



LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

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.

LEA Name	Contact Name and Title	Email and Phone
North Monterey County Unified School District	Kari Yeater, Superintendent	kyeater@nmcusd.org 831.633.3343

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 4,595 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: 40% English Learners, 4% Migrant, 11% Special Education, 85% Socio-Economically Disadvantaged, 37% Homeless Students, 0.02% Foster Youth. (CALPADS as of 10/3/18) The district's unduplicated count (ELs, SED, FY) = 87%.

The District has implemented the California State Standards in order to better prepare our children for the future. This 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 that mirror what they may encounter when in college, on the job, and in life in general. Students learn by being actively engaged in solving meaningful problems, which are 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 (*infants*) 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.

Belief: We believe in our students, our families and our community. What we dream, engage in, and achieve together matters!

Vision for Learning: We have a system where all students know that all adults believe in them and support them; where students have access to opportunities and have many options for success; and where we all work collaboratively, with shared responsibility to ensure that EACH child succeeds and thrives.

Areas of Influence:

In order to promote continuous improvement, teachers will use common formative assessments, including rubrics and performance tasks, within each 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 so that students can focus on learning. A foundational literacy (Preschool-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. We are developing a Multi-Tiered System of Supports (MTSS) structure to systematically address the academic, behavioral, and social emotional learning needs of our students.

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 have been expanding Advanced Placement options as well as Dual Enrollment opportunities. We are strengthening our use of assessments in order to personalize learning opportunities and develop teacher clarity regarding mastery of priority standards both vertically and horizontally. 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 Arts Integration 6 Learning Principals (constructing meaning, experiential learning, reflective practice, evolving in thinking, problem solving, collaboration) which aligns with the 5 C's: communication, collaboration, critical thinking, creativity and citizenship. Arts integration within content areas, along with technology integration, provides 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, English Learners and Homeless/Foster Youth students. All schools within NMCUSD have a very high percentage of low income (87%) students, of which 37% are Homeless, 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 (87%) with 37% 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.
- b. Transportation is necessary for the majority of students we serve due to the rural 70 square miles our district includes. Most students attend schools that are not within walking distance. Transportation 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 to replacing old portables with permanent buildings, as well as ensure adequate 21st Century learning such as STEM facilities.
- 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 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

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, restorative practices for teaching positive behaviors, wraparound social work services, and incentives/ rewards that develop academic, behavioral, and social emotional learning skills. 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 and provide parents with tools.

State indicators

Suspensions: In terms of suspensions, as a District, 4.3% of students were suspended at least once according to the California Dashboard in 2018, an increase of 0.3% from the previous year. NMCMS (9.1%, declined by 1.9%) made progress while NMCHS (5.6%, increased by .3%), Central Bay (7.8%, increased by 1.5%), Elkhorn (1.6%, increased by .9%), Prunedale (3.1%, increased by 1.2%) and Castroville (2.5%, increased by .5%) increased their suspension incidents. Echo Valley (3.1%) and North Monterey County Center for Independent Studies (0%) maintained the same suspension rate. 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 teams that address culture and climate and student behavior, consequences and rewards and are beginning to develop an MTSS structure to strengthen Tier 1 foundations and systematically develop Tier 2 and Tier 3 processes to support students who need supplemental and intensive support, especially focused on behaviors. 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 join in on monthly celebrations of positive behavior and attendance.

Attendance: Another indicator of positive school climate, attendance, has held steady over the past few years, going from 94.18% in 2014-15 to 94.96% in 2015-16 to 93.81% in 2016-17 to 94.58% in 2017-18 to 94.13% in 2018-19 as measured by P2 ADA for all students. Castroville, Elkhorn, Prunedale, and North Monterey County Middle School attendance has maintained at 95% or above the last two years. North Monterey County High School has declined in attendance from 95.53% to 94.46%. Both Central Bay (from 93.09% to 93.73%) and Independent Study (from 80.81% to 87.09%) have made improvements this year. TK and K are the grades with the lowest attendance for all sites, ranging from 90.3 to 93.3% for 2016-17, from 91.46 to 94.25% for 2017-18, and from 92.21 to 95.24% for 2018-19. These age groups are difficult due to the non-mandatory status of TK and K.

Each school has a SART process to review attendance and address barriers. Referrals are made to the SARB that is through Monterey County. According to the Monterey County District Attorney's Truancy Abatement Program records, our District had 153 Referrals (TAP #2) and 44 Mediation cases in 2017-18 and 89 Referrals (TAP #2) and 18 Mediation cases in 2018-19 as of 5/24/2019.

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. In 2017-18, the Middle School increased in School Connectedness, with 45% responding positively as opposed to 41% the previous year. Elementary Schools went from 49 to 47% over the previous year, a slight decrease. At the high school, students went from 41 to 37%, a more drastic 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%. As of June 2019, the 2018-19 CHKS data was not yet available. Schools, especially the middle and high schools, conduct regular student surveys and student focus groups to gather data and input to improve in student connectedness and feeling safe and supported.

Mental Health Services: A total of 985 students were served in our District by our Mental Health therapists from August 2018 to May 2019. At the High School, 627 students were served by our mental health professionals. At the Middle School, the number increased from 40 in 2017-18 to 75 in 2018-19. At our Educational Options programs, which includes Central Bay Continuation and North Monterey County Center for Independent Studies, 103 students were served this year. At Elkhorn, 34 students were served last year and 54 students were served this year. At Prunedale, 106 students were served last year and 47 students this year. At Echo Valley, 57 students were served last year and 46 students were served this year. Castroville served 24 students last year and 33 students this year. The top areas of need were anxiety, dysregulation, attachment, self-harm, trauma, attachment, and grief.

