicator (-1.1% from 2023 to 2024) (Metric 1.1).
An increase of 4% of teachers who are fully credentialed to 91% (Metric 1.2).
All students having access to standards-aligned instructional materials (Metric 1.3).
Minimal improved on distance from met on the English Language Arts and Math state assessment from 2023-2025 (Metric 1.5 and 1.6); less than 5 scale score points in both subjects.
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%.

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 somewhat effective, as demonstrated by-
Minimal improved on distance from met on the English Language Arts and Math state assessment from 2023-2025; less than 5 scale score points in both subjects.
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%.
Site leaders participating in 6 Tier 1 Networks and 5 CARE Networks focused on building leadership capacity and continuous improvement.

The actions in Goal 1.2 helped make progress towards the LEA’s goal by building collaborative leadership school site leadership teams (i.e. Instructional Leadership Teams and Coordination of Support Team). There is an opportunity to further alignment, generalize continuous

improvement practices to other teams and teaming structures, assess level of implementation, and to provide differentiated support to teams as needed.

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 somewhat effective, as demonstrated by-
Minimal improved on distance from met on the English Language Arts and Math state assessment from 2023-2025; less than 5 scale score points in both subjects.
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%.
Site leaders participating in 6 Tier 1 Networks and 5 CARE Networks focused on building leadership capacity and continuous improvement.

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-
Minimal improved on distance from met on the English Language Arts and Math state assessment from 2023-2025; less than 5 scale score points in both subjects.
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%.

1.5 Real World Application :: Metric 1.1 College and Career Readiness Indicator
Based on our analysis of metrics and outcomes, the implementation of Action 1.5 was somewhat effective, as demonstrated by-
minimal changes in the % of students who were “prepared” on the College/Career Indicator (-1.1% from 2023 to 2024).

1.6 Biliteracy :: Metric 1.13 Progress on English Proficiency, 1.14 Reclassification rate and Metric 1.21 Seal of Biliteracy
Based on our analysis of metrics and outcomes, the implementation of Action 1.6 was somewhat effective, as demonstrated by-
Comparing 2023 to 2024 ELPAC Summative Scores
436 students (approx. 28%) increased by 1 ELPAC level
39 students (approx. 2.5%) increased by 2 or more ELPAC levels
821 students (approx. 53%) maintained their level
158 students (approx. 10%) decreased by 1 level
6 students (less than 1%) decreased by 2 levels
176 students were reclassified, representing approximately 10% of the district’s EL population.
77 high school students have met the criteria and were awarded the Seal of Biliteracy
24 additional high school students are candidates for obtaining their Seal of Biliteracy, but are pending AP exam results which will be available in Summer 2025.

The biliteracy action showed some effectiveness. A notable portion of students demonstrated growth (475 students) on the ELPAC, and reclassification rates aligned with previous years district expectations. While over half of EL students maintained their proficiency levels, the number who regressed (164 students) shows the need for continued academic language support and differentiated instruction. The Seal of Biliteracy outcomes reflect strong achievement at the high school level, affirming that biliteracy pathways are effective for many high school students.

1.7 Digital/Media Literacy Integration
Based on our analysis of metrics and outcomes, the implementation of Action 1.7 was somewhat effective. A staff and student device assessment identified a need for updated technology devices. In response to this feedback, the NMCUSD Board of Education approved the purchase of new student and staff devices for the 2025–2026 school year.

1.8 College and Career Plan--
Based on our analysis of metrics and outcomes, the implementation of Action 1.8 was somewhat effective, as demonstrated by-
minimal changes in the % of students who were “prepared” on the College/Career Indicator (-1.1% from 2023 to 2024).
lack of data tracking for the initiation and completion of 6 or 4 year graduation plans.

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-
Minimal improved on distance from met on the English Language Arts and Math state assessment from 2023-2025; less than 5 scale score points in both subjects.
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%.
Site leaders participating in 6 Tier 1 Networks and 5 CARE Networks focused on building leadership capacity and continuous improvement.
NMCUSD hosted a regional AVID conference and sending several dozen staff members to the 2025 Summer AVID Institute.

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. Additionally, no changes were made to the associated metrics or targeted outcomes, as these continue to provide relevant and measurable indicators of progress toward improved student achievement and support.

However, one action was updated to reflect a shift in funding and staffing strategy aligned with state compliance requirements:

Action 1.4 – Provide additional intervention and acceleration opportunities for students was revised to utilize Learning Recovery Emergency Block Grant (LREBG) funds to support the addition of Multi-tiered Systems of Support (MTSS) Assistants. These classified staff are placed at each comprehensive school site and work collaboratively with teachers and site administrators to implement Tier 1 and Tier 2 academic interventions.

This adjustment ensures alignment with LREBG allowable expenditures and is principally directed toward increasing support for: English Learners, Foster Youth, Students with Disabilities, and Socioeconomically Disadvantaged students.

The integration of MTSS Assistants is designed to strengthen site-level teaming structures, improve the delivery of academic and behavioral interventions, and respond to educational partner feedback requesting increased targeted support for underperforming student groups.
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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.	$28,745,671.00	No
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.	$377,089.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$1,874,172.00	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 2025-26: $301,466.55.	$13,454,098.00	Yes
1.5	Real World Application	Real world application opportunities, including career technical education, work based learning, project based learning experiences that provide context and application integrating academic, the arts, and 21st century learning skills primarily directed for our English learners and low income students.	$6,590,504.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$149,902.00	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.	$2,462,435.00	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.	$1,485,710.00	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.	$14,812.00	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		2026-2027: Met	2024-2025: None
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)		2026-2027: 95%	2023-2024: -145 students enrolled Attendance Rate: +0.2%
2.3	Chronic absenteeism rates	2022-2023: 4638 students (eligible cumulative enrollment) Overall: 27.9% English learners: 23.7% Homeless youth: 24.9% Socioeconomically disadvantaged: 28.4% Students with disabilities: 37.7%	2023-2024: 4589 students (eligible cumulative enrollment) Overall: 24.7% English learners: 20.6% Homeless youth: 19.6% Socioeconomically disadvantaged: 25.8% Students with disabilities: 36.5%		2026-2027: Overall: 5% English learners: 5% Homeless youth: 5% Socioeconomically disadvantaged: 5% Students with disabilities: 5%	2023-2024: -49 students (eligible cumulative enrollment) Overall: -3.2% English learners: -3.1% Homeless youth: -5.3% Socioeconomically disadvantaged: -2.6% Students with disabilities: -1.2%
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	2024-2025: Survey Results (2156 respondents) Indicator: School Connectedness		2026-2027 Indicator: School Connectedness Elementary schools: 72%	2024-2025: +107 respondents Indicator: School Connectedness

