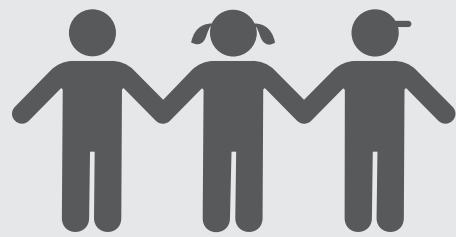




Local Control and Accountability Plan

Plan Summary, 2021-22



4,765 TK-ADULT STUDENTS



9 SCHOOLS

High School: 1 Continuation: 1
Middle School: 1 Independent Study: 1
Elementary: 4 Adult Education: 1



468 EMPLOYEES



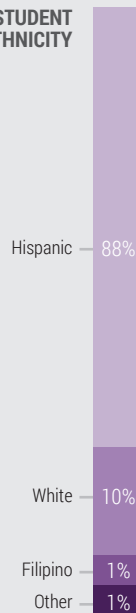
21 STUDENTS PER TEACHER



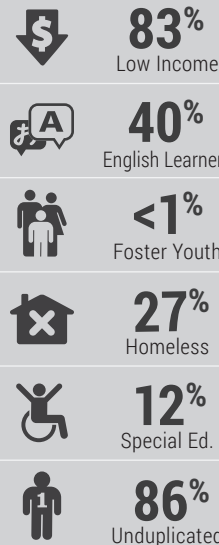
AP HONOR ROLL Recipient

DISTRICT STORY

STUDENT ETHNICITY



STUDENT GROUPS



Implemented New California State Standards

New teaching approach develops 21st century skills, content knowledge & expertise



Active Student Engagement

Multiple measures demonstrate problem-solving skill mastery



Real World Skill Development

Every student will have the knowledge & tools to succeed in college, work, & life



LCAP HIGHLIGHTS

GOAL #1



Rigorous, Equitable Instruction

Highlighted Actions

- 1.1.1 - Provide a guaranteed & viable curriculum in all content areas
- 1.1.3 - Maintain a collaborative structure for data analysis & progress monitoring
- 1.14 - Implement diverse learning models

GOAL #2



College and Career Readiness

Highlighted Actions

- 2.2.1 - Provide students with applied or project based learning experiences to support real world skill development
- 2.3.3 - Purchase Educational Technology licenses and software

GOAL #3



Student Engagement and Connectedness

Highlighted Actions

- 3.1.3 - Provide staffing to support MTSS implementation
- 3.3.1 - Conduct individual, small group, and classroom lessons & activities
- 3.3.6 - Enhance the outdoor learning spaces for students on each campus

GOAL #4









Parent & Community Engagement

Highlighted Actions

- 4.1.2 - Provide Parent Cafecitos for building relationships, understanding, and engagement with families
- 4.2.3 - Translate written, oral and multi-media communications







REFLECTIONS: SUCCESSES

 <p>Increased College & Career Readiness</p>	<p>Indicator: California School Dashboard</p>  <p>Status: 11.7% Change: Increased</p>
 <p>Increased ELA Proficiency</p>	<p>Indicator: California School Dashboard</p>  <p>Change: Increased</p>
 <p>Increased Graduation Rate</p>	<p>Indicator: California School Dashboard</p>  <p>Status: 90.7% Change: Increased</p>

Planned Actions to Maintain Progress:

- 1.1.2** - Maintain a collaborative structure for data analysis & progress monitoring
- 2.1.4** - Aid student in the development and tracking of personal and career goals
- 2.3.4** - Fund services and partnership agreements to aid in the development and progress monitoring of students' college/career plans and pathways






REFLECTIONS: IDENTIFIED NEEDS

 <p>Increase Math Proficiency</p>	<p>Indicator: California School Dashboard</p>  <p>Change: Maintained</p>
 <p>Reduce Chronic Absenteeism</p>	<p>Indicator: California School Dashboard</p>  <p>Status: 11% Change: Maintained</p>
 <p>Increase Staffing to Meet Childcare Needs</p>	<p>Indicator: Local Metric</p>  <p>Status: 87.4% Change: Declined</p>

