



Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The North Monterey County Unified School District serves approximately 4,614 students in grades TK-adult education. The District operates eight schools: Castroville Elementary (K-6), Echo Valley Elementary (K-6), Elkhorn Elementary (K-6), Prunedale Elementary (K-6), North Monterey County Middle (7-8), North Monterey County High School (9-12), Central Bay Continuation High School (10-12), and the Center for Independent Studies (K-12). The District also operates pre-schools at each elementary campus as well as the Castro Plaza Family Resource Center, an infant/toddler program, and Adult Education. The student population represents: 41% English Learners, 5% Migrant, 10% Special Education, 83% Socio-Economically Disadvantaged, 16% Homeless Students, 0.03% Foster Youth. (CALPADS as of 1/26/18) The district's unduplicated count (ELs, SED, FY) = 86%.

The District has implemented the New California State Standards in order to better prepare our children for the future. This new approach to teaching and learning helps children develop 21st century skills in addition to content knowledge and skills. Students learn to build understanding across core subjects as well as through 21st century interdisciplinary themes. They are engaged with real-world data, tools and experts they may encounter when in college, on the job, and in life in general. Students learn by being actively engaged in solving meaningful problems assessed for mastery through multiple measures. Every child, especially those who are low-income, English Learner and Foster Youth, must have these learning structures in place in order for differentiation of instruction to effectively meet their unique learning needs and ensure each student develops the knowledge and skills needed to succeed as effective citizens.

LCAP Highlights

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

Mission: An innovative community school system, we equip preschool to adult students with the skills, knowledge and attitudes they will need to pursue their life goals responsibly and creatively in a radically changing society.

Areas of Influence:

In order to promote continuous improvement, teachers will use common formative assessments, including rubrics and performance tasks, within each developed unit of study. We will utilize specific research-based strategies for intentional and engaging first time instruction, especially for English learners and Special education students. We will improve our ability to implement Positive Behavior Interventions and Support (PBIS) so that students can focus on learning. A foundational literacy (TK-3) approach will help students reach grade level by third grade. A comprehensive college readiness guidance process (7th-12th grade) will ensure students achieve and gaps are lessened or eliminated.

Key LCAP actions:

The LCAP has four overarching goals, which address District and site-level actions with a focus on providing coherent and engaging instruction. We strive to provide challenging curricular pathways for English learners and Special education students. We are expanding Advanced Placement options. We hope to strengthen our use of assessments in order to personalize learning opportunities. We work each day on developing a growth mindset in both children and adults. Teachers provide engaging opportunities that allow students to develop 21st Century skills through the 5 C's: communication, collaboration, critical thinking, creativity and citizenship. Technology and arts integration within content areas provide us with motivating pathways to learning. In addition, purposeful tiered-systems offer social emotional support, wraparound services, and meaning parental involvement. Each action is targeted at serving specific subgroups of students, primarily low income and English Learners. All schools within NMCUSD have a very high percentage of low income (83%) students as well as a large percentage of students who have been, at some point in their educational experience, an English Learner. We want to ensure that all students are supported and progressing. The four LCAP goals will be measured by comparing all students (majority representing low income) and those who are within the subgroups of English Learner and Students with disabilities.

LCAP Goals:

1. Improving Instruction: Provide high quality rigorous and equitable instruction that improves academic performance, especially for low income and English learner students.
2. College and Career Readiness: All students, especially low income and English learners, will be College and Career Ready for post-high school placement and will develop 21st century learning skills.
3. Student Engagement: All students, especially low income, English learner students and homeless and foster youth students will be fully engaged and connected in meaningful ways to school with an emphasis on social-emotional learning.
4. Parent Community Engagement: Parents, community, and staff will be fully engaged in partnerships that result in positive educational outcomes for all students, especially low income, English learner and homeless/foster youth students.

Basic Services: The District will provide safe, secure facilities; transportation; supervision; adequate staffing; materials and other related services in an equitable way. The District serves a majority of students who are low income (83%) with 16% of students considered homeless and/or foster youth, making equitable services even more important.