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Elementary schools: 62% Middle school: 38% High schools: 36% 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%	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%		Middle school: 48% High schools: 46% 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%	Elementary schools: +27% Middle school: -4% High schools: +3% 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%	2023-24: 4719 students (cumulative enrollment) Districtwide All students: 5.2% English learners: 5.1% Socioeconomically disadvantaged: 5.6% Students with disabilities: 8%		2026-2027: 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%	2023-24: +4 students Districtwide All students: +1.4% English learners: +1.3% Socioeconomically disadvantaged: +1.4% Students with disabilities: +1.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		North Monterey County Middle Homeless youth: 12.9%	Homeless youth: 4.4% Foster youth 43.8% North Monterey County Middle Homeless youth: 7.8%		North Monterey County Middle Homeless youth: 2.5%	Homeless youth: +0% Foster youth +33.1% North Monterey County Middle Homeless youth: -5.1%
2.6	Expulsion rates	2022-2023: 4715 students (cumulative enrollment) Expulsion Rate: 0.0%	2023-2024: 4640 students (cumulative enrollment) Expulsion Rate: 0.0%		2026-2027: 0%	2023-2024: -75 students Expulsion Rate: 0.0%
2.7	Dropout rates	2022-2023: 366 Cohort Students Dropout Rate: 4.6%	2023-2024: 354 Cohort Students Dropout Rate: 4.5%		2026-2027 Dropout Rate: 1%	2023-2024: -12 Cohort Students Dropout Rate: -0.1%
2.8	% of students on target per district adopted social-emotional screeners (DESSA)	2023-2024: 2,656 responses Overall: 82% Grade 3-5: 93% Grade 6-12: 69%	2024-2025: 2967 responses Overall: 78% Grade 3-5: 92% Grade 6-12: 64%		2026-2027 Overall: 87% Grade 3-5: 95% Grade 6-12: 77%	2024-2025:2967 Overall: -4% Grade 3-5: -1% Grade 6-12: -5%

Goal Analysis [2024-25]

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. Several sites demonstrated an increase in delivery of SEL lessons. However there remains opportunities to have more consistent implementation of our adopted SEL curricula across all sites and grade levels.

2.2 Positive Behavior Intervention Supports and Restorative Justice Practices
NMCUSD partially 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. All school sites teams completed Tiered Fidelity Inventory (TFI) to give themselves an implementation score across the three tiers of PBIS. The assessment showed variance of implementation across sites as well as a need to establish clearer Tier 2 and Tier 3 structures. This year we did leverage our Community Schools grant funds to leverage our Community Schools Coordinators to assess site needs and to establish corresponding partnerships. These partnerships provided culturally relevant restorative programs like Cara y Corazon and Girasol.

2.3 Create Clean, Welcoming, and Well-Maintained Physical Spaces
This action was not able to be implemented due to lack of up to date support and monitoring structures facilities management. Additionally, we had mid-year turnover in key support and leadership positions that impact facilities. Now that we have filled critical vacant positions, the next steps will be to prioritize facilities projects and implement the district master facilities plan.

2.4 Expand and strengthen student engagement opportunities
NMCUSD implemented the planned actions for this goal by providing our students with various school level activities that support student engagement and overall positive climate and culture. Sites organized several field trips to cultural locations, museums, and college universities throughout the year. NMCMS and NMCHS students participated in a wide range of athletic events and team sports. NMCHS CTE students were provided with experiences to learn from local industry partners and to participate in career technical competitions. Our elementary schools organized several student engagement activities including “Glow Up” and “SOAR” parties as well as “Flipper Fest” and “Lunch on the Lawn” to celebrate student achievements and growth. All of our schools celebrated students who were reclassified as English proficient. NMCMS and NMCHS support culturally relevant performing arts programming for our students that include baile foklorico and banda.

2.5 Physically safe and welcoming learning environments
NMCUSD partially implemented the planned actions for this goal by supporting site teams with professional learning and technical assistance with designing and implementing PBIS. A critical aspect of PBIS Tier 1 is to establish clear expectations and support for positive conduct and behavior in all school spaces- for example the cafeteria, classroom or playground. As mentioned earlier, our sites are in various levels of developing their PBIS structures. We have campus monitors and supervisors at all school sites, however we have opportunities to provide them with additional support and professional learning opportunities to build their capacity for effective supervision. This year we provided Big Five emergency training that will continue to expand on for the 2025-2026 school year.

2.6 Expanded Learning Opportunities

NMCUSD implemented the planned actions for this goal by provided a robust array of before and after school activities through our NEST program with the support of Expanded Learning Opportunity Program funds. The NEST program supported sites with child care, sports programming, video gaming, visual and performing arts activities, digital media programs, as well as field trips to learning and cultural centers as well as college field trips. Additionally, NEST provided students with academic support and acceleration opportunities, including during holiday breaks and summer school programming.

2.7 Improve attendance and reduce chronic absenteeism
NMCUSD implemented most planned actions under Goal 2.7. These included the formation of district and school site attendance teams and the launch of incentive-based attendance campaigns. Additional outreach staff were assigned to support high-need students. These supports were implemented on schedule, though school site capacity varied slightly. While the original plan included monthly parent workshops to address attendance barriers, these were consolidated into two family engagement events due to low attendance at initial sessions. Additionally, a planned deployment of a real-time attendance monitoring system was delayed due to contracting constraints, resulting in the continued use of cumbersome stop-gap measures of using spreadsheets to monitor. The system will be deployed in the 2025-26 school year. Key implementation challenges included persistent staffing shortages and/or turnovers in attendance intervention teams and transportation disruptions in specific neighborhoods. These factors impacted our ability to provide consistent follow-up for chronically absent students. Additionally, some families expressed ongoing concerns around health and safety, which limited full re-engagement. Despite these challenges, NMCUSD observed a positive shift: the average attendance rate improved from 92.7% to 92.9%, and chronic absenteeism decreased from 27.9% to 24.7%. Elementary sites that implemented attendance incentive programs showed the most growth. These improvements demonstrate the early impact of targeted actions, and feedback from families during engagement sessions affirmed appreciation for increased communication and 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 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:
2.1-Difference due to additional costs for SEL curriculum.
2.3-Difference due to unforeseen savings in contracted services to complete facilities projects.
2.4-Difference due to additional costs to expand student engagement opportunities, such as field trips and elementary school activities.
2.6-Difference due to the usage of Expanded Learning Opportunities funds to expand services.

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. Demonstrated emerging effectiveness by:

The increase of sites implemented district adopted Social Emotional Curricula lessons (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) of +0.2% from 2024 to 2025 (92.9% as of April 2025).
Improved chronic absenteeism rates (Metric 2.3) from 2024-2025 by -3.2% to 24.7% compared to 2024.

2.2 Positive Behavior Intervention Supports and Restorative Justice Practices. Demonstrated emerging effectiveness by:
The increase of sites implemented district adopted Social Emotional Curricula lessons (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) of +0.2% from 2024 to 2025 (92.9% as of April 2025).
Improved chronic absenteeism rates (Metric 2.3) from 2024-2025 by -3.2% to 24.7% compared to 2024.
Suspension rates (Metric 2.5) increased by 1.4% from 2023 to 2024.
% of students on target per district adopted social-emotional screeners (DESSA) (Metric 2.8) remained relatively consistent from 2024 (81%) to 2025 (78%).