Arts Integration/Engagement: We provide sites with options for engaging students in new ways. In January 2019, our District was awarded a Student Support and Academic Enrichment competitive grant in the amount of \$701,481 to further support the Arts Integration model along with integration of Social and Emotional Learning strategies to increase student engagement and promote academic achievement. Teaching Artists through our partnership with the Kennedy Center provide professional development to all teachers both during the school day as well as evenings, and conduct demonstration lessons with students. Select teachers and classrooms at Echo Valley and North Monterey County Middle School also participate in the *Latino* Youth Cinema Project, which teach students industry level skills on writing scripts, directing, auditioning actors, filming and editing. Our students have had the opportunity to present their films at various events throughout the State. We also provided students the opportunity to participate in competitions such as the Spelling Bee, MESA Regional & State, Migrant Speech & Debate, Carmel Art, and the Constitution Project, as well as the annual *We Day*: all of these provide students with leadership and public speaking skills outside of their own community.

Social Emotional Learning Supports: The district partnered to provide a School Resource Officer who supports schools and students feeling safe, conducts classroom and parent presentations, trains staff, and make referrals and supports site administrators in case managing outside resources for students and families. 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. A social worker was also hired and provided case management support based upon referrals.

Next steps: In NMCUSD, we strive to improve school climate and culture that positively impacts both adults and children. We utilize the CHKS survey each year, especially looking at connectedness and feelings of safety. We have implemented Instructional Leadership Teams at each site to look at ways to foster student engagement. MTSS Teams have been formed to understand how look at data, generate expectations, monitor trends, and develop structures to strengthen Tier I instruction and develop systematic ways to support teachers in addressing students with Tier II and Tier III behavior and social emotional needs. Using our SSAE Grant, we plan to conduct a full comprehensive Summer School program in 2019 with Arts Integration lessons, enrichment program activities including instruction in art forms, writing, and STEM, in addition to piloting SEL curriculum, providing

mental health counseling and other wrap-around services. We also have district-wide staff professional development and gatherings to build a sense of team.

Academic Achievement: Implementation of the California 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 rigor (depth of knowledge) and student engagement using arts integration strategies, all essential for implementing the California 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 learning the Next Generation Science Standards (NGSS), developed and piloted new units of study at the middle and high school levels. Elementary schools began reviewing 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. In 2017-2018, Math benchmarks were developed and implemented for the first time. In 2018-2019, we finished piloting and adopted Benchmark Advance/Adelante for English Language Arts in K-6, Steps to Advance for our Special Education classes for English Language Arts in K-6, Go Math for Math in grades 6-8, and Amplify for Science in grades 6-8. In addition, we developed and implemented three Interim Assessments for ELA and Math K-12, along with Content Literacy writing 7-12, allowing us to measure progress on key standards, develop protocols for looking at data systematically, and refine instruction based on results. Extensive professional development, coaching, and demonstration lessons were provided for Benchmark Advance/Adelante. Our Preschool and Transitional Kindergarten programs adopted Creative Curriculum in June 2019.

State indicators

English Language Arts (grades 3-8 and 11): ELA performance for “all students” is -50 from meeting standard. There was a 3.3 point increase and a rating of yellow. Castroville declined .9 points and was rated orange. Echo Valley declined 2.1 points and was rated red. Elkhorn (42.6 below standard), Prunedale (38.5 below standard), and NMCMS (49.4 below standard) were rated yellow showing slight increases by 3.2 points, 4.1 points, and 9.1 points respectively from the previous year. North Monterey County High School (11.6 below standard) rated orange, showing a decrease of 1.3 points from the previous year. Students with Disabilities, Homeless, English Learners, Hispanic, and Socioeconomically Disadvantaged subgroups performed lower than “all students” in ELA. Students with Disabilities (144.7 points below standard with a decline of 6 points from the previous year) was rated red. (Refer to the Performance Indicator Review for detailed Root Cause Analysis and Action Plans.) Groups rated orange are Homeless at -71.5 (increase of 7 points) and White students at -24.9 (decline of 6.2 points). English Learners (-68.1, increase of 4.5 points), Hispanic (-53.9, increase of 5.2 points), and Socioeconomically Disadvantaged (-56.5, increase of 4.7 points) rated yellow.

Mathematics (grades 3-8 and 11): Math performance for “all students” at the District level decreased 1.1 points and is rated orange. Currently, we are -85.9 from level 3. EV (93.8 points below standard) declined 6.3 points and was rated orange. NMCMS (105.5 points below standard) increased 1 point and maintained a red rating. Castroville (70.5 points below standard) maintained +.4 points and an orange rating. Elkhorn (59.7 points below standard) and Prunedale (49.3 points below standard) both increased by 8.4 points and 4.6 points respectively with a yellow rating. North Monterey County High School (111.5 points below standard) rated orange, with a decline of 19.6 points from the previous year. English Learners, Students with Disabilities, Hispanic, Homeless, and Socioeconomically Disadvantaged Students subgroups are performing at a lower level than “all

students”. The group farthest behind is students with disabilities at 177.4 points below standard with a 12.2 point decline. (Refer to the Performance Indicator Review for detailed Root Cause Analysis and Action Plans.) Another group that is struggling is Homeless at -97.9, though they increased by 4.5 points from the previous year. ELs are -95.8 maintaining at +.3 points. White students are -62.5 with an increase of 2.1 points.

English Learner Progress: Due to the sunset of the CELDT and the new ELPAC implemented for the first time last year, we have established a new Baseline for English Learner Progress. 27.10% of students who took the ELPAC in 2017-18 scored at a Level 4, 33.88% at Level 3, 21.17% at Level 2, and 17.85% at Level 1.