Planned Actions to Address Needs:

- 1.1.4** - Implement diverse learning models which include system for providing English Learners and Special Education students with academic supports
- 1.1.5** - Intervention/acceleration teachers and classified support staff will provide targeted, data-driven & goal oriented student support before, during, & after school
- 1.3.5** - Allocate funds for services and licenses which support identification, tracking and reporting of interventions




PERFORMANCE GAPS

<p>Subgroup in Need:</p> 	<p>State Indicators:</p> 
Filipino	
Foster Youth	
White	

Planned Actions to Address Performance Gaps:

- 1.2.5** - Provide curriculum, materials, and supplies, including assessment reports & monitoring documents, to help identify, aid, and monitor students in need of targeted supports
- 3.1.3** - Increase staffing to further develop Multi-Tiered System of Support to increase student attendance and engagement
- 3.1.4** - Hire and maintain staff to support the continued enhancement of social-emotional learning, behavior supports and related interventions

COMPREHENSIVE SUPPORT & IMPROVEMENT

<h3>IDENTIFIED SCHOOLS</h3>  <ul style="list-style-type: none"> North Monterey County Center for Independent Studies North Monterey County Middle School 	<h3>PROVIDE SUPPORT FOR SCHOOL</h3> <p>North Monterey CUSD supported this school in developing CSI plans through:</p>  <ul style="list-style-type: none"> School-level needs assessments Evidence based interventions Identifying resource inequities to address 	<h3>MONITOR & EVALUATE EFFECTIVENESS</h3> <p>Implementation & effectiveness of the CSI plan will be monitored through:</p>  <ul style="list-style-type: none"> Site-based meetings Identification of key CSI stakeholders Regular plan reviews
---	--	--



GOAL
#1



IMPROVE INSTRUCTION

Actual 2019-20 Expenditures

\$8,978,149

Overall Status:



In Progress

Outcomes - Highlighted Achievements	Expected Metrics	Actual Metrics	Achieved	Progress	Outcome Totals			Progress
	1.5 - Maintain 100% Appropriately assigned teachers	100%	100%	✓	✓	6 planned	4 achieved	6 progressed
1.6 - Maintain access to standards-aligned instructional materials	100%	100%	✓	✓				
1.7 - Implement all ELD standards	100%	100%	✓	✓				
Actions - Highlighted Achievements	Budgeted Expenditures	Actual Expenditures	Spent	% Spent	Action Totals			Total % spent
	1.2 - Increase or maintain staff positions	\$9,685,520	\$8,978,149	✓	93%	\$9,685,520 Budgeted Expenditures		
1.12 - Develop a bi-literacy pathway	↓	↓	↓	↓	\$8,978,149 Actual Expenditures			
1.17 - Implement & refine EL Master plan	↓	↓	↓	↓				



GOAL
#2



COLLEGE & CAREER READINESS

Actual 2019-20 Expenditures

\$3,010,740

Overall Status:



In Progress

Outcomes - Highlighted Achievements	Expected Metrics	Actual Metrics	Achieved	Progress	Outcome Totals			Progress
	2.1 - Increase A-G course completion	40.6%	44%	✓	✓	10 planned	8 achieved	9 progressed
2.4 - Increase 2.5+ GPAs	66.1%	86.2%	✓	✓				
2.5 - Increase cohort graduation rate	87.5%	91%	✓	✓				
Actions - Highlighted Achievements	Budgeted Expenditures	Actual Expenditures	Spent	% Spent	Action Totals			Total % spent
	2.4 - 21st Century Learning & Innovation director	\$2,844,591	\$3,010,740	✓	105%	\$2,844,591 Budgeted Expenditures		
2.7 - Network Analyst & Assessment/Data Analyst	↓	↓	↓	↓	\$3,010,740 Actual Expenditures			
2.9 - Monitor data on A-G coursework & CTE pathway progress	↓	↓	↓	↓				