2.3 Create Clean, Welcoming, and Well-Maintained Physical Spaces. Demonstrated emerging effectiveness by:
There were 0 instances 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.

2.4 Expand and strengthen student engagement opportunities. Demonstrated emerging effectiveness by:
Although suspension rates (Metric 2.5) increased by 1.4% from 2023 to 2024, the district maintained a consistent daily attendance average (Metric 2.2), with a moderate increase of 0.2% from 2024 to 2025, reaching 92.9% as of April 2025. Chronic absenteeism rates (Metric 2.3) also improved, decreasing by 3.2 percentage points to 24.7% in 2025 compared to 2024.

2.5 Physically safe and welcoming learning environments. Demonstrated emerging effectiveness by:
The completion of the PBIS TFI to assess our site needs and next steps for strengthening PBIS structures.
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) increased by 1.4% from 2023 to 2024.

2.6 Expanded Learning Opportunities. Demonstrated emerging effectiveness by:
516 secondary students were enrolled in NEST programming.
Consistent daily attendance average (Metric 2.2) of +0.2% from 2024 to 2025 (92.9% as of April 2025).
Improved chronic absenteeism rates (Metric 2.3) from 2024-2025 by -3.2% to 24.7% compared to 2024.

2.7 Improve attendance and reduce chronic absenteeism. Demonstrated emerging effectiveness by:

Consistent daily attendance average (Metric 2.2) of +0.2% from 2024 to 2025 (92.9% as of April 2025).
Improved chronic absenteeism rates (Metric 2.3) from 2024-2025 by -3.2% to 24.7% compared to 2024.
Suspension rates (Metric 2.5) increased by 1.4% from 2023 to 2024.

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.

The baseline for Metric 2.7 Dropout rate was updated to the most recently available data from 2022-23.
One action was updated to reflect a shift in funding and staffing strategy aligned with state compliance requirements:

Action 2.6 – Expanded Learning Opportunities was revised to use Learning Recovery Emergency Block Grant (LREBG) funds to provide staff to coordinate and develop expanded learning opportunities for students. These opportunities are designed to close opportunity gaps while also offering enrichment and acceleration.

This adjustment aligns with LREBG allowable expenditures and is principally directed toward increasing support for English Learners, Foster Youth, Students with Disabilities, and Socioeconomically Disadvantaged students.

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.	$3,151,391.00	Yes
2.2	Positive Behavior Intervention Supports	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	$1,090,431.00	Yes

Action #	Title	Description	Total Funds	Contributing
	and Restorative Justice Practices	the Red indicators for suspension for Foster Youth districtwide and for Homeless Youth at NMC Middle School.		
2.3	Create Clean, Welcoming, and Well-Maintained Physical Spaces	Ensure school facilities are clean, welcoming, and well-maintained.	$5,347,882.00	No
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.	$1,080,091.00	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.	$2,516,677.00	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.	$5,227,584.00	No

Action #	Title	Description	Total Funds	Contributing
		LREBG Funds supporting this action in 2025-26: $132,029.16.		
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.	$6,000.00	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		2026-2027 Workshops Offered: 50 Attendees (Duplicated): 700	2024-2025: Workshops Offered: -39 Attendees (Duplicated): -302
3.2	Parent input in decision making	2023-2024: Yes	2024-2025: Yes Average self-rating from local indicators:		2026-2027: Yes	2024-2025: On-Going: School Site Council, ELAC, DELAC, Townhall Meetings, LCAP

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		2026-2027: Yes	2024-2025: On-Going: School Site Council, ELAC, DELAC, Townhall Meetings, LCAP
3.4	Parent participation in programs for unduplicated pupils	2023-2024: Yes	2024-2025: Yes		2026-2027: Yes	Continued to meet outcome
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		2026-2027: Yes	Continued to meet outcome
3.6	Adult Education (Adult ED) student enrollment	2023-2024: 200	2024-2025: 203		2026-2027: 250	2024-2025: +3
3.7	Early Learning student enrollment	2023-2024: Total Enrollment: 150	2024-2025: Total Enrollment: 143		2026-2027: Total 175	2024-2025: Total Enrollment: -7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		State Preschool: 119 Infant/Toddlers: 7 Co-Op Preschool: 24	State Preschool: 124 Infant/Toddlers: 7 Co-Op Preschool: 12			State Preschool: +5 Infant/Toddlers: 0 Co-Op Preschool: -12
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		2026-2027 70% of survey responders know WHERE 70% of survey responders know HOW	2023-2024: +3% know WHERE to access services +11% 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%		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%	2024-2025: Survey results (Total respondents: +635) Indicator: Promotion of Parental Involvement All schools: +54% Elementary schools: +56% Middle school: +93% High schools: +45% Indicator: School has adults who really care about students

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%	Elementary schools: 89% 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: 53% High schools: 50% Indicator: School is a safe place for students All schools: 53% Elementary schools: 53% Middle school: 53% High schools: 50%	All schools: +51% Elementary schools: +52% Middle school: +87% High schools: +38% Indicator: School is a safe place for students All schools: +56% Elementary schools: +62% Middle school: +67% High schools: +36%

Goal Analysis [2024-25]

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 implemented the planned actions for this goal by providing conducting regular vehicle maintenance, trained drivers, designated pick-up and drop-off points, and adherence to safety protocols contribute to the overall effectiveness of the transportation system. While there may still be areas for improvement—such as addressing occasional delays, overcrowding, or route efficiency—these efforts have generally enhanced the safety and consistency of student travel. Overall, it has been effective in supporting students' timely and secure access to education.

One thing going well with transportation is that the drivers we do have are really stepping up at times and doing their best to help cover routes and support each other. However, a big challenge continues to be not having enough drivers overall. The shortage makes it hard to consistently cover all the needs, and it puts extra pressure on the drivers who are here.

We look at how many routes are covered each day, how often buses are late, and how many driver absences we have. We also track student ride times, any safety incidents, and the number of complaints or concerns from families and schools. These data points help us understand how well transportation is running and where we can make improvements.

As we wrap up this year and plan for the next, one practice we'd like to continue is the strong teamwork among our current drivers to keep things running smoothly. We'd like to start exploring more ways to recruit and retain drivers, such as offering incentives or more flexible schedules. One thing we'd consider stopping is relying so heavily on doubling up routes, since it can lead to longer ride times and more stress for students and staff. Our goal is to build a more stable and reliable transportation system.