The District’s basic services include:

- a. Before and after school child care programs from 6:00 AM to 6:00 PM in order to accommodate parents working long hours and unable to pick up or drop off children on time. Many students attend schools beyond walking distance.
- b. Transportation is necessary for the majority of students we serve due to the rural 70 square miles our district includes. It is also required due to our need to redirect students who live in and around Castroville to other elementary schools because of impacted facilities and significant enrollment growth.
- c. Providing safe and modernized facilities is a major factor in how the district seeks and allocates resources as we address the need for an additional 1,500 seats needed (replacing old portables and permanent buildings not currently usable with permanent structures).
- d. Staffing qualified and experienced teachers, administrators and classified staff has required the district to provide up to 19 years of service on salary placement for teachers. We have increased compensation by almost 17% to remain competitive. We have included extra professional development days and stipends for on-going training. Staff members providing engagement activities for students or reaching out to parents outside the work day/school calendar also receive compensation.

Review of Performance

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

Greatest Progress

SCHOOL CLIMATE

In NMCUSD, we approach school climate from a number of angles – academic, social-emotional, behavioral, physical and artistic. Our goal is to keep students connected to school and on campus learning, avoiding suspensions and expulsions. We want to support students with mental health services, suicide prevention services, and PBIS guidelines for behavior/consequences and rewards. We want to build a strong culture/climate at each school site. We approach this by providing students with a variety of services. We also train school personnel. We provide parents with tools.

State indicators

Suspensions: In terms of suspensions, NMCHS, NMCMS, Elkhorn, and Central Bay have all made progress while Prunedale, Castroville, and Echo Valley have increased their suspension incidents. The suspension rate is improving across the district, decreasing by 14% over the last few years. It is

our goal to work with teachers, families and students, tapping in to the support from school psychologists and mental health professionals in order to identify students' strengths and areas of need so we can head off challenges. We also want to make sure that our classified staff is trained and ready to support students. We are interested in taking a closer look at restorative justice so that students "make things right" and learn how to shape their behavior. All sites have engagement-based PBIS teams that address culture and climate as well as student behavior, consequences and rewards. We work closely with parents, in partnership, to support students so that they can meet expectations on campus. All sites provide opportunities for parents to attend monthly celebrations of positive behavior and attendance.

Attendance: Another indicator of positive school climate, attendance, has held fairly steady over the past few years, going from 95.08 to 94.61% ADA from 2014 to 2017 for all students. This was a .62% decrease. From 2014-17, Castroville attendance decreased .13 to 95.45%, Echo Valley decreased .27 to 94.29%, Elkhorn went down .34 to 94.77%, while Prunedale declined .85 to 94.81%. TK and K are the grades with the lowest attendance for all sites, ranging from 90.3 to 93.3% for 2016-17. These age groups are difficult due to the non-mandatory status of TK and K. Middle School ADA went from 95.73 to 94.87%, a .86% decrease. The High School increased by 2.55%, going from 93.56 to 96.11%. Independent Study ADA decreased 4%. Special Education attendance in the District decreased .40%. Elkhorn, Prunedale and Castroville truancy and irregular rates for both tiers were below 1%. Echo Valley's rate for truancy was below 1% for both tiers but irregular attendance tier 2 was at 10%. The Middle School truancy and irregular attendance tier II were below 1% but tier II irregular attendance was at 16%. The High School truancy rate for tier II was 14% and irregular attendance tier II was 27% while tier III rates in both categories were below 1%. Central Bay had a truancy tier II rate of 31% and tier III of 19% while irregular attendance for tier II was at 28% and tier III at 32%. Independent Study (which is tied to work completed) had truancy rates of tier II 17% and tier III 20%, with irregular not reported.

Local indicators

CHKS: Each year students at certain grade levels take the CHKS (California Healthy Kids) survey. We want all students to feel connected and safe at school. This year, the Middle School increased in School Connectedness, with 45% responding positively as opposed to 41% last year. Elementary Schools went from 49 to 47% over the past year, a slight decrease. At the high school, students went from 41 to 37%, a greater dip. Elementary and middle school students feeling safe at school went from 69 to 78% and 54 to 61% respectively. The High School went from 54 to 43%.