The percentage of students reclassified has remained fairly consistent at 13% each year for the last three years. In 2018-19, 215 students were re-classified. ELs with IEPs decreased from 13.15% to 6.7%. At the High School, 15 students earned the Seal of Biliteracy in 2016-17, 35 students earned the Seal of Biliteracy in 2017-18, and 23 students earned the Seal of Biliteracy in 2018-19. As students reach middle school and high school, numbers of students at Level 1 and 2 significantly decrease. By high school, the majority of ELs are at Level 3 and Level 4. There are several students who are considered newcomers and enroll at various grade levels.

College and Career: 36.1% were prepared according to the College and Career Indicator, which was an increase of 12.6% earning a green rating. Students with Disabilities (3.8%, increase of 3.8%), White (25%, increase of 1.3%), English Learners (16.2%, increase of 13.4%), and Homeless (25%, increase of 11.1%) subgroups performed at a lower level than “all” students. Hispanic (38.8%, increase of 15.7%) and Socioeconomically Disadvantaged (37.5%, increase of 13.6%) subgroups outperformed “all” students.

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%. Testing from Nov-Dec of 2018-19 showed a further decrease of students meeting/exceeding by 7.8% to 34.2%. However, when comparing Fall (27.62%) to Winter (34.2%) to Spring (44.26%) data, there was significant growth throughout the year in 2018-19.

ELA Interim Assessments: In 2018-19, we developed and piloted ELA interim assessments in K-12. These are the results for ELA Interim 3 for each grade level in terms of “meeting or exceeding standard” for all/EL/SpEd students: Kindergarten 61%/46%/53%, Bilingual Kindergarten 87%/87%/0% Grade One 51%/40%/24%, Bilingual Grade One 52%/49%/40%, Grade Two 26%/16%/5%, Grade Three 8%/4%/0%, Grade Four 7%/1%/0%, Grade Five 17%/2%/3%, Grade Six 15%/2%/3%, Grade Seven 22%/4%/0%, Grade Eight 6%/0%/4%, Grade Nine 2%/0%/0%, Grade Ten 14%/0%/0%, Grade Eleven (Interim 2, Interim 3 was not administered) 26%/0%/15%, Grade Twelve (Interim 2, Interim 3 was not administered) 31%/6%/6%. Students in Kindergarten and Grade One demonstrated a much higher level of mastery based on the latest Interim Assessment results and Bilingual classes outperformed English Only classes in all three groups. There was a significant dip in Grades 3 and 4, likely due to the students being required to read the passages on their own, in addition to answering the questions online. Grade 9 showed the lowest performance. In most cases, our Special Education subgroup performed lower than our EL subgroup.

Math Interim Assessments: Students from grades K to 12, took Math interim assessments for the second year. These are the results in terms of “meeting or exceeding standard” for all students/EL/SpEd: Kindergarten 87%/84%/73%, Bilingual Kindergarten 89%/90%/0%, Grade One 67%/58%/65%, Grade One Bilingual 78%/75%/0%, Grade Two 65%/55%/28%, Grade Three 13%/8%/3%, Grade Four 24%/16%/0%, Grade Five 47%/33%/12%, Grade Six 29%/14%/24%, Grade

Seven 4%/0%/0%, Grade Eight (Interim 2, Interim 3 was not administered) 5%/0%/0%, Math I 0%/0%/0%, Math II 31%/6%/0%, Math III (Interim 2, Interim 3 was not administered) 13%/0%/25%. Kindergarten, Grades One, Two, and Five demonstrated a strong performance. In Grade One, the gap between all, EL, and SpEd was very small.

Next steps: Beginning in 2017-18, each classroom administered Math Interim assessments and in 2018-19, ELA and Content Literacy Interim assessments were added. We will continue to fine tune the Math, ELA and Content Literacy writing Interim Assessments and to use the data strategically to inform instruction and help students improve their learning. Math teams will continue to work at the high school level to strengthen programs. Foundational reading skills in pre-school through 3rd grade are assessed three times a year with Fountas and Pinnell assessments . Several of our high school teachers have access to the Silicon Valley Math Initiative resources for developing performance tasks and a math professional learning community to share best practices. In addition, in 2017-18 and 2018-19, we have middle and high school math teachers attending training on Complex Instruction. With the new ELA K-6 Benchmark Advance/Adelante adoption, plans are underway to develop literacy “targeted” instructional blocks of time to be able to provide differentiation of instruction across each grade level. Grade level teacher teams will work cohesively to ensure each student has access and support in mastery of critical skills to improve literacy, along with providing designated ELD. In addition, the opportunity to use aligned Interim Assessments, based upon learning progressions and proficiency scale of priority standards, teacher teams will use the Achievement Team process to further build the capacity of our teachers to plan instruction with clarity of learning expectations and use a common language when collaboratively planning instruction. All grades will also focus on writing within ELA and across content areas to examine progress vertically (TK-12) and across grade levels. EL pathways from 7th - 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 through the 6 learning principles of arts integration. Teachers will continue to be involved with curriculum adoption and roll out across content areas, participate in related curriculum workshops and lesson study. Management of professional development and teacher support for all employees will be done via a new online system, which will also allow teachers and classified employees to create and participate in their own professional learning for district “internal units” for salary advancement. This system will promote ongoing learning opportunities for teachers/support staff to continue developing their skills. Training on Standards-Based Learning: Grading and Assessing has been provided to all secondary teachers and will be provided to elementary Curriculum Council and Instructional Leads in June 2019.

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, successful completion of CTE coursework and pathways, Dual Enrollment, and the College and Career Indicator.