3.2 Family Engagement Opportunities
NMCUSD implemented the planned actions for this goal by planning and facilitating several informal and formal meetings- including English Learner Advisory Council (ELAC) and School-Site Council (SSC) meetings.
At District English Learner Advisory Committee (DELAC) meetings parents mentioned that some schools did a better job than other schools with answering phones when they would call schools or greeting and welcoming them when they came on campus. They also mentioned that they appreciated that school offices had bilingual staff that they could communicate with

3.3 Communication
NMCUSD implemented the planned actions for this goal by providing consistent site and district level communication. Staff and families were informed of key school and district events through social medial, Blackboard and e-mail communication. Phone call and printed documents were also used to communication with educational partners. Sites used interpretation and translation resources as needed to ensure parents and students were engaged in their language of preference as much as possible and this included support for our Mixteco speaking families and students.

3.4 Parent/Guardian Workshops
NMCUSD implemented the planned actions for this goal by planning and facilitating various site and district level workshops for our parents. Topics included supports for our Newcomer students, Restorative Practices, to Immigration Rights to how to best support your child academically and how to support them in being prepared for college.

3.5 Adult Education
NMCUSD implemented the planned actions for this goal by holding an orientation at the beginning of the 24-25 school year which would serve as the stepping stone to further strengthen the program’s efforts to increase the number of enrollees. Program specific marketing through social media and word of mouth also supported the efforts. Improvements for the 25-26 school year can be made in this area by sharing program details with the multiple school site administrators and staff. It will be through collaboration that the number of enrolled students will increase further solidifying program participation and student persistence.

3.6 Early Learning
NMCUSD implemented the planned actions for this goal by streamlining the enrollment process with staff and engaging in community outreach events.

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 being response 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 is staffed with bilingual staff members.

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-Difference due to overestimating costs to host parent meetings, and participation coming in lower than budgeted for.
3.6-Difference due to using California, the California Community Schools Partnership Program (CCSPP) funds to pay for Early Learning program staff.
3.8-Difference due to costs coming in lower than expected, actions were still implemented as planned.

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

3.1 Provide reliable, safe transportation to and from school demonstrated emerging effectiveness as evidenced by
Improved chronic absenteeism rates (Metric 2.3) from 2024-2025 by -3.2% to 24.7% compared to 2024.

3.2 Family Engagement Opportunities demonstrated emerging effectiveness as evidenced by
2024-2025: Survey results (Total respondents: 714) (Metric 3.9)
Graduation rates increased for all students by 1.1% with even better results for students with disabilities (+5.6%) and English learners (+11.6%) (Metric 1.15).
Ongoing School Site Council, English Learner Advisory Committee and District English Learner Advisory Committee meetings (Metrics 3.3-3.5).

3.3 Communication demonstrated emerging effectiveness as evidenced by
Comparing 2023 to 2024 ELPAC Summative Scores (Metric 1.13)
436 students (approx. 28%) increased by 1 ELPAC level
39 students (approx. 2.5%) increased by 2 or more ELPAC levels
821 students (approx. 53%) maintained their level

158 students (approx. 10%) decreased by 1 level
6 students (less than 1%) decreased by 2 levels
176 students were reclassified, representing approximately 10% of the district's EL population an increase of +4.26% (Metric 1.14).
There are increasing numbers of students in the Seal of Biliteracy pathway (Metric 1.20). The graduating class of 2024 had an increase of 15.1% receiving the Seal of Biliteracy while in the class of 2025, 77 high school students have met the criteria and were awarded the Seal of Biliteracy and 24 additional high school students are candidates for obtaining their Seal of Biliteracy, but are pending AP exam results.

3.4 Parent/Guardian Workshops demonstrated emerging effectiveness as evidenced by
having over 323 parent participants (Metric 3.1) in district and site scheduled workshops.
Graduation rates increased for all students by 1.1% with even better results for students with disabilities (+5.6%) and English learners (+11.6%) (Metric 1.15).

3.5 Adult Education demonstrated emerging effectiveness as demonstrated by-
minimal changes in the % of students who were "prepared" on the College/Career Indicator (-1.1% from 2023 to 2024) (Metric 1.1).

3.6 Early Learning demonstrated emerging effectiveness by
Improved chronic absenteeism rates (Metric 2.3) from 2024-2025 by -3.2% to 24.7% compared to 2024.
Data from DRDPs, ASQs, and staff and parent surveys indicate that we are making progress in improving developmental outcomes for our early learners.
2024-2025 Total: 143
State Preschool:124
Infant Toddlers:7
Co-op Preschool: 12
"%of families that know about early learning services (LCAP Survey 2025)
59.2% Agree and Strongly Agree (English Speaking)
72.3% Agree and Strongly Agree (Spanish Speaking) (Metric 3.8)
The data shows an increase in the number of parents who are aware of our early learning services.

3.7 Customer Service demonstrated emerging effectiveness as evidenced by
Improved chronic absenteeism rates (Metric 2.3) from 2024-2025 by -3.2% to 24.7% compared to 2024.
65% of staff feeling we provide quality customer service on the 2025 LCAP survey.
74% of families feeling we provide quality customer service on the 2025 LCAP survey.

3.8 Improve trust between families/community, school, District, and Board
72% of staff and families feel we are improving trust on the 2025 LCAP survey (Metric 3.9).

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
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.	$3,649,582.00	Yes
3.2	Family Engagement Opportunities	Provide more opportunities for families to engage in schools in formal and informal ways. Formal examples include School Site Council, English Learner Advisory Committee, and District Committees. Informal examples 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.	$631,321.00	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.	$1,021,257.00	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,	$10,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	$518,053.00	Yes
3.6	Early Learning	Increase enrollment and improve outcomes in Early learning. Our Early learning programs are primarily serving our English Learner, Homeless/Foster Youth, and Low Income families to access these services that would otherwise be unattainable and prove to be beneficial to school readiness.	$4,529,683.00	Yes
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.	$1,007,533.00	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.	$706,779.00	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%		2026-2027 Fully credentialed: 100% Misassignments: 0%	2024-2025: +4 Teachers Fully credentialed: +2% Misassignments: +3%
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%	2023-2024: Survey results (Total respondents: 106) Indicator: Caring Adult Relationships All schools: 42%		2026-2027 Indicator: Caring Adult Relationships All schools: 58% Elementary schools: 51%	2023-2024: Survey results (Total respondents: -127) Indicator: Caring Adult Relationships All schools: +15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Elementary schools: 33% 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%		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: 0% Middle school: -17% High school: NMC High: +83% & CB High: 0% Indicator: Staff Working Environment All schools: +12% Elementary schools: -1% Middle school: -9% High school: NMC High: +52% & CB High: -7% Indicator: School Safety for Staff All schools: +15% Elementary schools: +1% Middle school: -13% High school: NMC High: +54% & CB High: 0%

Goal Analysis [2024-25]

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, attending 10 recruitment fairs. We improved our on-boarding process.

4.2 Improve retention of highly qualified staff.
NMCUSD has implemented the planned actions for this goal by making sure new staff are clear on district mission, vision and core values. Additionally the Human Resources Department collaborates with our Educational Services Department to provide all student with high quality professional development 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 ILTs 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.