Mental Health Services: At the High School, almost 500 students were served by our mental health professionals, compared to just 11 last year. This year, there was a full-time person at the High School. At the Middle School, the number remained constant at 39-40 as did Central Bay with 80-82. Elkhorn also remained constant with 32-34, while Prunedale more than doubled 41 to 106 as did Echo Valley from 28 to 57. Castroville increased students seen by 50%, 15 to 24.

Arts Integration/Engagement: We provide sites with options for engaging students in new ways. For example, a 5/6 combo class at Echo Valley participates in the Youth Cinema Project. In summer

2017, the class and teacher, along with a teacher from the middle school, participated in a two-week training. Students learned how to write, set up a plan, audition actors, film and edit. Recently, the students presented a film they had made and talked about the project at a School Board meeting. We also provide students the opportunity to participate in competitions such as the Spelling Bee, the Carmel Art Competition, and We Day so that students can shine in different ways.

School Resource Officer: The district partnered to provide a School Resource Officer who supports schools and students feeling safe and providing parents and staff with resources. The district also implemented a school-based mental health counseling program to provide services to address the high rates of students exposed to victimization, trauma, and as a result are experiencing complex presentation of PTSD symptoms such as regulating emotions and behaviors, difficulty concentrating, learning problems, dissociation and low self-esteem. Students learn coping skills for managing stress, anger, or interpersonal conflicts.

Next steps: In NMCUSD, we strive to improve organizational climate for both adults and children. We utilize the CHKS survey each year, especially looking at connectedness and feelings of safety. We recently conducted a culture/climate survey with staff at all sites and generated next steps for making sure all feel positive and supported. We have implemented Instructional Leadership Teams at each site to look at ways to foster student engagement. All school are implementing a Positive Discipline approach and site teams look at data, generate expectations, monitor trends, and develop consequences and rewards to help shape behavior. District-wide work on anti-bullying and raising ethical children has taken place this year. We also have district-wide staff professional development and gatherings to build a sense of team.

ACADEMIC ACHIEVEMENT

Implementation of the New State Standards and frameworks has been a focus in our district, with a special emphasis on making sure English learners progress. In 2012-2013, the District focused on preparing all staff for a shift in instruction by focusing on Depth of Knowledge and student engagement strategies to include the 4Cs (Collaborating, Communication, Critical Thinking and Creativity), all essential for implementing the New State Standards. The District first focused on implementation of the new Mathematics standards and related practices in 2013-2014 and, since then, has refined and adjusted practices and assessments as well as explored pilot curricula. In 2014-2015, the District began developing rigorous curriculum design (RCD) literacy units of study for each grade level with a focus on strategies for English learners and Special Education students. In 2015-2016, we began implementing the Next Generation Science Standards (NGSS), starting with a pilot at the middle and high school levels. Elementary schools began implementing NGSS in 2016-2017. During 2016-17, we focused on consistent implementation and deepening practices in literacy within English/ELD, math, and science with the goal of calibrating expectations for learning.

State indicators

English Language Arts (grades 3-8): ELA performance for “all students” is -58.3 from level 3. There was a -6.8 point decline and a rating of orange. We did not meet our goal of increasing 8 points. Grades 3-8 showed an increase in not meeting standards, going from 47-49% while meeting standard decreased from 29-36%. Three sites were mentioned specifically in the ELA goal. Castroville gained +6.3 points and was rated yellow. Echo Valley declined – 11 and was rated red. Middle School lost -13.8 and was rated orange. Other elementary sites showed declines, with

Elkhorn -6.4 and Prunedale -3.7, both rated orange. From 2015-2017, “all students” in grades 3-8 moved -2.4 points farther from level 3. Middle School was rated orange, at -58.5 points below level 3, with a decline of -13.8. A rating was not given for the High School. Eleventh grade students lost -4.4 points from 2016-17 to 2017-18 testing. This group has gained +1.4 points, overall, from 2015-16 to 2017-18. The district’s EL population had a significantly higher number not meeting standards at 69%, in 2016-17. Eight percent of ELs met standards in ELA, 2016-17 SBAC. Subgroups performed lower than “all students” in ELA. Three groups were rated red. SWD’s struggled the most at -139.2 with a decline of -1.2. Homeless students are also challenged with -80.6 below level 3 and a decline of -3.7. ELs followed with -71.4 and a decline of -5.1. Groups rated orange are SED at -65.4, decline -6.3; Hispanic -63.9, decline of -7; and White -24.7, decline of -.7. Over 50% of HS students met/exceeded standards in all three years reported.

