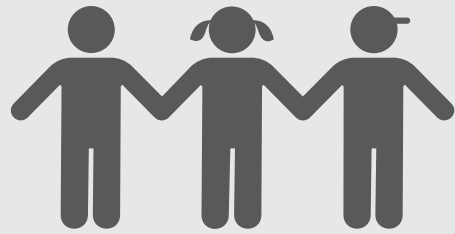


Local Control and Accountability Plan

Plan Summary, 2021-22



9,957 TK-Adult STUDENTS



21 SCHOOLS

| | |
|------------------------------|----|
| Early Learning Centers: | 2 |
| Elementary Schools: | 11 |
| K-8 Magnet School: | 1 |
| Comprehensive High Schools: | 3 |
| Alternative High School: | 1 |
| Independent Charter Schools: | 2 |
| Adult School: | 1 |



STUDENT GROUPS



DISTRICT STORY

Positive & Healthy Culture

MPUSD promotes a positive, healthy culture supporting academic success and student well-being.



Visual & Performing Arts

As an essential aspect of the District's mission, visual & performing arts opportunities are offered to students at all levels.

Early College and Career

Through partnerships with community colleges, MPUSD students have opportunities to take college-level courses, earn college credit and graduate with an associate of arts degree.



LCAP HIGHLIGHTS

GOAL #1



College & Career Readiness

GOAL #2



Early Literacy

GOAL #3



Redesignation of English Language Learners

GOAL #4



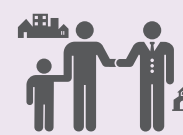
Proficiency in Mathematics

GOAL #5



Multi-Tiered Systems of Support

GOAL #6

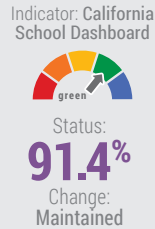


Community & Stakeholder Engagement

REFLECTION: SUCCESSES



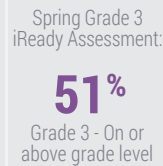
Maintained High Graduation Rates



Increased College and Career Readiness



Increased Reading Proficiency



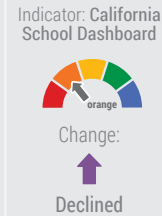
Planned Actions to Maintain Progress:

- 1.9** - Provide Early College and Career Professional Development.
- 1.12** - Provide Central Coast High with College and Career Readiness supports, including the hiring of an additional teacher.
- 2.3** - Maintain Teachers on Special Assignment in Literacy and Early Education.
- 5.6** - Maintain a Coordinator of Data and Assessment and fund data management supports (Illuminate, Edupoint Educational Systems, Synergy Services, Conference).

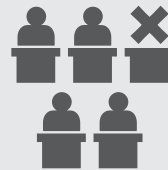
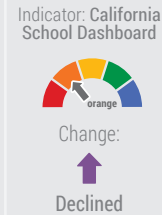
REFLECTION: IDENTIFIED NEEDS



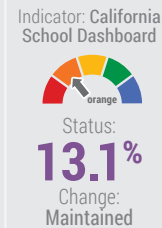
Increase ELA Proficiency



Increase Math Proficiency



Reduce Chronic Absenteeism



Planned Actions to Address Needs:

- 2.1** - Provide Elementary English Language Arts, Transitional Kindergarten & RTI Professional Development.
- 4.1** - Provide elementary and secondary school teachers with professional development in Math and Science.
- 4.3** - Purchase Math and Science textbooks and supplies (Elementary Zearn, iReady Pilot, Stemscores, STEM Ancillary, STEM Resources, Secondary Ready Math, Stemscores, Exploring CS).
- 5.9** - Conduct an attendance campaign in order to encourage positive student attendance.

PERFORMANCE GAPS

Subgroup in Need:



2+ Races

African American

English Learners

Foster Youth

Hispanic

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

Planned Actions to Address Performance Gaps:

- 3.3** - Conduct outreach to parents of English Learners in order to engage them in their student's education.
- 3.4** - Provide elementary and secondary school teachers with professional development in secondary English Language Arts and English Learner Development.
- 5.4** - Implement strategies to support McKinney Vento and Foster Youth students (Multi-Tiered Systems of Supports, Homeless Liaison, onsite Student Resource Centers, etc.).
- 5.8** - Provide services, supplies, and resources to aid implementation of Multi-Tiered Systems of Support (Restorative Justice Project, contracts with external support providers for vulnerable youth, etc.).



GOAL
#1



COLLEGE & CAREER READINESS

Actual 2019-20 Expenditures

\$53,993,458

Overall Status:



In Progress

| ✚ Outcomes - Highlighted Achievements | | Expected Metrics | Actual Metrics | Achieved | Progress | Outcome Totals | | | Progress |
|---|--|---|---|----------|----------|---------------------------------------|---------------|-----------------|---------------|
| 1.1 - Increase College & Career Readiness | | 85% students prepared for College & Career | 50.5% limited data available due to COVID-19 | | | 1 planned | 0 achieved | 0 progressed | N/A |
| 🔧 Actions - Highlighted Achievements | | | | | | Action Totals | | | Total % spent |
| 1.1 - Teachers were provided math professional teacher development | | | | | | \$53,879,939 Budgeted Expenditures | | | 100% |
| 1.2 - PLCs were used to analyze student achievement results to provide additional support to teachers | | | | | | \$53,993,458 Actual Expenditures | | | |
| 1.3 - Administrators, teachers and staff engaged in equity training through national equity project organizations | | | | | | | | | |



GOAL
#2



EARLY LITERACY

Actual 2019-20 Expenditures

\$1,025,040

Overall Status:



In Progress

| ✚ Outcomes - Highlighted Achievements | | Expected Metrics | Actual Metrics | Achieved | Progress | Outcome Totals | | | Progress | | |
|--|--|------------------|----------------|----------|----------|--------------------------------------|---------------|-----------------|---------------|--|--|
| 2.1 - Increase 3rd graders meeting ELA/Literary Standards | | 45% | N/A | | | 3 planned | 0 achieved | 1 progressed | 33% | | |
| 2.2 - Increase students meeting ELA/Literary Standards | | 45% / 55% / 40% | 51% | | | | | | | | |
| 2.3 - Increase students meeting Lexile grade level | | 83% / 65% | 45% / 30% | | | | | | | | |
| 🔧 Actions - Highlighted Achievements | | | | | | Action Totals | | | Total % spent | | |
| 2.1 - Invest in supplemental materials and resources to support achievement in English language arts | | | | | | \$1,402,060 Budgeted Expenditures | | | 73% | | |
| 2.2 - Expand transitional kindergarten services | | | | | | \$1,025,040 Actual Expenditures | | | | | |
| 2.3 - Invest in Teachers on Special Assignment to support preschool through grade 3 teachers | | | | | | | | | | | |