State indicator

Graduation: In terms of the graduation rate, the District rated green with 84.7%, an increase of 3.9%. For the District, SED was rated green, with 87.1% graduating, an increase of 6.4%. White was rated red at 66.1%, no change from the previous year. Homeless was rated orange with 75%, a decline of 2.8%. English Learners rated yellow with 79.4%, an increase of 7.2%. Hispanic rated blue with 90.2%, an increase of 6.5%. NMCHS rated blue with 95.3%, maintaining -.4%. English Learners rated green with 92.5% graduated, an increase of 5.2%. Hispanic rated blue with 97% graduated, with no change from the previous year, and Socioeconomically Disadvantaged rated blue with 95.9% graduated, maintaining -0.2% from the previous year. According to the California Dashboard, Central

Bay had no color rating with 100% graduated, an increase of 22.2% and North Monterey County Center for Independent Studies rated red and had 47.2% graduated, an increase of 6%.

College and Career Indicator: For the College and Career Indicator, according to the California Dashboard in 2018, the District rated green with 36.1% prepared, an increase of 12.6%. North Monterey County High School rated green with 48.1% prepared, an increase of 16.1%. North Monterey County Center for Independent Studies rated red with 4.2% prepared, a decrease of 4.1%. Central Bay did not have a rating with 0% prepared.

Local indicators

A-G Completion: According to the UC Transcript Evaluation System, after Fall 2018, 33% of our students at North Monterey County High School are on track for meeting A-G, with 35% of seniors on track for meeting A-G. Preliminary data shows that 52% of NMCHS Class of 2018 and 48% of the Class of 2019 met A-G. More students are meeting college requirements in our District in recent years. According to DataQuest, in 2016-17, the A-G rate for the District was 34.4%, in 2015-2016, it was also 34.4%, and in 2014-15 it was 33.9%. The percentage of all seniors at North Monterey County High School meeting A-G requirements increased from 32.8% in 2014-15 to 42.1% in 2015-16, to 42.6% in 2016-17. The percentage of EL seniors meeting A-G increased from 0% in 2014-15 to 20% in 2015-16 to 7.7% in 2016-17. However, the number of EL student being reclassified prior to graduation also increased.

GPA of 2.5 or higher: The percentage of students with a GPA of 2.5 or higher was 66.11% District wide for the Class of 2018, 58.78% for the Class of 2017, and 59.53% for the Class of 2016, showing an upward trend. The percentage of EL students with a GPA of 2.5 or higher was 46.67% for the Class of 2018, 32.26% for the Class of 2017, and 37.14% for the Class of 2016.

D's and F's: Overall, % Ds/F's decreased in each grade from 7th to 12th grade during second semester of 2018-19. In 7th grade, 65% of students earned a D or F second semester, in 8th grade, 61% earned a D or F, in 9th grade, 51% earned a D or F, in 10th grade, 51% earned a D or F, in 11th grade, 46% earned a D or F, and in 12th grade, 23% earned a D or F. This reflects an increase in grades 7-11 and a decrease in grade 12 compared to the previous year 2017-18. The goal is to have less than 25% of students in any grade level earn a D or F. In Semester 1, from 2017-18 to 2018-19, there was an increase of % of EL students earning a D or F in grades 7, 8, 9, and 12. Grade 10 and 11 showed a decrease in % of EL students earning a D or F.

AP, PSAT and SAT exams: We have provided more opportunities for students to take AP tests. There has been a significant increase in students taking exams since 2013-14. In 2017-18, 558 AP exams were taken. In 2018-19, 469 AP exams were taken. Our District was recognized by the College Board as an AP Honor Roll recipient for increasing the number of students participating in AP, while increasing or maintaining the percentage of students scoring 3 or higher this year.

In 2017-18, 547 PSAT exams were taken in grades 10/11 while 320 exams were taken in grades 8/9. In 2018-19, 577 PSAT exams were taken in grades 10/11 and 317 exams were taken in grades 8/9. The SAT was taken 172 times in 2018-19 (some may be duplicated students).

Dual Enrollment: In spring 2018, 25 seniors took a one semester long Counseling 1 (Student Seminar for Success), a college level course recognized by CSU and UC. During the 2018-19 school year, Counseling 27, English 1A and English 1B were added. 117 students (duplicated) enrolled in Dual Enrollment courses this year. The plan is to continue to increase dual enrollment options for students in 2019-20 including Medical Terminology, Intermediate Algebra, Public and Community Health, Administration of Justice, Statistics, Trigonometry, and Pre-Calculus.

Additional College Prep Math: The yearlong Transition to College Math course began in 2017-18 with approximately 35 students enrolled, continued in 2018-19 with 62 students, and will continue in 2019-20. This course was designed in collaboration with CSUMB to prepare students for college level Math.

CTE: In addition, students participating in CTE pathways increased from 2015 to 2019, going from 643 to 968. Current pathways include 9 options, with an additional pathway being developed for 2019-20 in Sustainable Environmental Agricultural Careers. The Concentrator course, Natural Resource and Habitat Management Through Integrated Science has been approved for A-G in Science. Over the past three years, 88-98% of students enrolled in CTE graduated from High School.