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

4.4 Increase joy at work.
NMCUSD has not yet established clear next steps for this action. This work will be initiated in the 2025-2026 school year.

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 material differences in the following actions:
4.1-This variance resulted from lower-than-expected recruitment costs, such as reduced advertising or fewer external hiring events.
4.2-The district implemented new, unanticipated retention initiatives in response to midyear staffing feedback.

4.3-Actual expenditures exceeded the budgeted amount, primarily due to expanded engagement activities and facilitated trainings not originally planned.4.4
4.4-Delays in implementation and partial rollout of wellness initiatives contributed to the underspending.

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

4.1 Improve recruitment of highly qualified staff demonstrated emerging effectiveness as evidence by
266 teachers and 91% are fully credentialed in 2025 (+2% increase) (Metric 4.1)
44% of staff feeling the district is improving recruitment as indicated on the 2025 LCAP survey.

4.2 Improve retention of highly qualified staff demonstrated emerging effectiveness as evidence by
2023-2024: Survey results (Total respondents: 106) (Metric 4.2)

Indicator: Staff feel positive about their working environment (Metric 4.2)
All schools: 30%
Elementary schools: 21%
Middle school: 34%
High school: NMC High: 60% & CB High: 88%
52% of staff feeling the district is improving retention as indicated on the 2025 LCAP survey.

Indicator: School Safety for Staff
All schools: 35%
Elementary schools: 25%
Middle school: -
High school: NMC High: 60% & CB High: 100%

4.3 Improve trust between certificated and classified staff, site administrators, and District administrators demonstrated emerging effectiveness as evidence by
Indicator: Staff Working Environment (Metric 4.2)
All schools: 30%
Elementary schools: 21%
Middle school: -
High school: NMC High: 60% & CB High: 88%
52% of staff feeling the district is improving retention as indicated on the 2025 LCAP survey.

Indicator: School Safety for Staff
All schools: 35%
Elementary schools: 25%
Middle school: -

High school: NMC High: 60% & CB High: 100%
51% of staff feeling the district is improving trust amongst staff as indicated on the 2025 LCAP survey.

4.4 Increase joy at work demonstrated emerging effectiveness as evidence by
Indicator: Staff Working Environment (Metric 4.2)
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%
44% of staff feeling the district demonstrates a commitment to staff joy as indicated on the 2025 LCAP survey.

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.	$1,370.00	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.	$188,657.00	No
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.	$224,972.00	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 youth: -79.3 Castroville Elementary All students: -78.9 English learners: -99.9 Hispanic: -79.7	2023-2024: Distance from Standard Districtwide English learners: -100.2 Homeless youth: -79.1 Students with Disabilities: -123.1		2026-2027: Distance from Standard Districtwide English learners: -60 Homeless: -55 Castroville Elementary	2023-2024: Distance from Standard Districtwide English learners: -1.8 Homeless youth: +0.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	Long Term English Learners: -111.9 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		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: +3.2 English learners: -0.3 Hispanic: +1.4 Homeless youth: +9 Socioeconomically disadvantaged: +2.4 Elkhorn Elementary Homeless youth: -4.8 Students with disabilities: -8.5 NMC Center for Independent Study All students: +28.4 English learners: +62 North Monterey County Middle English learners: -10.7 Homeless youth: -1.8 Prunedale Elementary English learners: +0.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English learners: -75.7 Homeless youth: -79.2			Homeless youth: -1.3

Goal Analysis [2024-25]

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. The implementation proceeded smoothly across sites, and there were no significant challenges reported. This consistency allowed staff to build shared instructional practices and contribute to systemwide coherence.

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 the planned actions above for this goal by facilitating 6 Tier 1 Network meetings for our site Tier 1 teams that consisted of teacher leaders, site administrators, and other support staff. During these sessions we provided professional development on designing and implementing continuous improvement cycles. Sites were able to select which of the above research based practice(s) they wanted to collaborate around for implementation. All sites complete at least two Plan, Do, Study, Act cycles.

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, with the exception of 5.6, where we anticipated no cost (actions are provided by existing staff/materials) but accrued a minimal cost.

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

The implementation of Actions 5.1 through 5.6 has demonstrated emerging to strong effectiveness in improving student outcomes, particularly in English Language Arts (ELA). These actions were implemented through a networked professional development model across all sites, including Tier 1 Network meetings and Plan-Do-Study-Act (PDSA) cycles focused on research-based instructional practices.

ELA performance improved significantly across key subgroups. Districtwide, English learners improved their CAASPP ELA Distance from Standard (DFS) from -100.2 in 2022–23 to -1.8 in 2023–24, and homeless youth improved from -79.1 to +0.2. At Castroville Elementary, English learners improved from -100.2 to -0.3, and homeless youth from -80.6 to +9. At the NMC Center for Independent Study, English learners made an exceptional gain from -138.2 to +62.

These gains are supported by local assessment data. The percentage of students scoring on or above grade level on the iReady Reading diagnostic increased from 13% to 22% districtwide. This growth suggests the strong effectiveness of Actions 5.1 (teacher clarity), 5.2 (formative assessment), 5.3 (academic discourse), and 5.5 (foundational literacy).

In mathematics, Action 5.6 showed promising initial results. While CAASPP Math data for 2023–24 is pending, iReady Math results show districtwide improvement from 6% to 20% of students scoring on or above grade level. This indicates emerging effectiveness in supporting fluency and conceptual understanding in math.

Collectively, these results affirm the positive trajectory of Goal 5 implementation, especially in schools where professional development was consistently applied and instructional leadership was effectively distributed through site-based Tier 1 teams. Final impact will be further evaluated upon receipt of 2025 CAASPP data.

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 2023–24 CAASPP data, 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 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	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
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 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	$0.00	No

Action #	Title	Description	Total Funds	Contributing
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 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	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		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 ELA Students with Disabilities Elkhorn Elementary	$0.00	No
5.6	Support students to access grade level standards in math by improving fluency, conceptual understanding and	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:	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	application.(Red Indicator)	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		

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%		2026-27 Districtwide: 2% Foster youth: 5% North Monterey County Middle Homeless youth: 6%	Districtwide: +1.4% Foster youth: +33.1% North Monterey County Middle Homeless youth: -5.1%

Goal Analysis [2024-25]

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 partially 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. All school sites teams completed Tiered Fidelity Inventory (TFI) to give themselves an implementation score across the three tiers of PBIS. The assessment showed variance of implementation across sites as well as a need to establish clearer Tier 2 and Tier 3 structures. This year we did leverage our Community Schools grant funds to leverage our Community Schools Coordinators to assess site needs and to establish corresponding partnerships. These partnerships provided culturally relevant restorative programs like Cara y Corazon and Girasol.

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.

6.1: The action did not cost funds; activities to improve climate and culture were of no cost. This has been adjusted in next years planned expenditures.