GOAL
#3



REDESIGNATION OF ENGLISH LANGUAGE LEARNERS

Actual 2019-20 Expenditures

\$1,741,338

Overall Status:



In Progress

| ✚ Outcomes - Highlighted Achievements | | Expected Metrics | Actual Metrics | Achieved | Progress | Outcome Totals | | | Progress |
|--|--|------------------|---------------------|----------|----------|----------------|---------------|--------------------------------------|--|
| 3.1 - Increase redesignation rate of English Learners | | 45% | N/A due to COVID-19 | 🕒 | 🕒 | 1 planned | 0 achieved | 0 progressed | N/A |
| 🔧 Actions - Highlighted Achievements | | | | | | | | Action Totals | Total % spent |
| 3.1 - Provide schools with bilingual community liaisons, newcomer intervention teachers, and other staff support | | | | | | | | \$1,756,816 Budgeted Expenditures | 99% <div style="width: 99%;"></div> |
| 3.2 - Implement English learner newcomer program curriculum and English 3D | | | | | | | | \$1,741,338 Actual Expenditures | |
| 3.3 - Purchase English language development professional development texts | | | | | | | | \$1,741,338 Actual Expenditures | |



GOAL
#4



MATH AND SCIENCE PROFICIENCY

Actual 2019-20 Expenditures

\$943,401

Overall Status:



In Progress

| ✚ Outcomes - Highlighted Achievements | | Expected Metrics | Actual Metrics | Achieved | Progress | Outcome Totals | | | Progress |
|---|--|------------------|----------------|----------|----------|----------------|---------------|--------------------------------------|--|
| 4.1 - Increase 3rd graders meeting ELA/Literary standards | | 40% / 20% | 31% / 15% | 🕒 | ✓ | 4 planned | 2 achieved | 3 progressed | 75% <div style="width: 75%;"></div> |
| 4.2 - Increase students taking Integrated Math I in 8th grade | | Set Baseline | Met | ✓ | ✓ | | | | |
| 4.3 - Increase students meeting growth projections | | 40% / 22% | 56% / 41% | ✓ | ✓ | | | | |
| 🔧 Actions - Highlighted Achievements | | | | | | | | Action Totals | Total % spent |
| 4.1 - Provide elementary teachers with math and science professional development | | | | | | | | \$1,054,474 Budgeted Expenditures | 89% <div style="width: 89%;"></div> |
| 4.2 - Support secondary math, computer science and Next Generation Science Standards | | | | | | | | \$943,401 Actual Expenditures | |
| 4.3 - Maintain a STEM (science, technology, engineering and math) Teacher on Special Assignment | | | | | | | | \$943,401 Actual Expenditures | |





GOAL
#5



MULTI-TIERED SYSTEMS OF SUPPORT

Actual 2019-20 Expenditures

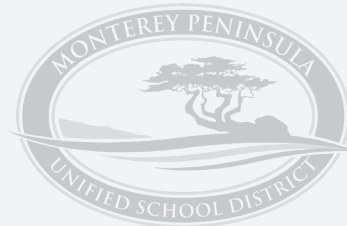
\$66,236,886

Overall Status:

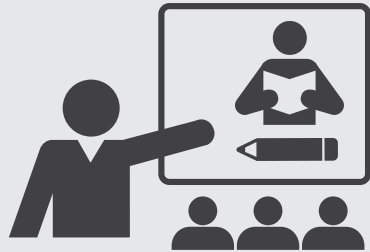


In Progress

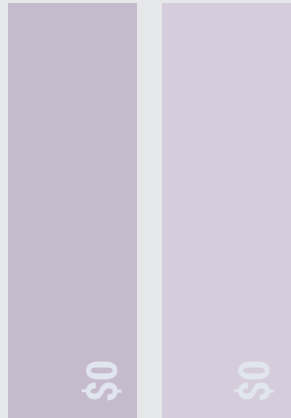
| Outcomes - Highlighted Achievements | Expected Metrics | Actual Metrics | Achieved | Progress | Outcome Totals | | | Progress |
|--|------------------|----------------|----------|----------|-----------------------|----------|------------|---------------|
| | | | | | planned | achieved | progressed | |
| 5.6 - Increase Average Daily Attendance | 97% | 96% | ✓ | ✓ | 9 | 3 | 5 | 56% |
| 5.7 - Reduce chronic absenteeism rate | < 10% | 9.5% | ✓ | ✓ | | | | |
| 5.8 - Reduce Suspension rate | < 1.6% | 2.5% | 🕒 | 🕒 | | | | |
| Actions - Highlighted Achievements | | | | | Action Totals | | | Total % spent |
| 5.1 - Invest in Positive Behavior Interventions and Supports for elementary schools | | | | | \$65,162,432 | | | 98% |
| 5.2 - Support Visual and Performing Arts Programs | | | | | Budgeted Expenditures | | | |
| 5.3 - Maintain social and emotional support staffing, including Mental Health Clinicians | | | | | \$66,236,886 | | | |
| | | | | | Actual Expenditures | | | |



LEARNING CONTINUITY PLAN EXPENDITURES



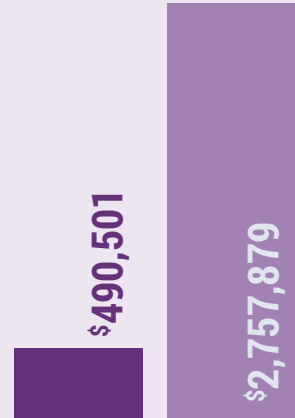
**IN-PERSON
INSTRUCTIONAL
OFFERINGS**



Budgeted Expenditures Actual Expenditures



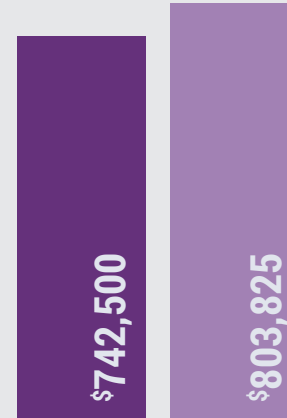
**DISTANCE
LEARNING
PROGRAM**



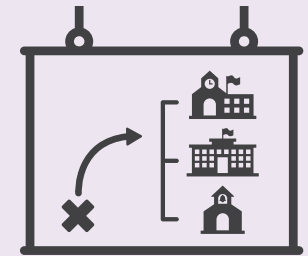
Budgeted Expenditures Actual Expenditures