Credit Recovery: High School students have the opportunity to recover credits. In Summer 2018, 106 students were enrolled with 33 students (31%) completing and 426 credits earned. During Fall 2018, 56 students were enrolled with 44 students (79%) completing coursework and 204 credits completed. During Spring 2019, 43 students were enrolled with 19 students (44%) completing coursework and 116 credits completed. Cumulatively, this reflects a 47% completion rate with 746 total 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 continue to be developed and expanded with community organizations and businesses as industry 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 learning with a focus on 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 and a Parents-as-Teachers home visiting program for parents/children. This Center also houses adult education classes in the evenings for ESL, and services from MC Health Department for counseling and coordinated social services. Our district also provides Homeless/Foster Youth support and recently received funding to open a Family Center that provides coordinated services, laundry and bathing facilities, a kitchen for food and clothing/essentials. We have a partnership with a non-profit, Castroville Coalition, who receives donations for emergency temporary houses for our families while they are waiting services from the County. In addition, the district serves as the backbone for the North Monterey County Community Alliance with a strategic plan that supports the NMC community following a cradle to career model. The Alliance has more than 20 organizations committed to implementing a strategic and collective impact model. This 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: In 2018-19, the types of services most requested from the Family Resource Center (FRC) include help with medical, preschool, employment (EDD), English as a Second Language support, and assistance with school forms/enrollment. Nearly 2,000 walk-in clients were served in the FRC in 2018-19, an increase from 2017-18, when just over 1,365 walk-in clients were served. In 2018-19, 105 students participated in Kid Zone, and increase of 5 from 2017-18, when 100 students

participated. In 2018-19, 199 students were served in Pre-School, and increase of 10 from 189 served in 2017-18. Six children in our Infant-Toddler program in both 2017-18 and 2018-19 and 550 students were served in ASES in 2018-19, an increase from the 478 served in 2017-18. 37% of our students are identified as homeless across sites. The FRC Bilingual Community Liaison helps homeless families w/basic needs such as access to laundry and showers, located at the Family Services Center in Castroville. Our Child Nutrition program provides summer meals to those under 18 and started a supper program for after school students at the high school, Castroville and Elkhorn with expansion to all school in 19/20, this is in addition to quality as a community eligible district beginning in August 2018 where all children eat breakfast and lunch for free. The District hired a certified, FT social worker beginning in 2018-19, with expansion of services in 2019-20 to include three social worker associates and interns. The Licensed Certified Social Worker (LSW) managed a caseload of 60 students this year. Other activities that have benefited families include: Stuff the Bus with backpacks provided to 787 students, Adopt a Family, when 177 students received holiday gifts, and the Thanksgiving Feast which serves over 1000 families and community members in Castroville.

Parent participation in meetings: We have had a significant increase in parent participation in district/site level advisory groups. We had increased meaningful parent participation at the district level through DELAC, Migrant Advisory, LCAP Advisory, Special Ed Advisory, Parent Advisory, Budget Review, Facilities Advisory, Child Development Advisory, and Wellness Advisory. Site level advisory groups (ELAC, SSC, PTOs, Boosters) are always reaching out to parents to increase attendance and continued participation. Parent meeting supplies, translation and childcare are provided.

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. all of which parents have reported are helpful and meaningful. We will continue to work to expand the number of parents participating.

Adult Education: In 2016-2017, Adult Education had 367 students enrolled. In 2017-2018, 310 students enrolled. In 2018-2019, 366 students are enrolled as of May 2019. A total of 234 are taking ESL and/or Citizenship classes. 29 students were enrolled in Computer Literacy and 97 students were enrolled in our Parent Academies. 17 adults achieved their citizenship compared to 13 two years ago. 118 students are in Spanish/English High School diploma or High School Equivalency courses. 13 students earned their High School Equivalency or High School Diploma. 37 students were enrolled in Food Safety.

Next Steps: We will continue to reach out to parents in our community in order to provide them with opportunities for participation, growth, input and meaningful decision-making. Goals include: giving parents/guardians the tools needed to support their children and access to opportunities increase resources for their families. We will continue our work with the North Monterey Community Alliance, our local cradle to career collective impact initiative, on pathways for both students and adults to develop knowledge/skills and take advantage of local resources. Our Adult Education program will support adult students who take courses and we will continue to explore ways to increase enrollment and enhance offerings. We will work with school sites to reach out and 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 and conduct formal and informal focus groups.

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 continue to be in the areas of Mathematics for grades 3-8 (85.9 points below standard) and English Language Arts for grades 3- 8 (50 points below standard). Math remains in the orange performance level and accelerated growth is needed to close the distance to meet standard. Some progress has been made in English Language Arts (increase of 3.3 points) with a change from orange to yellow.

Student Groups in Red/Orange:

- 1) Students with Disabilities rated red for English Language Arts and Math
- 2) English learners, red for Math and orange for Suspension Rate
- 3) White students rated orange for English Language Arts, Math, Suspension Rate, and College/Career, and red for Graduation Rate
- 4) Homeless students rated orange for English Language Arts, Math, Graduation Rate, and Suspension Rate
- 5) Socioeconomically disadvantaged students rated orange for Math
- 6) Hispanic students rated orange for Math and Suspension Rate

Schools in Red/Orange:

North Monterey County Middle School (red)	Mathematics (SBAC Spring 2018)
North Monterey County Middle School (orange)	Chronic Absenteeism (2017-18)
Echo Valley (orange)	Suspension (2017-18)
Echo Valley (red)	English Language Arts (SBAC Spring 2018)
Echo Valley (orange)	Mathematics (SBAC Spring 2018)
Prunedale (orange)	Suspension (2017-18)
Castroville (orange)	Chronic Absenteeism (2017-18)
Castroville (orange)	Suspension (2017-18)
Castroville (orange)	English Language Arts (SBAC Spring 2018)
Castroville (orange)	Mathematics (SBAC Spring 2018)
Elkhorn (orange)	Suspension (2017-18)
North Monterey County High (orange)	Suspension (2017-18)
North Monterey County High (orange)	English Language Arts (SBAC Spring 2018)
North Monterey County High (orange)	Mathematics (SBAC Spring 2018)
Central Bay High Continuation (orange)	Suspension (2017-18)
North Monterey Co. Ctr for Ind. St.(red)	Graduation (2016-17)
North Monterey Co. Ctr for Ind. St.(red)	College and Career (2017-18)
North Monterey Co. Ctr for Ind. St.(orange)	English Language Arts (SBAC Spring 2018)
North Monterey Co. Ctr for Ind. St.(red)	Mathematics (SBAC Spring 2018)