Mathematics (grades 3-8): Math performance for “all students” at the District level decreased 2.7 points and is rated orange. Currently, we are -82.2 from level 3. Over the past three years, grades 3-8, overall has gained +2.5 points so progress is being made but not at the goal level of 8 points set for 2017-18. Grades 3-8 remain at 17% meets or exceeds. Two sites, Echo Valley and Middle School, were mentioned, specifically, in the goal for math. EV gained +.5 points and was rated orange while MS lost -10.4 and was rated red. Other elementary sites showed an increase of +6.9 (Castroville) and of +4.7 (Prunedale) and a loss of -5.6 (Elkhorn). Although a rating was not given for the High School, eleventh grade students gained +14.1 points over the past year. This group has gained +26.1 points since 2015-16, showing steady improvement. Subgroups are performing at a lower level than “all students”. The group farthest behind is homeless students at -101.5 below with a -3.4 decline. Another group that is struggling is SWD’s at -88.7, with a decline of -4. ELs are -91.9 but did gain +1 point. White students are -61 with a significant decline of -14.7 points.

English Learner Progress: ELs progressing at least one level on CELDT has increased by 9%, and was rated green. We met our goal of increasing 3%. We are currently at 78.8% on the Dashboard. Both Middle and High School reached blue, with 100% of ELs moving at least one year. Middle School increased by 2.1% and High School by 22.8%. Both Castroville and Echo Valley saw progress and received a green rating. Echo Valley is at 69% and increased by 8%. Castroville is at 71.5% and increased 15.5%. Elkhorn, at 67%, declined by 2.9% while Prunedale, at 68%, declined by 2.5% and both were rated orange. SpEd EL progress increased from 34 to 47%. Looking at CELDT levels across the district, these are approximate percentages by level: beginning 17%, emerging 15%, intermediate 30%, early advanced 34%, and advanced 4%, indicating that most are in intermediate to early advanced range. The percentage of students reclassified showed a slight decrease from last year to this year, going from 13.6 to 13.3%. ELs with IEPs went from 13.15 to 6.7%. At the High School, 35 students received the Seal of Biliteracy, up from 15 last year. As students reach Middle School and High School, numbers of beginning and emerging decrease. By High School, the majority are early advanced (64%).

Local indicators

Fountas & Pinnell Literacy Benchmark: F & P Literacy benchmark testing from Nov-Dec. of 2016-17 to 2017-18, showed a decrease of students meeting/exceeding by 8% from 50 to 42%. Results from gr. 1 decreased 2%, grade 3 by 6%. Grade 2 increased by 5%.

Math Benchmark Exams: Students from grades 1 to 12, took math benchmark exams. These are the results in terms of “mastery” for all students/EL/SpEd – grade one 66/64/41%, grade two 62/62/30%, grade three 48/44/12%, grade four 31/24/9%, grade five 22/9/6%, grade six, 15/4/4%, grade seven 8/0/0%, grade eight 3/0/0%, Math I 0/0/0%, Math II 3/0/0%, and Math III 0/0/0%. As grade levels go up, mastery goes down. The gap between “all” and EL is greatest in grades 5 and 6 while SpEd students have a large gap in grades 1-4 compared to “all”.