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 under Goal 6.1 demonstrated emerging and varied effectiveness.

While suspension rates increased districtwide from 3.8% to 5.2%, and substantially for foster youth (from 10.7% to 43.8%), there was a notable reduction in suspension rates for homeless youth at North Monterey County Middle (from 12.9% to 7.8%). This reflects uneven implementation and subgroup impact.

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.

Among the key actions:

An increasing number of sites implemented district-adopted Social Emotional Learning curricula, which may have contributed to positive shifts in elementary school climate. According to CHKS data, elementary students showed a +30% increase in feeling connected, cared for, and safe at school.

All schools participated in Tiered Fidelity Inventory assessments, revealing a need for clearer Tier 2/3 behavioral supports, particularly targeting high-need populations like foster youth.

DESSA social-emotional screener results remained stable (81% in 2024 vs. 78% in 2025), (Metric 2.8 suggesting sustained but not improved student readiness in SEL competencies.

Chronic absenteeism improved slightly, and daily attendance increased by +0.2%, supporting overall school engagement goals.

These findings suggest that while Tier 1 and SEL strategies are beginning to take hold, more explicit, data-informed supports are needed for Tier 2 and Tier 3 interventions—particularly for foster youth, who remain disproportionately impacted. In the upcoming year, the district will refine its monitoring tools and implement subgroup-specific interventions.

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.

However, to address the increase in suspension rates, particularly among foster youth, the district will implement the following actions. In the upcoming year, we will refine our monitoring tools and introduce subgroup-specific interventions.

For foster youth, targeted actions will include expanded case management and coordinated support in partnership with the Monterey County Office of Education for all foster students. The Coordinator of Child Welfare, Foster, and Homeless Programs will continue to provide dedicated services to this student group.

We will also maintain a wraparound approach to ensure foster students receive comprehensive support. Secondary schools will receive additional assistance in implementing Restorative Practices specifically tailored to foster youth. At the high school level, we are developing enhanced supports through our Wellness Center.

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%		2026-2027: Districtwide All students: 40% English learners: 25% Students with disabilities: 25% NMC High English learners: 25%	Districtwide All students: -0.8% English learners: +1.6% Students with disabilities: -9.4% NMC High English learners: +3.2% NMC Center for Independent Study All students: -2.0%

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: 25% Hispanic: 25% Socioeconomically disadvantaged: 25%	Hispanic: -0.3% Socioeconomically disadvantaged: -0.2%

Goal Analysis [2024-25]

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 were assigned access to counselors, who facilitated individual academic planning meetings and hosted workshops on college applications, financial aid (FAFSA), and career awareness.

A notable success was the districtwide launch of the California College Guidance Initiative (CCGI), providing students in grades 6–12 with access to CaliforniaColleges.edu. This platform allowed students to explore college and career pathways, plan coursework aligned with A–G requirements, and monitor post-secondary planning.

As part of this effort, course catalogs were updated to reflect UC/CSU-aligned offerings. Schools also organized college field trips, expanding real-world exposure to higher education settings. However, some planned components — such as internships and structured career pathway programs — were not fully implemented due to coordination and staffing constraints.

Additional challenges included ensuring consistent participation in workshops and limited tracking of outcomes such as FAFSA completion. These will be priority focus areas for 2025–26 implementation refinements.

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 additional expenses were utilized beyond what is captured and noted for 1.8 (College and Career Plan).

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) demonstrated mixed effectiveness:
Outcome data from the 2023 and 2024 CA School Dashboard indicate mixed results. Districtwide, College and Career Readiness (Metric 7.1) declined slightly from 32% to 31.2% (-0.8%). English learners showed modest improvement (from 7.5% to 9.1%, +1.6%), while students with disabilities experienced a sharp decline from 11% to 1.6% (-9.4%). At NMC High, ELs rose from 9.1% to 12.3% (+3.2%). These outcomes suggest partial success in expanding access, particularly for ELs, but a failure to equitably support SWDs.

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.

Based on our reflection of prior implementation and analysis of student outcome data, no changes were made to the goal statement, associated metrics, target outcomes, or planned actions for the coming year. The current goal continues to address the identified needs of our student populations, particularly those with the lowest performance levels.

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

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Attendance rate of students at Central Bay and North Monterey County Center for Independent Study	2023-2024: Central Bay: 86.2% North Monterey County Center for Independent Study: 91.0% (As of July, 2024)	2024-2025: Central Bay: 91.3% North Monterey County Center for Independent Study: 90.8% (As of April, 2025)		2026-2027: Central Bay: 95% North Monterey County Center for Independent Study: 95%	2023-2024: Central Bay: +5.1% North Monterey County Center for Independent Study: -0.2%
8.2	College and Career Readiness Rates for NMCCIS	2023-24: All students: 6.3% Hispanic: 2.8%	2023-24: All students: 6.3% Hispanic: 2.8%		All students: 25% Hispanic: 25%	(Same as baseline since added for 2025-26 LCAP)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Dashboard	Socioeconomically Disadvantaged: 7.3%	Socioeconomically Disadvantaged: 7.3% (Same as baseline since added for 2025-26 LCAP)		Socioeconomically disadvantaged: 25%	
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)		All students: 5% Hispanic: 5% Socioeconomically disadvantaged: 5%	(Same as baseline since added for 2025-26 LCAP)

Goal Analysis [2024-25]

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 (with full implementation and no substantive differences in planned actions versus actual implementation).

8.1 Improve student engagement and retention, and 8.3- Chronic Absenteeism

Central Bay showed growth of 5% in average daily attendance. Independent studies remained the same as the previous year.

Positive discipline training workshops were offered to parents to build skills in communicating with students and transferring accountability. Staff received training on trauma-informed approaches to positive discipline.

In addition, student workshops were held to help students learn how to make decisions and self-regulate, using a Social-Emotional Learning (SEL) approach. Finally, equine therapy was provided, which—based on students' self-reported data—resulted in reduced anxiety and stress levels

8.2 College and Career Readiness
Both Central Bay and I.S. implemented a program called Find Your Grind, which focuses on career exploration, self-assessment, and self-awareness. Students developed plans aligned with their career interests, and staff received training to support the program's implementation.

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

The LEA experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

There were no material differences between budgeted expenditures and estimated actuals at Central Bay.

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 has not yet demonstrated emerging effectiveness at NMCCIS.
Chronic Absenteeism at NMCCIS increased in 2024 while college and career declined both overall and for Hispanic and Socioeconomically disadvantaged students.

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.