Area of Need	Focus	Steps for Improvement
--------------	-------	-----------------------

1-Mathematics	TK-12 (NMCMS, EV, CV, NMCHS, NMCCIS)	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. Intervention supports will be provided to students. <i>(Goal 1)</i>
2-English Learner Progress	TK-12	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. <i>(Goal 1)</i>
3-Attendance	TK-8 (NMCMS, CV)	Incentives for attendance as well as wraparound supports to remove barriers will be implemented. We will strengthen SART skills and share effective practices across sites and develop MTSS structures to strengthen Tier 1 and support the development of a solid Tier 2 at sites. <i>(Goal 3)</i>
4-ELA/ELD	K-12 (CV, EV, NMCHS, NMCCIS)	Monitoring of ELs in writing tasks along with use of quality curricular programs to accelerate learning. New curriculum has been adopted for K-6 English Language Arts in 2018-19 with 2019-20 as the first full year of implementation. <i>(Goal 1)</i>
5-Early Literacy	Pre/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. Implementation of literacy time for differentiated instruction will be provided within the school instructional schedule. The use of assessments and screeners in Benchmark Advance will be integrated into the Early Literacy program. <i>(Goal 1)</i>
6-Suspension	TK-12 (EV, CV, PD, NMCHS, CB)	We will improve student engagement through the use of innovative research based strategies. We will determine root causes for behaviors and seek alternative solutions by implementing a behavior concern referral process for Tier 2 supports. We will use our MTSS process to support students and take advantage of mental health services and social worker services, as needed. <i>(Goal 3)</i>
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. <i>(Basic Services, found in our Facilities Plan)</i>

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 Math and orange for Suspension Rate.

LEA plans to address the gap: We will work closely with teachers as they continue to roll out the new K-6 ELA/ELD curriculum, Benchmark Advance, which was approved in September 2018. This includes incorporating the integrated ELD in each lesson and also ensuring designated ELD is provided to those who need it. Formative data will be reviewed in collaborative grade level teams, along with their site administrators, several times per trimester/semester in both literacy and math. Wraparound services will be utilized to identify barriers to student learning and remove/address them for student success. The ELPAC team will support staff 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 has been updated in May 2019, to include ELPAC and related expectations for services and support. Our work on arts integration/engagement strategies will also make learning more motivating and comprehensible to our English Learners. New Math curriculum has been adopted for Grades 6-8 and is being piloted for high school in 2019-20. The language demands in Math has increased with the Smarter Balanced Assessment, which

requires strengthening access to language development to understand and produce language as part of the performance tasks required in Math.

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

LEA plans to address the gap: We will work to make sure 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/co teacher model with pull-out supplemental or intensive support as needed. We will work with parents as partners on strategies that they can use at home to help their children. Refer to the Performance Indicator Review “plan” for details on Root Cause Analysis and Planned Actions in order to support our Students with Disabilities subgroup.

Area: The White student subgroup is rated orange for College and Career and red for Graduation rate.

LEA plans to address the gap: We will work with Counselor/Coordinators to develop a monitoring process to provide supports needed for our White students to remain on track to meet the College and Career indicator by fulfilling A-G requirements, taking Dual Enrollment courses, and/or completing a Career Technical Education pathway as well as remain on track for Graduation.

Area: The Homeless student subgroup is rated orange for Graduation rate.

LEA plans to address the gap: Working closely with our Bilingual Community Liaison and Social Worker, we will provide additional supports to ensure our Homeless students receive access to the student support services needed to persist and thrive in school and complete graduation requirements.

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

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

North Monterey County Center for Independent Studies

Support for Identified Schools

Describe how the LEA supported 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.

The Director, Assistant Principal, teachers and staff with input from students, parents and community members and support from district administrators completed a full needs assessment that included a

full accreditation self-study and site visit for WASC. The WASC resulting action plan was incorporated into the Single Plan for Student Achievement (school plan), and is also incorporated into the LCAP for 19/20. The results from the needs assessment indicated the following focus areas: increase opportunities to engage students and parents in career exploration and work-based learning opportunities, increase “electives” and opportunities for more social emotional learning instruction, re-align resources to expand and enhance the current blended learning model by restructuring the delivery model to include more on-site enrichment and intervention/prevention opportunities that engage and support students. Expand the mental health services onsite and develop more group based social emotional learning.

Monitoring and Evaluating Effectiveness

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

The action plan outlined within the NMC Center for Independent Studies SPSA/WASC plan outlines specific baseline data and related actions/services and measureable outcomes that include: increasing graduation rates, decreasing drop-out rates, increasing the rate of credit attainment within a specific timeframe to monitor pacing of work completion, initial results regarding student’s social emotional learning skills based upon an SEL screening tool, number of students provided with mental health services individually and within counseling groups and comparable report of those students served with increased attendance, work completion and credit attainment. Please refer to the NMC Center for Independent Studies SPSA/WASC plan for more details.