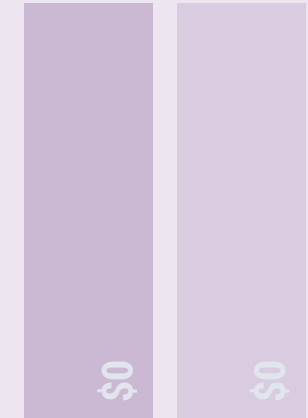
**PUPIL
LEARNING LOSS**



Budgeted Expenditures Actual Expenditures



**ADDITIONAL
ACTIONS AND PLAN
REQUIREMENTS**



Budgeted Expenditures Actual Expenditures



**TOTAL
LCAP
SPENDING**

Total Planned 2020-21 LCAP Expenditures

\$1,233,001

VS.

Total Actual 2020-21 LCAP Expenditures

\$3,561,704

=

Total % Spent

288%

Exceeded full spending



Stakeholder Engagement



1

SURVEY
Conducted



2,162

RESPONSES
Received



26

SCHOOL MEETINGS
Held



17

TOWN HALLS
Conducted



11

CABINET CHATS
Held



12

GROUPS
Involved

Groups include:

Parents, Teachers, Staff, Administrators, Students, Community leaders, Monterey Bay Teachers Association, Classified School Employees Association, District Advisory Committee, District English Learner Advisory Committee, SELPA, and Board of Education members



Checklist of Items Shared:

- District Profile Data
- State Education Priorities
- LCAP & LCFF Overview
- School Site Plans
- California School Dashboard



MPUSD has informed, consulted, & involved school stakeholders in the process of creating the LCAP as summarized above. Communications to stakeholders includes:



Website, email, phone, word of mouth, virtual & in-person meetings, social media.

Budget Overview & Service Improvement



California law mandates Local Control Funding Formula consisting of the following tiers...



| | |
|-------------------------------|--------------|
| Concentration Grant | \$18,502,187 |
| Supplemental Grant | |
| Baseline Grant | \$86,655,436 |
| Other Revenue (state & local) | \$18,469,651 |
| Federal Revenue | \$7,591,343 |

Total Revenue: \$131,218,618

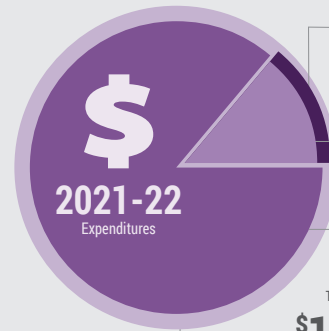
...targeting disadvantaged students...



...resulting in increased service of...

↑ 21.7%
2021-22 Expected Service Improvement Using:
\$18,502,187
In Total Concentration & Supplemental Grants

...to spend on expenditures in the district...



LCAP Expenditures for High Needs Students: **\$19,419,093**
LCAP Expenditures: **\$19,419,093**
Expenditures not included in the LCAP: **\$120,256,283**

Total General Fund Expenditures: **\$139,675,376**

...which is reported on the following year

| | Budgeted | Actual |
|---------------------------------------|--------------|--------------|
| Expenditures for High Needs Students: | | |
| 2020-21 | \$17,439,441 | \$16,090,965 |

GOAL

#1



College & Career Readiness

GOAL DETAILS

WHY WAS THIS GOAL DEVELOPED?

This goal was developed to capture the District's efforts to improve the following:


Rigorous Coursework


Dual Enrollment


Career Technical Education


STATUS


New


Modified


Unchanged


EXPECTED 2023-24 MEASURABLE **OUTCOMES**

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|--|---------|--------------|----------|-------|---|---------|----------|----------|--------------------|---|----------------|--------|---|---------|--------|----------|--------|---|---------|--------|----------|--------|---|---------|-------|----------|-------|
| <p>1.1</p>  <p style="font-size: 10px; margin-top: 10px;">INCREASE STUDENTS PREPARED FOR COLLEGE AND CAREER</p> | <p>1.2</p>  <p style="font-size: 10px; margin-top: 10px;">MAINTAIN FULLY CREDENTIALIED & APPROPRIATELY ASSIGNED TEACHERS</p> | <p>1.3</p>  <p style="font-size: 10px; margin-top: 10px;">MAINTAIN FULL ACCESS TO STANDARDS-ALIGNED INSTRUCTIONAL</p> | <p>1.4</p>  <p style="font-size: 10px; margin-top: 10px;">IMPLEMENT STATE ACADEMIC CONTENT AND PERFORMANCE STANDARDS FOR ALL STUDENTS</p> | <p>1.5</p>  <p style="font-size: 10px; margin-top: 10px;">INCREASE STUDENTS COMPLETING A-G COURSES</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table style="width: 100%; border: none;"> <tr> <td style="font-size: 8px;">2023-24</td> <td style="font-size: 24px; font-weight: bold;">↑ 85%</td> <td style="font-size: 8px;">Baseline</td> <td style="font-size: 24px; font-weight: bold;">↘ 50.5%</td> </tr> </table> | 2023-24 | ↑ 85% | Baseline | ↘ 50.5% | <table style="width: 100%; border: none;"> <tr> <td style="font-size: 8px;">2023-24</td> <td style="font-size: 24px; font-weight: bold;">= / ↑ 90%</td> <td style="font-size: 8px;">Baseline</td> <td style="font-size: 24px; font-weight: bold;">94%</td> </tr> <tr> <td style="font-size: 8px;">2023-24</td> <td style="font-size: 24px; font-weight: bold;">↓ 0</td> <td style="font-size: 8px;">Baseline</td> <td style="font-size: 24px; font-weight: bold;">0</td> </tr> <tr> <td style="font-size: 8px; font-weight: bold;">Fully Credentialed</td> <td></td> <td style="font-size: 8px; font-weight: bold;">Misassignments</td> <td></td> </tr> </table> | 2023-24 | = / ↑ 90% | Baseline | 94% | 2023-24 | ↓ 0 | Baseline | 0 | Fully Credentialed | | Misassignments | | <table style="width: 100%; border: none;"> <tr> <td style="font-size: 8px;">2023-24</td> <td style="font-size: 24px; font-weight: bold;">= 100%</td> <td style="font-size: 8px;">Baseline</td> <td style="font-size: 24px; font-weight: bold;">↘ 100%</td> </tr> </table> | 2023-24 | = 100% | Baseline | ↘ 100% | <table style="width: 100%; border: none;"> <tr> <td style="font-size: 8px;">2023-24</td> <td style="font-size: 24px; font-weight: bold;">= 100%</td> <td style="font-size: 8px;">Baseline</td> <td style="font-size: 24px; font-weight: bold;">↘ 100%</td> </tr> </table> | 2023-24 | = 100% | Baseline | ↘ 100% | <table style="width: 100%; border: none;"> <tr> <td style="font-size: 8px;">2023-24</td> <td style="font-size: 24px; font-weight: bold;">↑ 75%</td> <td style="font-size: 8px;">Baseline</td> <td style="font-size: 24px; font-weight: bold;">↘ 57%</td> </tr> </table> | 2023-24 | ↑ 75% | Baseline | ↘ 57% |
| 2023-24 | ↑ 85% | Baseline | ↘ 50.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023-24 | = / ↑ 90% | Baseline | 94% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023-24 | ↓ 0 | Baseline | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fully Credentialed | | Misassignments | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023-24 | = 100% | Baseline | ↘ 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023-24 | = 100% | Baseline | ↘ 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023-24 | ↑ 75% | Baseline | ↘ 57% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>1.6</p>  <p style="font-size: 10px; margin-top: 10px;">INCREASE STUDENTS PASSING ADVANCEMENT PLACEMENT EXAMS</p> | <p>1.7</p>  <p style="font-size: 10px; margin-top: 10px;">INCREASE 11TH GRADERS MEETING OR EXCEEDING STANDARDS ON THE EARLY ASSESSMENT PROGRAM</p> | <p>1.8</p>  <p style="font-size: 10px; margin-top: 10px;">MAINTAIN ACCESS TO A BROAD COURSE OF STUDY FOR ALL STUDENTS</p> | <p>1.9</p>  <p style="font-size: 10px; margin-top: 10px;">MAINTAIN ACCESS TO PROGRAMS AND SERVICES FOR STUDENTS WITH EXCEPTIONAL NEEDS</p> |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table style="width: 100%; border: none;"> <tr> <td style="font-size: 8px;">2023-24</td> <td style="font-size: 24px; font-weight: bold;">↑ 75%</td> <td style="font-size: 8px;">Baseline</td> <td style="font-size: 24px; font-weight: bold;">↘ 51%</td> </tr> </table> | 2023-24 | ↑ 75% | Baseline | ↘ 51% | <table style="width: 100%; border: none;"> <tr> <td style="font-size: 8px;">2023-24</td> <td style="font-size: 24px; font-weight: bold;">Set Baseline</td> <td style="font-size: 8px;">Baseline</td> <td style="font-size: 24px; font-weight: bold;">↘ N/A</td> </tr> </table> | 2023-24 | Set Baseline | Baseline | ↘ N/A | <table style="width: 100%; border: none;"> <tr> <td style="font-size: 8px;">2023-24</td> <td style="font-size: 24px; font-weight: bold;">= 100%</td> <td style="font-size: 8px;">Baseline</td> <td style="font-size: 24px; font-weight: bold;">↘ 100%</td> </tr> </table> | 2023-24 | = 100% | Baseline | ↘ 100% | <table style="width: 100%; border: none;"> <tr> <td style="font-size: 8px;">2023-24</td> <td style="font-size: 24px; font-weight: bold;">= 100%</td> <td style="font-size: 8px;">Baseline</td> <td style="font-size: 24px; font-weight: bold;">↘ 100%</td> </tr> </table> | 2023-24 | = 100% | Baseline | ↘ 100% | | | | | | | | | | | | | |
| 2023-24 | ↑ 75% | Baseline | ↘ 51% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023-24 | Set Baseline | Baseline | ↘ N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023-24 | = 100% | Baseline | ↘ 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023-24 | = 100% | Baseline | ↘ 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

EXPECTED 2021-22 ACTIONS & EXPENDITURES

|  Goal # 1 |  Action / Service |  Amount |
|---|--|--|
| | 1.1 - Maintain Academic Coaches and Intervention Teachers at each Middle School. | \$592,751 |
| | 1.2 - Maintain Academic Coaches and Intervention Teachers at each Elementary and High School. | \$1,599,045 |
| | 1.3 - Support Transcript Evaluation Services (Coordinator of College Readiness, Career and College Specialists, APEX Credit Recovery Program, etc.). | \$599,736 |
| | 1.4 - Invest in curriculum, textbooks, field trips and materials to support the Dual Enrollment program. | \$298,600 |
| | 1.5 - Purchase ELPAC testing materials. | \$187,619 |
| | 1.6 - Invest in materials and services to support the implementation of Elementary Curriculum (iReady Online instruction, Librarian Extra Support, Social Emotional Curriculum, Academic Coach Study Materials, Music Curriculum, etc). | \$159,792 |
| | 1.7 - Invest in textbooks and support to Secondary Schools (Ready Toolbox, iReady, Ethnic Studies, Freshman Seminar, Social Science Pilot, Spanish Workbooks, Health Text, Academic Research websource, Scholastic Art, etc.). | \$348,591 |
| | 1.8 - Support the AVID program with supplies, materials, tutors, etc. | \$304,003 |
| | 1.9 - Invest in Early College and Career/Linked Learning Professional Development. | \$169,162 |
| | 1.10 - Invest in Seaside Learning Community supports (New Tech Network, Project-Based Learning Professional Development, World Language Teacher). | \$84,581 |
| | 1.11 - Invest in Monterey Learning Community supports (Teacher Stipends, International Baccalaureate/Middle Years Program Professional Development, IB Middle Years Program/Diploma Program Fees, etc.). | \$202,916 |
| | 1.12 - Invest in Central Coast High with College & Career Readiness supports, including the hiring of an additional teacher. | \$118,812 |
| | 1.13 - Offer Professional Development opportunities for Secondary School teachers. | \$145,957 |
| | 1.14 - Invest in resources and services supporting Career Technical Education programs (opportunities for teacher professional development, CTE student organization support, instructional materials and supplies, field trips, etc.). | \$1,729,594 |
| | 1.15 - Invest in resources and services supporting Visual and Performing Arts programs (Library Media Specialists, Music and Art Teachers, VAPA coordinator, supplies, etc.). | \$1,487,487 |
| | 1.16 - Invest in an Athletic Director , sports equipment and operating supplies, sports transportation, etc. | \$1,013,596 |
| | 1.17 - Invest in Co-Curricular stipends for various after-school clubs. | \$154,400 |
| | 1.18 - Maintain high-quality leadership and staff (Director II of Teacher Residency and Retention, Leadership Coaching, BCLAD Certifications & Tuition Reimbursement, National Board Certification, etc.). | \$901,714 |
| | 1.19 - Maintain Information Technology supports (Identity Automation, Chromebooks). | \$119,920 |
| | 1.20 - Invest in Secondary Eight Period Day supports. | \$752,707 |