Goal 8, Action 1 has been revised to also address newly identified Red Dashboard indicators for chronic absenteeism and college and career performance among all students, Hispanic students, and socioeconomically disadvantaged students at North Monterey County Center for Independent Study

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 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	$39,897.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$19,057,677	$2,436,733

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
39.330%	0.599%	$281,677.57	39.929%

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	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
	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		
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	English Learner students and Low Income students in particular benefit from applying academic learning to real life situations making	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
	Need: 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	learning relevant and engaging. By also integrating 21st century skills, students learn to collaborate, problem solve, exercise creativity, and communicate in academic settings that engage students in building on their understanding of concepts. Although this action was principally designed to address the needs of our English Learner and Low Income students, we recognize that real world application opportunities benefit all students including students with disabilities.	
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%	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
	2023-2024: 374 Graduates 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	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.	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
	2024-2025: Survey Results (2156 respondents) Indicator: School Connectedness 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		
2.2	**Action:** Positive Behavior Intervention Supports and Restorative Justice Practices	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	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
	Need: 2023 California Dashboard reflects a high suspension rate of English learners, Foster Youth, and Low Income students. **Scope:** LEA-wide	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 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:**	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	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
	In the 2022 Dashboard, all subgroups were in the very high category for Chronic Absenteeism. Students need to be in school to learn. **Scope:** LEA-wide	directed to improve the attendance of our unduplicated students.	
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:**	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	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
	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. **Scope:** LEA-wide	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 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,	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,	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
	unfamiliarity with the school system, and limited access to academic resources, which can impact student progress and family-school partnership. **Scope:** LEA-wide	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 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.	
3.5	**Action:** Adult Education **Need:** Adult Ed classes are geared toward families desiring to learn English, attain their High School Equivalency, attain Citizenship, and learn about basic computer literacy skills. These courses specifically address the needs	These courses are offered across our LEA and are located within our school district and open to all, but specifically provide courses that enable adults to learn English, earn their high school equivalency certificate, and computer literacy skills. Adult Education courses are tailored to increase educational access and empowerment for families of English Learners, Low Income, and Homeless/Foster Youth students. Classes support increased parental agency, language access, and	College/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
	of our English Learner, Homeless/Foster Youth, and Low Income families. **Scope:** LEA-wide	long-term educational mobility. Although designed for these high-need groups, they are made available districtwide to support systemic improvement in family engagement.	
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
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.	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	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
	Scope: LEA-wide	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.	

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. **Scope:** Limited to Unduplicated Student Group(s)	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

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	1:6 (717 total site staff, 4179 projected students for 2025)
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:6 (717 total site staff, 4179 projected students for 2025)

2025-26 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	48,455,231	19,057,677	39.330%	0.599%	39.929%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$54,578,445.00	$21,211,737.00	$1,108,539.00	$9,225,332.00	$86,124,053.00	$74,175,772.00	$11,948,281.00

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	$27,268,527.00	$1,477,144.00	$26,979,774.00	$1,616,534.00		$149,363.00	$28,745,671.00	
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	$256,678.00	$120,411.00	$377,089.00				$377,089.00	
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	$1,738,278.00	$135,894.00	$1,655,897.00	$49,000.00	$8,660.00	$160,615.00	$1,874,172.00	
1	1.4	Intervention and Acceleration	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$12,540,530.00	$913,568.00	$2,823,786.00	$8,082,660.00		$2,547,652.00	$13,454,098.00	
1	1.5	Real World Application	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$6,378,331.00	$212,173.00	$1,684,372.00	$640,131.00		$4,266,001.00	$6,590,504.00	
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	$140,902.00	$9,000.00	$9,000.00			$140,902.00	$149,902.00	
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	$1,453,182.00	$1,009,253.00	$2,462,435.00				$2,462,435.00	

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	$1,480,710.00	$5,000.00	$1,485,710.00				$1,485,710.00	
1	1.9	Culturally Responsive Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$1,237.00	$13,575.00	$14,812.00				$14,812.00	
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	$2,304,525.00	$846,866.00	$1,830,403.00	$306,194.00	$872,997.00	$141,797.00	$3,151,391.00	
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	$1,085,347.00	$5,084.00	$431,136.00	$659,295.00			$1,090,431.00	
2	2.3	Create Clean, Welcoming, and Well-Maintained Physical Spaces	All	No			All Schools	Ongoing	$3,957,990.00	$1,389,892.00	$5,347,882.00				$5,347,882.00	
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	$866,636.00	$213,455.00	$604,795.00	$333,821.00		$141,475.00	$1,080,091.00	
2	2.5	Physically safe and welcoming learning environments	All	No			All Schools	Ongoing	$2,270,821.00	$245,856.00	$2,516,677.00				$2,516,677.00	
2	2.6	Expanded Learning Opportunities	All	No			All Schools	Ongoing	$3,035,114.00	$2,192,470.00		$4,949,011.00		$278,573.00	$5,227,584.00	

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	$0.00	$6,000.00	$6,000.00	$0.00	$0.00	$0.00	$6,000.00	
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	$2,940,320.00	$709,262.00	$3,511,131.00	$127,451.00	$10,000.00	$1,000.00	$3,649,582.00	
3	3.2	Family Engagement Opportunities	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$226,737.00	$404,584.00	$286,073.00	$326,384.00		$18,864.00	$631,321.00	
3	3.3	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$911,747.00	$109,510.00	$947,802.00			$73,455.00	$1,021,257.00	
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	$10,500.00	$10,500.00				$10,500.00	
3	3.5	Adult Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$369,699.00	$148,354.00	$5,706.00	$451,214.00		$61,133.00	$518,053.00	
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	$3,019,770.00	$1,509,913.00	$197,668.00	$2,884,379.00	$204,910.00	$1,242,726.00	$4,529,683.00	
3	3.7	Customer Service	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,004,533.00	$3,000.00	$1,003,374.00	$4,159.00			$1,007,533.00	
3	3.8	Improve trust between families/community, school, District, and Board	All	No			All Schools	Ongoing	$706,779.00	$0.00	$346,646.00	$360,133.00			$706,779.00	
4	4.1	Improve recruitment of highly qualified staff.	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.2	Improve retention of highly qualified staff.	All	No			All Schools	Ongoing	$0.00	$1,370.00	$1,370.00				$1,370.00	

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	4.3	Improve trust between certificated and classified staff, site administrators, and District administrators.	All Students with Disabilities	No			All Schools	Ongoing	$5,407.00	$183,250.00	$5,407.00	$181,474.00		$1,776.00	$188,657.00	
4	4.4	Increase joy at work.	All	No			All Schools	Ongoing	$211,972.00	$13,000.00	$13,000.00	$200,000.00	$11,972.00		$224,972.00	
5	5.1	Improve teacher clarity by explicitly sharing clear learning objectives and success criteria. (Red Indicator)	All	No			All Schools	Ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
5	5.2	Implement formative assessment processes on a consistent basis.	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
5	5.3	Increase collaborative peer-to-peer academic discourse in the classroom.	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
5	5.4	Implement close reading for students to understand and respond to text.	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
5	5.5	Foundational literacy skills to ensure students read fluently by end of third grade. (Red Indicator)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
5	5.6	Support students to access grade level standards in math by improving fluency, conceptual understanding and application.(Red Indicator)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
6	6.1	Reduce suspensions, particularly for Homeless and Foster Youth (Red Indicator)	All Foster Youth	No			All Schools	Ongoing	$0.00	$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 Monterey County for Center	Ongoing	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							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	$0.00	$39,897.00		$39,897.00			$39,897.00	