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 our students, 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) teams which will meet regularly at both district and site levels. School site MTSS teams will meet biweekly to review and monitor student groups and focus on Tier II supports, refer students for Tier III supports and identify focus areas for improving Tier 1. Within the MTSS framework, we will also have more formal data teams at each school site. 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 utilizing appropriate strategies and materials. In addition, we will work with teachers and support staff on utilizing strategies and practices that support a positive and inclusive classroom/site environment that includes a growth mindset, positive discipline and restorative justice. Mental health providers and social workers, along with school psychologist and behavior intervention technicians, will continue to work with sites to support students who have been touched by crisis/trauma, allowing them to access educational services more effectively and efficiently. Our goal will be to address the needs of each and every student through the MTSS framework.

LCFF Budget Overview for Parents

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

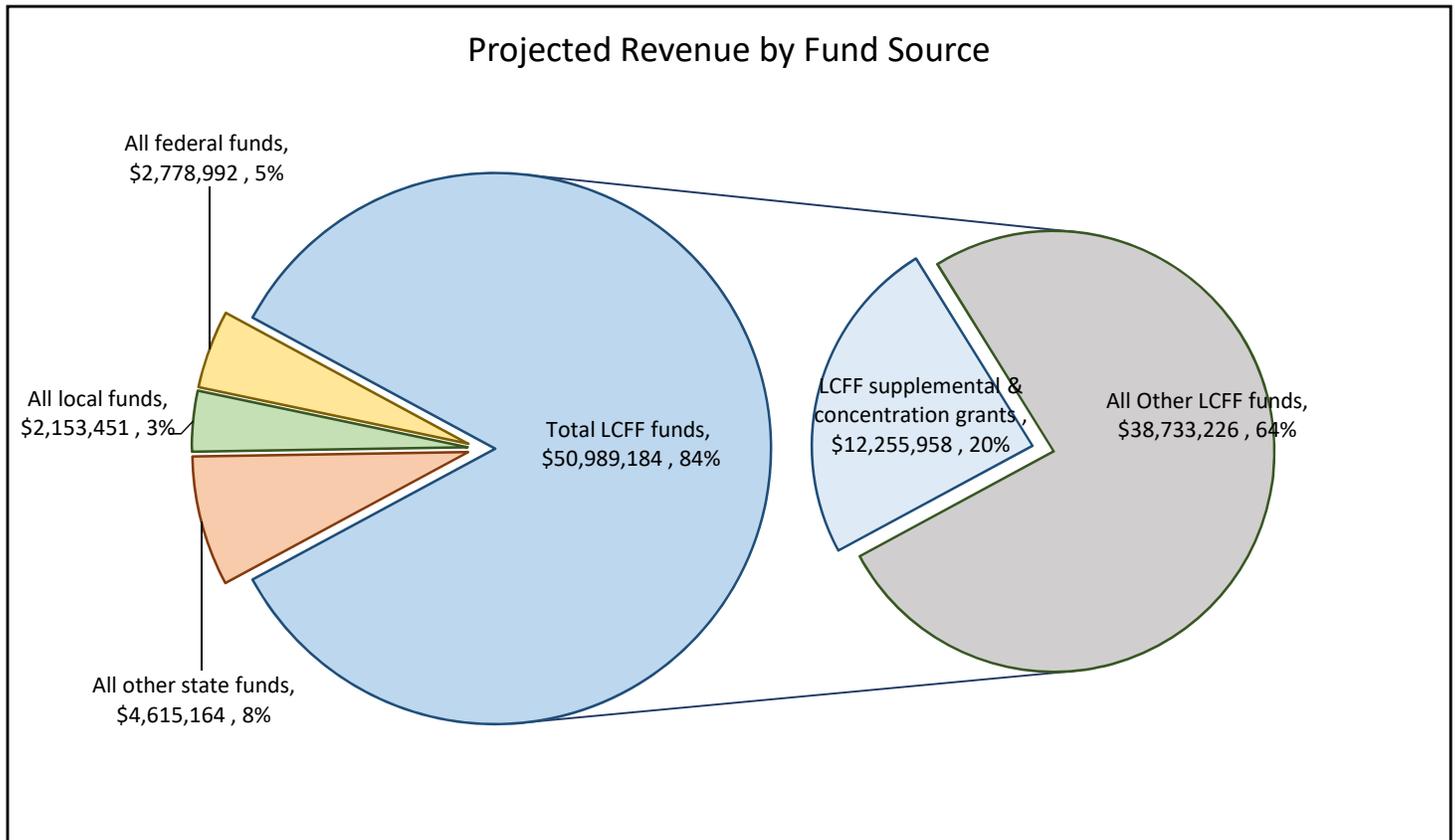
CDS Code: 27 73825 0000000

Local Control and Accountability Plan (LCAP) Year: 2019-2020

LEA contact information: Kari Yeater

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 2019-2020 LCAP Year

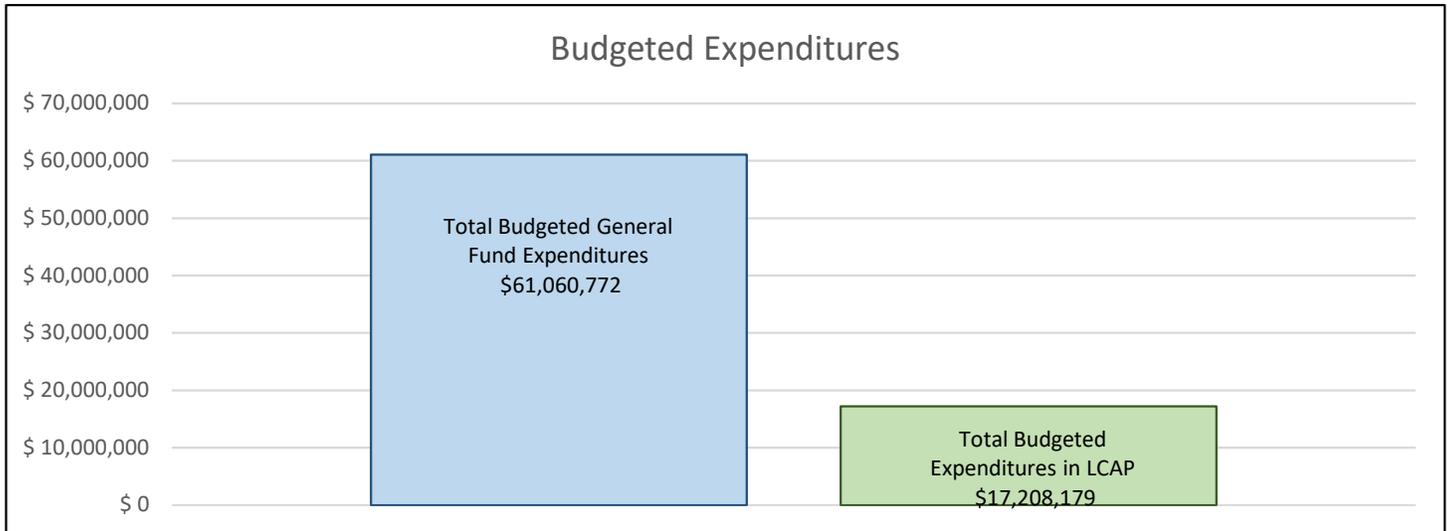


This chart shows the total general purpose revenue North Monterey County Unified School District expects to receive in the coming year from all sources.