GOAL #2





Early Literacy

GOAL DETAILS


WHY WAS THIS GOAL DEVELOPED?
This goal was developed to capture the District's efforts to improve the following:



 Educational Foundation



 Student Literacy


 Early Childhood Education


STATUS


 New


 Modified


 Unchanged


EXPECTED 2023-24 MEASURABLE **OUTCOMES**



2.1

INCREASE STUDENTS MEETING STANDARDS ON THE iREADY READING DIAGNOSTIC


| 2023-24 | Overall | Latinx | African American | Emerging Bilinguals | SWEN | SED |
|------------|------------|------------|------------------|---------------------|------------|------------|
| ↑ | 60% | 50% | 70% | 50% | 40% | 55% |
| Baseline ↓ | 51% | 41% | 61% | 31% | 20% | 39% |



2.2

INCREASE PROFICIENCY IN FOUNDATIONAL LITERACY DOMAINS

| 2023-24 Metrics and Baselines | | | | |
|-------------------------------|------------------------|------------|------------------|------------|
| | Phonological Awareness | Phonics | High Freq. Words | Vocab. |
| Kindergarten | 90% 76% | 80% 69% | 80% 64% | 90% 73% |
| 1st grade | 90% 55% | 80% 50% | 80% 57% | 75% 44% |
| 2nd grade | 90% 78% | 80% 42% | 90% 70% | 75% 39% |
| 3rd grade | 100% 100% | 80% 56% | 100% 89% | 75% 49% |



2.3

INCREASE STUDENTS MEETING STANDARDS IN ELA

| 2023-24 | Overall | SWEN | SED | English Learners | African American | Latinx |
|------------|------------|------------|------------|------------------|------------------|------------|
| ↑ | 60% | 35% | 48% | 61% | 56% | 63% |
| Baseline ↓ | 48.5% | 21.3% | 36.6% | 36.6% | 31.3% | 38.5% |

EXPECTED 2021-22 **ACTIONS & EXPENDITURES**

| 🎯 Goal # 2 | 🔧 Action / Service | 💰 Amount |
|------------|--|--------------------|
| 2.1 | Invest in Elementary English Language Arts, Transitional Kindergarten & Professional Development. | \$107,648 |
| 2.2 | Maintain Transitional Kindergarten Teachers at each school site. | \$1,240,503 |
| 2.3 | Maintain Teachers on Special Assignment in Literacy and Early Education. | \$248,511 |
| 2.4 | Purchase Elementary Textbooks to support early literacy. | \$43,217 |
| 2.5 | Support a additional Instructional Aide , Kindergarten Round-Up/Testing, and Follett Destiny Resource Management. | \$58,818 |

GOAL
#3



Redesignation of English Language Learners

GOAL DETAILS

WHY WAS THIS GOAL DEVELOPED?

This goal was developed to capture the District's efforts to improve the following:



English Learner Progress



Early Supports & Interventions



Diverse Bilingual Staff

STATUS



New




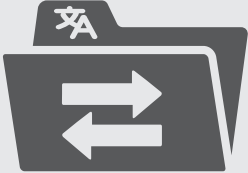


Modified






Unchanged

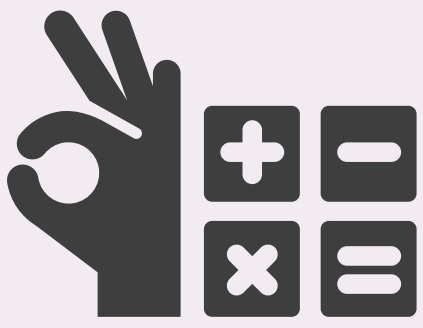
EXPECTED 2023-24 MEASURABLE **OUTCOMES**

| | | | | | | | | | | | | | | | | | | | | |
|---|-------------------|---------------------|----------|--------|---|---------|---------------|---------------------|----------|--------|---|---------|------------|----------|-------|---|---------|-------------------|----------|-------|
| <p>3.1</p> <div style="text-align: center; margin: 10px 0;">  </div> <p style="text-align: center; margin: 0;">INCREASE ENGLISH LEARNERS RECLASSIFIED BY MIDDLE SCHOOL</p> <table style="width: 100%; margin-top: 10px;"> <tr> <td style="text-align: center;">2023-24</td> <td style="text-align: center; font-size: 24px;">↑ 75%</td> <td style="text-align: center;">Baseline</td> <td style="text-align: center;">↓ 47%</td> </tr> </table> | 2023-24 | ↑ 75% | Baseline | ↓ 47% | <p>3.2</p> <div style="text-align: center; margin: 10px 0;">  </div> <p style="text-align: center; margin: 0;">MAINTAIN ACCESS TO ACADEMIC CONTENT AND PERFORMANCE STANDARDS FOR ALL ENGLISH LEARNERS</p> <table style="width: 100%; margin-top: 10px;"> <tr> <td style="text-align: center;">2023-24</td> <td style="text-align: center; font-size: 24px;">= 100%</td> <td style="text-align: center; font-size: 8px;">access to standards</td> <td style="text-align: center;">Baseline</td> <td style="text-align: center;">↓ 100%</td> </tr> </table> | 2023-24 | = 100% | access to standards | Baseline | ↓ 100% | <p>3.3</p> <div style="text-align: center; margin: 10px 0;">  </div> <p style="text-align: center; margin: 0;">INCREASE PROGRESS ON ENGLISH LEARNER PROGRESS INDICATOR</p> <table style="width: 100%; margin-top: 10px;"> <tr> <td style="text-align: center;">2023-24</td> <td style="text-align: center; font-size: 24px;">TBD</td> <td style="text-align: center;">Baseline</td> <td style="text-align: center;">↓ N/A</td> </tr> </table> | 2023-24 | TBD | Baseline | ↓ N/A | <p>3.4</p> <div style="text-align: center; margin: 10px 0;">  </div> <p style="text-align: center; margin: 0;">INCREASE ENGLISH LEARNER RECLASSIFICATION RATE</p> <table style="width: 100%; margin-top: 10px;"> <tr> <td style="text-align: center;">2023-24</td> <td style="text-align: center; font-size: 24px;">↑ Increase</td> <td style="text-align: center;">Baseline</td> <td style="text-align: center;">↓ 221</td> </tr> </table> | 2023-24 | ↑ Increase | Baseline | ↓ 221 |
| 2023-24 | ↑ 75% | Baseline | ↓ 47% | | | | | | | | | | | | | | | | | |
| 2023-24 | = 100% | access to standards | Baseline | ↓ 100% | | | | | | | | | | | | | | | | |
| 2023-24 | TBD | Baseline | ↓ N/A | | | | | | | | | | | | | | | | | |
| 2023-24 | ↑ Increase | Baseline | ↓ 221 | | | | | | | | | | | | | | | | | |