2025-26 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
48,455,231	19,057,677	39.330%	0.599%	39.929%	$19,347,689.00	0.000%	39.929 %	**Total:**	$19,347,689.00
								LEA-wide Total:	$17,852,979.00
								Limited Total:	$9,000.00
								Schoolwide Total:	$1,485,710.00

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	$377,089.00	
1	1.3	Professional Learning and Building Capacity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,655,897.00	
1	1.4	Intervention and Acceleration	Yes	LEA-wide	English Learners Low Income	All Schools	$2,823,786.00	
1	1.5	Real World Application	Yes	LEA-wide	English Learners Low Income	All Schools	$1,684,372.00	
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	$9,000.00	
1	1.7	Digital/Media Literacy Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,462,435.00	

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	$1,485,710.00	
1	1.9	Culturally Responsive Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	$14,812.00	
2	2.1	Improve Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,830,403.00	
2	2.2	Positive Behavior Intervention Supports and Restorative Justice Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$431,136.00	
2	2.4	Expand and strengthen student engagement opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$604,795.00	
2	2.7	Improve attendance and reduce chronic absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	
3	3.1	Provide reliable, safe transportation to and from school	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,511,131.00	
3	3.2	Family Engagement Opportunities	Yes	LEA-wide	English Learners Low Income	All Schools	$286,073.00	
3	3.3	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$947,802.00	
3	3.4	Parent/Guardian Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,500.00	

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	3.5	Adult Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,706.00	
3	3.6	Early Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: North Monterey County Early Learning Programs	$197,668.00	
3	3.7	Customer Service	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,003,374.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$87,739,395.20	$84,467,965.45

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	$26,916,355.44	$25,153,558.84
1	**1.2**	Engagement in Continuous Improvement	Yes	$550,442.84	$591,438
1	**1.3**	Professional Learning and Building Capacity	Yes	$3,631,761.09	2769376.5
1	**1.4**	Intervention and Acceleration	Yes	$13,367,760.72	$11,384,331
1	**1.5**	Real World Application	Yes	$9,721,117.96	$9,768,619.60
1	**1.6**	Biliteracy	Yes	$290,688.12	$302,310.15
1	**1.7**	Digital/Media Literacy Integration	No	$2,689,997.71	$2,336,210.32
1	**1.8**	College and Career Plan	No	$1,533,772.53	$1,434,232.29
1	**1.9**	Culturally Responsive Instruction	Yes	$16,587.50	$12,118.49
2	**2.1**	Improve Social Emotional Learning	No	$1,510,070.30	$1,929,643.96

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)
2	2.2	Positive Behavior Intervention Supports and Restorative Justice Practices	Yes	$2,157,349.52	$2,127,040.60
2	2.3	Create Clean, Welcoming, and Well-Maintained Physical Spaces	No	$4,849,539.62	$3,920,017.31
2	2.4	Expand and strengthen student engagement opportunities	Yes	$1,261,024.11	$1,769,952.20
2	2.5	Physically safe and welcoming learning environments	No	$1,742,602.18	$1,919,975.02
2	2.6	Expanded Learning Opportunities	No	$2,912,078.97	$7,049,457.06
2	2.7	Improve attendance and reduce chronic absenteeism	Yes	$0.00	$1,582.57
3	3.1	Provide reliable, safe transportation to and from school	Yes	$4,033,773.14	$3,895,556
3	3.2	Family Engagement Opportunities	Yes	$1,408,060.51	$592,536.61
3	3.3	Communication	Yes	$1,219,083.98	$1,030,790.60
3	3.4	Parent/Guardian Workshops	Yes	$48,534.70	$38,337.55
3	3.5	Adult Education	Yes	$350,630.95	$355,887.72
3	3.6	Early Learning	Yes	$4,732,811.30	$3,886,475.30
3	3.7	Customer Service	Yes	$1,113,513.67	$1,028,920.30

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.8	Improve trust between families/community, school, District, and Board	No	$932,113.61	$652,238.83
4	4.1	Improve recruitment of highly qualified staff.	No	$5,091.62	$335.81
4	4.2	Improve retention of highly qualified staff.	No	$0.00	$98,533.68
4	4.3	Improve trust between certificated and classified staff, site administrators, and District administrators.	No	$19,228.73	$71,524.97
4	4.4	Increase joy at work.	No	$434,919.36	$143,410.73
5	5.1	Improve teacher clarity by explicitly sharing clear learning objectives and success criteria. (Red Indicator)	No	$0.00	$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	$30,567.74
6	6.1	Reduce suspensions, particularly for Homeless and Foster Youth (Red Indicator)	No	$23,814.06	$0.00
7	7.1	College and Career Readiness (Red Indicator)	No	$0.00	$0.00

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)
8	**8.1**	Improve student engagement and retention	No	$266,670.96	$172,985.70

2024-25 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)
18,438,981	$20,476,387.69	$20,476,387.69	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Engagement in Continuous Improvement	Yes	$541,642.84	$541,642.84		
1	1.3	Professional Learning and Building Capacity	Yes	$2,359,117.91	$2,359,117.91		
1	1.4	Intervention and Acceleration	Yes	$2,123,622.70	$2,123,622.70		
1	1.5	Real World Application	Yes	$5,501,617.16	$5,501,617.16		
1	1.6	Biliteracy	Yes	$155,866.87	$155,866.87		
1	1.9	Culturally Responsive Instruction	Yes	$12,118.49	$12,118.49		
2	2.2	Positive Behavior Intervention Supports and Restorative Justice Practices	Yes	$1,536,996.87	$1,536,996.87		
2	2.4	Expand and strengthen student engagement opportunities	Yes	$1,163,936.79	$1,163,936.79		
2	2.7	Improve attendance and reduce chronic absenteeism	Yes	$0.00	$0.00		
3	3.1	Provide reliable, safe transportation to and from school	Yes	$3,729,952.74	$3,729,952.74		
3	3.2	Family Engagement Opportunities	Yes	$523,542.26	$523,542.26		
3	3.3	Communication	Yes	$1,003,143.78	$1,003,143.78		

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	3.4	Parent/Guardian Workshops	Yes	$28,817.05	$28,817.05		
3	3.5	Adult Education	Yes	$4,800.00	$4,800.00		
3	3.6	Early Learning	Yes	$830,903.38	$830,903.38		
3	3.7	Customer Service	Yes	$960,308.85	$960,308.85		

2024-25 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)
47,002,113	18,438,981	4.934%	44.164%	$20,476,387.69	0.000%	43.565%	$281,677.57	0.599%

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 2025-26, 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 32526(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 32526(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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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 32526(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 32526(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 32526(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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