Next steps: Emphasizing the use of math practices must be part of first time instruction. Starting in 2017-18, each classroom administered two-three math performance tasks and scored those using a common rubric. We will continue to fine tune the benchmarks and use the data strategically to inform instruction and help students set learning goals. Math teams will continue to work at the High School to strengthen programs. Foundational reading skills in pre-school through 3rd grade are assessed three times a year with a benchmark exam. We are currently exploring the Silicon Valley Math Initiative as a partnership to provide additional access and resources to equip teachers and provide them with access to Common Core aligned resources, materials, and collaborative opportunities. For literacy, we will also use the kindergarten readiness assessment. Next year, all grades will focus on writing within ELA and across content areas, with all generating at least two common writing rubric scores (pre/post) to examine progress vertically (TK-12) and across grade levels. We will work on literacy benchmarks. EL pathways from 6th - 12th grade help students move out of “forever EL or long-term EL status” by focusing on key skills required to be re-designated so all students graduate A-G ready. The 5 Cs (Communication, Collaboration, Creativity, Critical Thinking, and Citizenship) will be explicitly taught as an integrated approach, including arts and technology. Teachers will be involved with roll out of new curriculum in some academic areas, which will involve workshops and lesson study. Management of professional development for all employees will be done via a new portal. This will provide teachers/support staff with the opportunity to continue developing their skills.

COLLEGE AND CAREER READINESS

As we measure our effectiveness at preparing students for college and career, we look at a number of indicators including: graduation rate, suspension, attendance, A-G completion, AP tests, D’s and F’s at the MS and HS and successful completion of CTE coursework.

State indicator

Graduation: In terms of the graduation rate, the District and comprehensive High School were both rated green, with 93.05% graduating in 2016 with a diploma. SED was rated orange, with 85% graduating. White and Hispanic were also orange, with 73% and 89.9% graduating, respectively. SWD was rated green, with 86% graduating, growth of 20%.

Local indicators

A-G Completion: More students are meeting college requirements in our District. The percentage of all seniors meeting A-G requirements increased at the High School by 2.56% from 2016 to 2017 and 8.69% from 2015 to 2016, an overall increase of 11.25% over two years. The percentage of EL

seniors meeting A-G increased by 3.97% from 2016 to 2017 and by 23.81% from 2015 to 2016, an overall increase of 27.78%.

GPA of 2.5 or higher: The percentage of students with a GPA of 2.5 or higher decreased 2.4% for all 2016 to 2017 and increased the previous year by 11.22%, a net increase of 8.8% over two years. The percentage of EL seniors with a GPA of 2.5 or higher decreased by 1.58% from 2016 to 2017, but increased the previous year 15.47%, a net increase of 13.89% over two years.

D's and F's: Overall, % Ds/F's improved from 7th to 8th grade. Ninth grade showed an increase in D's and F's, but students did better than previous years. The percentage of Ds/F's in 11th/12th grade increased from the previous year. ELs with at least one D/F in semester 1 of 2016 decreased from 7th to 8th grade but increased in grades 9 and 12. There was a slight dip from grade 10 to 11 for EL and SpEd students. For all students, D/F's for semester 1 from 2016-17 to 2017-18 decreased for grades 7, 8, and 12 and increased in grades 9, 10 and 11. In grade 12, 43% had at least 1 D/F in 2016-17 while only 25% had at least 1 D/F in 2017-18. For EL students, there was a decrease from 2016-17 to 2017-18 in grades 7, 11 and 12, with 55% having D/F in grade 12 last year and only 40% this year. In terms of SpEd students, we saw a decrease in grades 7, 8, 9, 11 and 12 and an increase in D's and F's in grade 10. In grade 12, last year, 55% of SpEd students had at least 1 D/F while this year only 40% did. In grade 12, Special Ed students have 30% more students than the "all student" category with at least one D/F. Specifically in math, at the Middle School, the percentage of students with at least one D or F in quarter two, comparing 2016-17 and 2017-18, has decreased in Math 7 (24%/16%) and increased in Math 8 (19%/23%). At the High School, comparing semester one from last year and this year, D's and F's have decreased slightly in Math I (22%/21%) but have increased in Math IB (27%/33%), Math 2 (6%/33%) and Math 3 (24%/35%). Comparing quarter two 2016-17/2017-18 in Language Arts - Language Arts 7 (31%/21%) and Language Arts 8 (17%/7%) showed a decrease of D's/F's in both classes. HS D/F's comparing semester one 2016-17/2017-18 – English 1 (17%/26%), English 2 (23%/23%), English 3 (30%/29%) showed an increase in D's/F's in English 1, a stable % in English 2, and a decrease in English 3.