EXPECTED 2021-22 **ACTIONS & EXPENDITURES**

|  Goal # 3 |  Action / Service |  Amount |
|---|--|--|
| | 3.1 - Maintain staff to implement English Learner supports (Bilingual Community Liaisons, Dual Language Bilingual Instructional Aide, Dual Language Academy Bilingual Community Liaison, etc.). | \$1,253,701 |
| | 3.2 - Invest in textbooks and materials for Elementary and Secondary English Learners. | \$105,894 |
| | 3.3 - Conduct outreach to parents of English Learners in order to engage them in their student's education. | \$3,336 |
| | 3.4 - Invest in Elementary and Secondary school teachers with professional development in Secondary English Language Arts and English Learner Development. | \$13,229 |

GOAL
#4




Proficiency in Mathematics


GOAL DETAILS

WHY WAS THIS GOAL DEVELOPED?


This goal was developed to capture the District's efforts to improve the following:



Broad & Rigorous Course of Study




Math Proficiency




Math Interventions


STATUS



New




Modified



Unchanged

EXPECTED 2023-24 MEASURABLE OUTCOMES


4.1



INCREASE STUDENTS MEETING STANDARDS ON THE IREADY MATH DIAGNOSTIC

| | | 2023-24 Metrics and Baselines | | |
|-----------|-----------|-------------------------------|-------------------|-------------------|
| | | Overall | Latinx | A. American |
| 6th Grade | | 60% 27% | 50% 22% | 60% 22% |
| | Bilingual | 50% 7% | 20% 6% | 40% 17% |
| 8th Grade | | 60% 24% | 60% 21% | 60% 26% |
| | Bilingual | 30% 6% | 60% 11% | 40% 18% |


4.2



INCREASE STUDENTS MEETING PREDICTIVE GROWTH TARGETS ON THE IREADY MATH DIAGNOSTIC

| | 2023-24 Metric | Baseline |
|---------|----------------|----------|
| Grade 5 | ↑ 75% | 33% |
| Grade 6 | ↑ 75% | 38% |
| Grade 7 | ↑ 75% | 40% |
| Grade 8 | ↑ 75% | 45% |

4.3



INCREASE STUDENTS MEETING STANDARDS ON CALIFORNIA ASSESSMENT OF STUDENT PROGRESS AND PERFORMANCE

| | | 2023-24 Metrics and Baselines | | |
|-----------|-------------|-------------------------------|---------------------|---------------------|
| | | Overall | SWEN | SED |
| 6th Grade | | 60% 37.9% | 35% 12.8% | 50% 25.5% |
| | EL | 67% 44.8% | 42% 19.2% | 49% 26.4% |
| | A. American | 60% 36.6% | 30% 7.6% | 47% 23.9% |
| 8th Grade | | 64% 50% | 41% 17% | 48% 24.2% |
| | A. American | | | |
| | Hispanic | | | |

EXPECTED 2021-22 ACTIONS & EXPENDITURES

| Goal # 4 | Action / Service | Amount |
|----------|---|------------------|
| 4.1 | Provide Elementary and Secondary school Teachers with professional development in Math and Science. | \$217,377 |
| 4.2 | Maintain a Teacher on Special Assignment in Educational Technology. | \$50,617 |
| 4.3 | Purchase Math and Science textbooks and supplies (Elementary Zearn, iReady Pilot, Stemscores, STEM Ancillary, STEM Resources, Secondary Ready Math, Stemscores, Exploring CS). | \$293,514 |

GOAL

#5



Multi-Tiered Systems of Support

GOAL DETAILS

WHY WAS THIS GOAL DEVELOPED?

This goal was developed to capture the District's efforts to improve the following:



Parent Engagement and Education



Mental Health Supports



Before and After School Care

STATUS



New




Modified

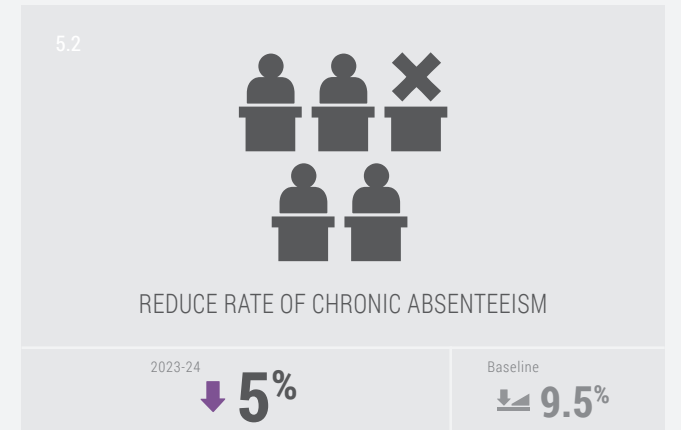


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EXPECTED 2023-24 MEASURABLE OUTCOMES