The total revenue projected for North Monterey County Unified School District is \$60,536,791.14, of which \$50,989,184.00 is Local Control Funding Formula (LCFF), \$4,615,164.00 is other state funds, \$2,153,451.00 is local funds, and \$2,778,992.14 is federal funds. Of the \$50,989,184.00 in LCFF Funds, \$12,255,958.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much North Monterey County Unified School District plans to spend for 2019-2020. It shows how much of the total is tied to planned actions and services in the LCAP.

North Monterey County Unified School District plans to spend \$61,060,772.21 for the 2019-2020 school year. Of that amount, \$17,208,179.00 is tied to actions/services in the LCAP and \$43,852,593.21 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

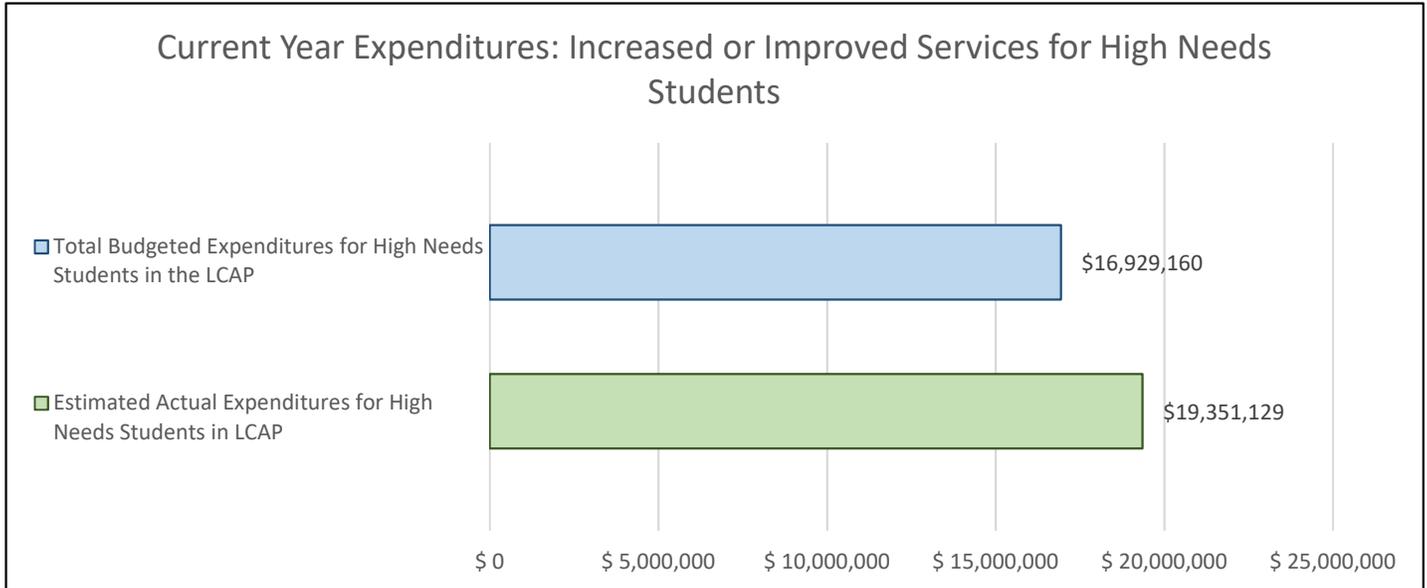
Basic services including Routine Restricted Maintenance, Transportation, Central Office Support (Finance, IT, Human Resources, etc.). This would also include costs for legal support, auditing, utilities, payroll processing, insurance, custodial costs, building and site maintenance, etc.

Increased or Improved Services for High Needs Students in 2019-2020

In 2019-2020, North Monterey County Unified School District is projecting it will receive \$12,255,958.00 based on the enrollment of foster youth, English learner, and low-income students. North Monterey County Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, North Monterey County Unified School District plans to spend \$17,208,179.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-2019



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.

In 2018-2019, North Monterey County Unified School District's LCAP budgeted \$16,929,159.67 for planned actions to increase or improve services for high needs students. North Monterey County Unified School District estimates that it will actually spend \$19,351,128.91 for actions to increase or improve services for high needs students in 2018-2019.