AP, PSAT and SAT exams: We have provided more opportunities for students to take AP tests. There has been a 63% percent increase in students taking exams since 2013-14. In 2017-18, 558 AP exams were taken. Over time, the percentage of students scoring 4 or 5 has decreased from 20% to 14% and those scoring 3 has decreased from 37% to 19%. In 2017-18, 547 PSAT exams were taken in grades 10/11 while 320 exams were taken in grades 8/9. 134 students took the SAT during the 2017-2018 school year.

Dual Enrollment: In spring 2018, 25 seniors took Counseling 1 (Student Seminar for Success), a college level course recognized by CSU and UC. The plan is to increase dual enrollment options for students in 2018-19.

Additional College Prep Math: The yearlong Transition to College Math course began in 2017-18 with approximately 35 students enrolled. This course was designed in collaboration with CSUMB.

CTE: In addition, students participating in CTE pathways increased from 2015 to 2017, going from 643 to 890. Current pathways include 10 options. Over the past two years, 88-98% of students enrolled in CTE graduated from High School.

Credit Recovery: High School students have the opportunity to recover credits. During session one, 154 students were enrolled with 34% completing. A total of 135 courses were completed and 659.5 credits earned. In session two, 75 were enrolled, with approximately 14% completing, 71 courses completed and 384 credits earned. Credit recovery takes place on line through Apex Learning. This program allows students to personalize and pace their learning, take part in a variety of rigorous standards-based activities, and get scaffolding they need for success.

Next Steps: Strong partnerships will be developed with community organizations and businesses as advisories to provide career readiness and awareness of local careers. Students will be exposed to a variety of college readiness strategies (e.g. PSAT in grade 8-11, 6-year planning, college/career center parent education programs and work-based learning). There will be a greater focus on students passing key “gate keeper” courses and monitoring A-G courses. We will take a closer look at courses with high levels of D’s and F’s to determine causes and how to remedy. Middle and high school teachers will continue talking about standards-based teaching, assessment and grading practices. Students will be provided tutoring support when grades drop below a “C.”

PARENT AND COMMUNITY ENGAGEMENT

NMCUSD prides itself on the work we do each day to support families in conjunction with our community partners. We have a Family Resource Center that provides preschool, workshops, and playgroups for parents/children. This Center also houses adult education classes in the evenings for ESL as well as services from MCHD for counseling and coordinated social services. Our district provides Homeless/Foster Youth support. We lead the North Monterey County Community Alliance. This group operates on a cradle to career model. The Alliance has more than 20 organizations committed to a strategic and collective impact model. Our work includes county initiatives such as: Bright Beginnings/Bright Futures, First 5, United Way Monterey County Impact, Salinas Valley Adult Education Consortium, Mission Trails Regional Occupational Program and Career Technical Education. We actively participate in Castroville Neighborhood Watch meetings.

FRC Services: The types of services most requested from the Family Resource Center (FRC) include help with housing, acquisition of school supplies, and assistance with enrollment. Over 3,135 walk-in clients were served in the FRC from February 2016-2017. In 2017-2018, to date, over 1,365 walk-in clients have been served. In 2017-18, 100 students participated in Kid Zone, 189 in Pre-School, 6 in our Infant-Toddler program and 478 in the ASES program. Between 7-21% of students are identified as homeless across sites. The FRC Liaison helps homeless families w/basic needs such as access to laundry, located at Castroville Elementary School. We will soon provide summer meals to those under 18. We have started a supper program for after school students at the High School. The District has hired a certified, FT social worker to begin in 2018-19. Other activities that have benefited families include: Stuff the Bus (school supplies - 64 responded to satisfaction survey) and the Thanksgiving Feast, which brings out many families and community members in Castroville.

Parent participation in meetings: We have seen a significant increase in parent participation in district/site level advisory groups. We invite participation at the district level through DELAC, Migrant Advisory, LCAP Advisory, Special Ed Advisory, Parent Advisory, Budget Review, Facilities Advisory, and Child Development Advisory. Site level advisory groups (ELAC, SSC, PTOs, Boosters) are

always reaching out to parents to increase attendance at these meetings. Parent meeting supplies and childcare are paid by district/sites (ex: DELAC, Migrant).