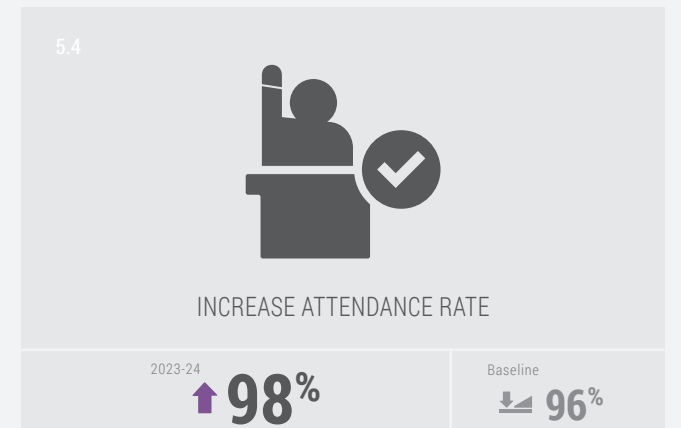
| 5.1 |  | | 2023-24 Metric | Baseline | 2023-24 Metric | Baseline | 2023-24 Metric | Baseline | 2023-24 Metric | Baseline | |
|-----|---|--------------|----------------|--------------|---|--------------|----------------|--|----------------|----------|---|
| | | | | | <i>"What I learn in class helps me outside of school"</i> | | | <i>"Many of my teachers make an effort to understand what my life is like outside of school"</i> | | | <i>"Most adults in this school treat students with respect"</i> |
| | Elementary | ↑ 85% | 44% | ↑ 55% | 16% | ↑ 98% | 92% | ↑ 90% | 51% | | |
| | Middle School | ↑ 85% | 45% | ↑ 75% | 35% | ↑ 95% | 75% | ↑ 85% | 46% | | |
| | High School | ↑ 75% | 37% | ↑ 65% | 25% | ↑ 95% | 73% | ↑ 75% | 35% | | |

IMPROVE STUDENT PERCEPTION OF THEIR SCHOOL AND EDUCATION AS MEASURED BY YOUTRUTH SURVEY



| 5.3 |  | | 2023-24 Metric | Baseline | 2023-24 Metric | Baseline | 2023-24 Metric | Baseline | 2023-24 Metric | Baseline | |
|-----|---|--------------|----------------|---------------|--|--------------|----------------|--|----------------|----------|---|
| | | | | | <i>Staff feel empowered to play a meaningful role in decision making at their school</i> | | | <i>Staff feel their school is respectful of different races, ethnicities, genders, & backgrounds</i> | | | <i>Staff feel their school is cooperative and team-oriented</i> |
| | Elementary | ↑ 90% | 70% | ↑ 100% | 92% | ↑ 95% | 88% | ↑ 95% | 77% | | |
| | Middle School | ↑ 90% | 67% | ↑ 100% | 85% | ↑ 95% | 85% | ↑ 95% | 74% | | |
| | High School | ↑ 90% | 61% | ↑ 100% | 90% | ↑ 95% | 79% | ↑ 95% | 66% | | |




INCREASE POSITIVE RESPONSES ON STAFF SURVEY



EXPECTED 2023-24 MEASURABLE OUTCOMES

| | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----------------|----------|--------|------|--------------|--|--------|----|------------------|--|--------|------|----------|--|---|---------|----------|------|------|--|---------|----------|-----|-----|
| <p>5.5</p>  <p>REDUCE SUSPENSION RATE</p> <table border="1"> <tr> <td>2023-24 Metric</td> <td>Baseline</td> </tr> <tr> <td>↓ 0.5%</td> <td>2.5%</td> </tr> <tr> <td colspan="2">All Students</td> </tr> <tr> <td>↓ 0.5%</td> <td>5%</td> </tr> <tr> <td colspan="2">African American</td> </tr> <tr> <td>↓ 0.5%</td> <td>2.7%</td> </tr> <tr> <td colspan="2">Hispanic</td> </tr> </table> | 2023-24 Metric | Baseline | ↓ 0.5% | 2.5% | All Students | | ↓ 0.5% | 5% | African American | | ↓ 0.5% | 2.7% | Hispanic | | <p>5.6</p>  <p>ALL FACILITIES WILL RECEIVE A SCORE OF "GOOD" OR "EXCELLENT" ON FACILITIES INSPECTIONS TOOL</p> <table border="1"> <tr> <td>2023-24</td> <td>Baseline</td> </tr> <tr> <td>↓ 5%</td> <td>9.5%</td> </tr> </table> | 2023-24 | Baseline | ↓ 5% | 9.5% | <p>5.7</p>  <p>REDUCE EXPULSION RATE</p> <table border="1"> <tr> <td>2023-24</td> <td>Baseline</td> </tr> <tr> <td>TBD</td> <td>N/A</td> </tr> </table> | 2023-24 | Baseline | TBD | N/A |
| 2023-24 Metric | Baseline | | | | | | | | | | | | | | | | | | | | | | | |
| ↓ 0.5% | 2.5% | | | | | | | | | | | | | | | | | | | | | | | |
| All Students | | | | | | | | | | | | | | | | | | | | | | | | |
| ↓ 0.5% | 5% | | | | | | | | | | | | | | | | | | | | | | | |
| African American | | | | | | | | | | | | | | | | | | | | | | | | |
| ↓ 0.5% | 2.7% | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023-24 | Baseline | | | | | | | | | | | | | | | | | | | | | | | |
| ↓ 5% | 9.5% | | | | | | | | | | | | | | | | | | | | | | | |
| 2023-24 | Baseline | | | | | | | | | | | | | | | | | | | | | | | |
| TBD | N/A | | | | | | | | | | | | | | | | | | | | | | | |

EXPECTED 2021-22 ACTIONS & EXPENDITURES

|  Goal # 5 |  Action / Service |  Amount |
|--|--|--|
| 5.1 | Maintain an Administrator on Special Assignment to support extended learning opportunities. | \$104,876 |
| 5.2 | Maintain an Assistant Principal and an Instructional Assistant at Community Day School. | \$182,023 |
| 5.3 | Invest in additional office temporary support for Marshall & La Mesa Elementary Schools to support school registration for the influx of incoming military students. | \$5,982 |
| 5.4 | Implement strategies to support McKinney Vento and Foster Youth students (Multi-Tiered Systems of Supports, Homeless Liaison, onsite Student Resource Centers, etc.). | \$100,000 |
| 5.5 | Implement Positive Behavior Interventions and Supports for Elementary Schools , including Leadership/Coaching and other professional development. | \$140,382 |
| 5.6 | Maintain a Coordinator of Data and Assessment and fund data management supports (Illuminate, Edupoint Educational Systems, Synergy Services, Conference, Postage). | \$523,280 |
| 5.7 | Maintain staffing to support Mental Health and Family Services (Mental Health Clinician, Family Service Specialist, School Psychologists, Mental Health Coordinator, etc.). | \$2,802,117 |
| 5.8 | Invest in services, supplies, and resources to aid implementation of Multi-Tiered Systems of Support (Restorative Justice Project, contracts with external support providers for vulnerable youth, etc.). | \$580,079 |
| 5.9 | Conduct an Attendance campaign in order to encourage positive student attendance. | \$73,100 |

GOAL

#6



Community & Stakeholder Engagement

GOAL DETAILS

WHY WAS THIS GOAL DEVELOPED?

This goal was developed to capture the District's efforts to improve the following:


 Community Engagement


 Opportunities for Collaboration


 Site Level Leadership

STATUS



 New


 Modified


 Unchanged

EXPECTED 2023-24 MEASURABLE **OUTCOMES**


6.1



INCREASE SENSE OF SCHOOL ENGAGEMENT AMONG PARENTS

| My School... | |
|--|--------------|
| Keeps me informed about school activities | 92% |
| Allows feedback and embraces parent contributions | 83% |
| Responds to phone calls, messages, and/or emails | 86% |
| Encourages parents to be active partners with school in educating my child | 82% |
| Actively seeks input of parents before making decisions | 74% |
| Communicates with parents about what scholars learn in class | 81% |
| Parents feel welcome to participate at school | 80% |
| School staff take parent concerns seriously | 93% |
| 2023-24 Metric | ↑100% |


6.2



INCREASE METHODS OF SCHOOL COMMUNICATION

| This school communicates via ... | |
|----------------------------------|--------------|
| Newsletter | 79% |
| ParentSquare | 99% |
| All Calls | 89% |
| Memos Home | 58% |
| Regular school meetings | 91% |
| 2023-24 Metric | ↑100% |


6.3



INCREASE PARENT PARTICIPATION IN ENGAGEMENT OPPORTUNITIES

| | School Events | Volunteer Opportunities | Open Houses | School Meetings | Parent/Teacher Conferences | School Fundraisers | School Committees | Met Guidance Counselor |
|----------|---------------|-------------------------|-------------|-----------------|----------------------------|--------------------|-------------------|------------------------|
| 2023-24 | 90% | 50% | 90% | 75% | 100% | 50% | 35% | 50% |
| Baseline | 71% | 14% | 68% | 34% | 80% | 29% | 15% | 22% |


6.4



INCREASE SENSE OF SCHOOL COMMUNICATION AMONG PARENTS

| My School... | |
|--|--------------|
| Let's me know how my child is doing between report cards | 92% |
| Provides information about how to help my student with homework | 86% |
| Provides information on my role at the school | 83% |
| Provides information on how to help my student plan for college or vocational school | 93% |
| 2023-24 Metric | ↑100% |


6.5



INCREASE METHODS OF DISTRICT COMMUNICATION

| This school communicates via ... | |
|----------------------------------|--------------|
| ParentSquare | 95% |
| All Calls | 83% |
| Website | 76% |
| Community Meetings | 89% |
| MPUSD Minute | 91% |
| Social Media | 53% |
| Media | 53% |
| 2023-24 Metric | ↑100% |




6.6

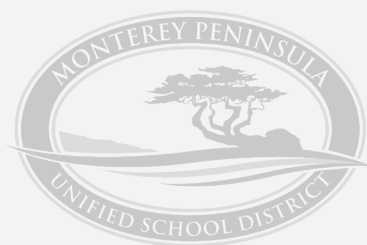


INCREASE ENGAGEMENT OF PARENTS OF STUDENTS WITH EXCEPTIONAL NEEDS

| | 2023-24 Metric | Baseline |
|-------------------------------|----------------|----------|
| ESY Meeting Attendance | ↑24% | 4% |
| Set Baseline | N/A | N/A |
| Parent Square Usage | | |
| Annual IEP Meeting Attendance | ↑100% | N/A |

EXPECTED 2021-22 **ACTIONS & EXPENDITURES**

|  Goal # 6 |  Action / Service |  Amount |
|--|---|--|
| 6.1 | Maintain services and resources to support parent engagement and communication (Parent Square communication system, Edlio website management system, Document Tracking System system, etc.). | \$145,417 |
| 6.2 | Invest in District and site based parent engagement opportunities (Parent Institute for Quality Education, Parenting Partners, Abiertas Puertas, etc.). | \$154,472 |



Abbreviations: AA (African American), AP (Advanced Placement), BCLAD (Bilingual, Cross-Cultural, Language and Academic Development), CCSS (Common Core State Standards), CTE (Career Technical Education), DELAC (District English Learner Advisory Committee), EAP (Early Assessment Program), EL (English Learner), ELA (English-Language Arts), ELAC (English Learner Advisory Committee), ELD (English Language Development), ELPAC (English Language Proficiency Assessments for California), ESY (Extended school year), FY (Foster Youth), HS (High School), IEP (Individual Educational Plan), LCAP (Local Control Accountability Plan), LCFF (Local Control Funding Formula), LCP (Learning Continuity Plan), MPUSD (Monterey Peninsula Unified School District), MTSS (Multi-Tiered System of Support), N/C (No Cost), PBIS (Positive Behavioral Interventions and Supports), PD (Professional Development), RTI (Response to Intervention), SBAC (Smarter Balanced Assessment Consortium), SED (Socioeconomically Disadvantaged), SELPA (Special Education Local Plan Area), SPED (Special Education), SWEN (Students with Exceptional Needs), TBD (To Be Determined), TK (Transitional Kindergarten), TOSA (Teachers on Special Assignment), VAPA (Visual and Performing Arts).

| Legend | |
|-----------------|-----------------------------|
| ↑ - Increase | = - Maintain |
| ↓ - Decrease | = / ↑ - Maintain / Increase |
| + - Increase BY | ⬇️ - Baseline |
| - - Decrease BY | ✓ - Completed |
| | 🕒 - In progress |



For additional LCAP resources scan or click the QR code or go to www.goboinfo.com.

This infographic provides a high-level summary only. For more specific details, please refer to the accompanying 86 page LCAP narrative plan.



Monterey Peninsula Unified School District, 700 Pacific St., Monterey, CA 93942; (831) 645-1200; www.mpusd.net; CDS# 2766092000000

Chief of Communications: Marci McFadden, Email: mmcfadden@mpusd.net