Parent participation in workshops/courses: We want parents in our community to be informed and have tools they need to support their children. We offer a number of workshops and courses such as: Raising Ethical Children/Anti-Bullying, EnLace, Parent Academy, Abriendo Puertas, Growing Together and Girls Inc.

Adult Education: In 2016-2017, Adult Education had 367 students enrolled. This year, 2017-2018, 310 students are enrolled to date. A total of 173 are taking ESL and/or Citizenship classes. 27 adults finished their citizenship course compared to 13 last year. Eighty-two students are in Spanish/English High School diploma or High School Equivalency courses. Ten just earned their High School Equivalency in Spanish. A new offering, Food Safety, was completed by 41. Spanish Basic Skills has 9 students and Computer Literacy has 2 enrolled students.

Next Steps: We will continue to reach out to parents in our community in order to provide them with opportunities for input and growth. Goals include: giving them the tools needed to support their children as well as providing access to schooling/jobs that allow them to increase resources for their families. We will continue our work with the North Monterey Community Alliance on pathways for both students and adults to develop knowledge/skills and take advantage of local resources. Our Adult Education program will support students who take courses and we will continue to explore ways to increase enrollment and enhance offerings. We will work with sites to include a greater representation of parents in district/site level advisory groups. We will continue to reach out to parents through flyers, newsletters, phone, text, email and websites.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

All Students, specifically low income students:

We will continue to move the needle in closing the achievement gap and ensuring our students are college and career ready. Our greatest academic needs are in the areas of Mathematics for grades 3-8 (82.2 points below 3) and English Language Arts for grades 3- 8 (58.3 points below 3). Both indicators are in the orange performance level and accelerated growth is needed to close the distance to 3 or meets standards.

Student Groups in Red/Orange:

- 1) Students with Disabilities rated red for English Language Arts and Math
- 2) Socioeconomically disadvantaged students rated orange for graduation rate 9-12, English Language Arts, and Math
- 3) Foster youth, red for suspension rate K-12
- 4) English learners, red for English Language Arts and orange for Math

- 5) Homeless students rated red for both English Language Arts and Math
- 6) Filipino students, orange for suspension rate K-12
- 7) Hispanic students and white students rated orange for both English Language Arts and Math

Schools in Red/Orange:

Middle School (red)	Mathematics (SBAC Spring 2017)
Middle School (orange)	English Language Arts (SBAC Spring 2017)
Echo Valley (orange)	Mathematics (SBAC Spring 2017)
Echo Valley (red)	English Language Arts (SBAC Spring 2017)
Echo Valley (orange)	Suspension (2016-17)
Prunedale (orange)	English Learner Progress (2016-17)
Prunedale (orange)	Suspension (2016-17)
Prunedale (orange)	English Language Arts (SBAC Spring 2017)
Castroville (orange)	Suspension (2016-17)
Elkhorn (orange)	English Learner Progress (2016-17)
Elkhorn (orange)	English Language Arts (SBAC Spring 2017)
Elkhorn (orange)	Mathematics (SBAC Spring 2017)
*Center for IS School (red)	Graduation (2015-16)

* NMCCISS as an Alternative School of Choice will be reclassified and have a separate accountability system in 2018-19 school year. (EC 52052)

Area of Need	Focus	Steps for Improvement
1-Mathematics	K-8 (MS, EV, EH)	Articulation of essential skills, diagnostic and summative assessments (pre/post) will be used to monitor practice standards mastery. Intensive training and support will be provided for math teachers. (Goal 1)
2-English Learner Progress	K-6 (PD, EH)	Continued monitoring of placement and progress in EL courses will take place. Training will be provided to teachers with a focus on both designated and integrated ELD. (Goal 1)
3-Attendance	Alternative Schools of Choice (NMCIS/CB)	Incentives for attendance as well as wraparound supports to remove barriers will be implemented. We will strengthen Student Attendance Review Team (SART) skills and share effective practices across sites. (Goal 3)
4-ELA/ELD	K-8 (MS, EV, PD, EH)	Monitoring of ELs in writing tasks along with use of supplemental programs (such as Act Now) to accelerate learning. We will roll out new curricular materials. (Goal 1)
5-Early Literacy	TK-3 including Bilingual	Implementation of kinder readiness assessments and foundational reading assessments for K-3 three times per year will help us provide targeted instruction to ensure foundational literacy by grade 3. (Goal 1)
6-Suspension	(EV,CV, PD)	We will improve student engagement through the use of innovative research based strategies. We will determine root causes for behaviors and seek alternative solutions. We will use SST process to support students and take advantage of mental health services, as needed. (Goal 3)
7-Facilities	Enrollment growth	We will develop a facilities growth plan to address enrollment and special programming needs, to include adequate 21 st century classrooms, especially at middle school and in kinder. (Basic Services, found in our Facilities Plan)

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Area: The English Learner subgroup is rated red for ELA and orange for Math.

LEA plans to address the gap: We will work closely with teachers as they start to roll out the new ELA/ELD curriculum that was approved through the pilot in 2017-18. Formative data will be reviewed by site administrators at the end of each semester in both literacy and math. Wraparound services will be utilized to identify barriers to student learning and remove these barriers for student success. The ELPAC team will support staffs as they look at data, group students and plan instruction both in designated and integrated ELD. The Biliteracy Committee will meet to explore pathway options to support students. The EL Master Plan will be rewritten to include expectations for services and support. Our work on arts integration/engagement will make learning more motivating and comprehensible to our English Learners.

Area: The Students with Disabilities subgroup is rated red in both ELA and Math.

LEA plans to address the gap: We will place students with IEPs are placed in the least restrictive environment. We will continue to work on student engagement in order to find ways to reach all students and provide them with different options for showing what they learn. We will utilize formative and summative assessment to monitor progress and differentiate. We will also connect Special Educators and General Education staff in the planning, lesson delivery and assessment process. We will work with Special Educators to make sure that IEPs accurately address areas of need in a primarily push-in model with pull-out as needed. We will work with parents as partners on strategies that they can use at home to help their children. We will provide targeted professional development in Mathematical concepts and practices to Elementary and Special Education teachers.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

During the 2018-19 academic year, we will implement a number of initiatives in benefit of low-income students, English learners, and foster youth, some already in place in 2017-18 and continuing, and others new. One action that we believe will have a tremendous impact on students is the creation of a MTSS (Multi-Tiered Systems of Support) Team, which will meet at both district and site levels. MTSS will meet biweekly to review and monitor student groups and ensure implementation of tiers I-III. Within the MTSS, we will also have more formal data teams. Achievement Data Teams will analyze school and grade level data as well as student work samples in order to group students effectively, deliver instruction based on learning progressions and utilize appropriate strategies and materials. In addition, we will work with teachers and support staff on promoting a positive and inclusive classroom/site environment that includes a growth mindset, positive discipline and restorative justice. Mental health providers will continue to work with sites to support students affected by crisis/trauma, allowing them to access educational services more effectively and efficiently.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 57,615,452
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 16,929,159.30

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Basic Services: The District will provide safe, secure facilities, transportation, supervision and adequate staffing, materials and related services that are equitable. The District and all schools serves a majority of students who are low income (83%), of which between 15-20% of students are considered homeless and/or foster youth. Our District's unduplicated count (SED, EL, Homeless/Foster Youth) is 86%.

The District's basic services requires that services address our student population to include:

- a. Before and after school child care programs from 6:00 AM to 6:00 PM due to most parents being at work very long hours and unable to pick up or drop off children as well as many students attending schools outside of walking distance.
- b. Transportation is a necessity for the majority of students to and from school due to the rural 70 square miles the district serves and the need to redirect students who live in and around Castroville to other elementary schools due to the impacted facilities and significant growth in student enrollment.
- c. Providing adequate facilities is a major factor in how the district seeks and allocates resources to address the need for another 1500 seats needed within new permanent buildings (replacing old portables and other permanent buildings that are not currently usable).

Staffing qualified and experienced teachers, administrators and classified staff has required the district to provide up to 19 years of service on salary placement for teachers, increase compensation by almost 17% to remain competitive and also including extra professional development days, stipends for ongoing training and providing engagement activities for students outside the school day, and providing increased time to outreach and meet with parents outside the work day/school calendar.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 48,572,391