GOAL #3



STUDENT ENGAGEMENT

Actual 2019-20 Expenditures

\$3,706,019

Overall Status:



In Progress

Outcomes - Highlighted Achievements	Expected Metrics	Actual Metrics	Achieved	Progress	Outcome Totals			Progress
					planned	achieved	progressed	
3.1 - Decrease suspension rate	< 4%	2.7%	✓	✓	10	4	6	60%
3.9 - Decrease expulsion rate	< 0.06%	0.02%	✓	✓				
3.10 - Maintain School Facilities in Good Repair	100%	100%	✓	✓				
Actions - Highlighted Achievements	Budgeted Expenditures	Actual Expenditures	Spent	% Spent	Action Totals			Total % spent
					Budgeted Expenditures	Actual Expenditures	Total % spent	
3.3 - Provide behavioral and social-emotional supports	\$3,196,640	\$3,706,019	✓	116%	\$3,196,640			116%
3.8 - Bilingual Community Outreach Liaison	↓	↓	↓	↓	\$3,706,019			
3.15 - Transportation for field-trips and extra-curricular events	↓	↓	↓	↓	Actual Expenditures			



GOAL #4



PARENT & COMMUNITY ENGAGEMENT

Actual 2019-20 Expenditures

\$2,151,950

Overall Status:

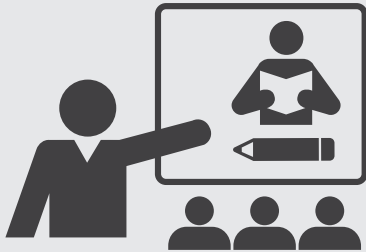


In Progress

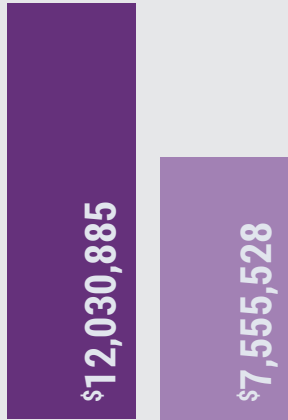
Outcomes - Highlighted Achievements	Expected Metrics	Actual Metrics	Achieved	Progress	Outcome Totals			Progress
					planned	achieved	progressed	
4.2 - Increase family resource center site referrals	TBD	1,203	✓	✓	3	2	2	67%
4.4 - Increase students served in After School and Childcare Programs	TBD	13%	✓	✓				
4.5 - Increase adult education courses	403	338	🕒	🕒				
Actions - Highlighted Achievements	Budgeted Expenditures	Actual Expenditures	Spent	% Spent	Action Totals			Total % spent
					Budgeted Expenditures	Actual Expenditures	Total % spent	
4.2 - Student & family services director & bilingual community liaison	\$2,396,548	\$2,151,950	✓	90%	\$2,396,548			90%
4.6 - Classified hours for clerical support & parent meetings	↓	↓	↓	↓	\$2,151,950			
4.8 - Communication support & school resource officers	↓	↓	↓	↓	Actual Expenditures			



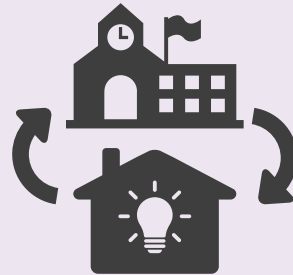
LEARNING CONTINUITY PLAN EXPENDITURES



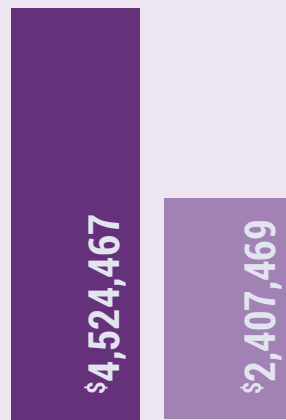
**IN-PERSON
INSTRUCTIONAL
OFFERINGS**



Budgeted Expenditures Actual Expenditures



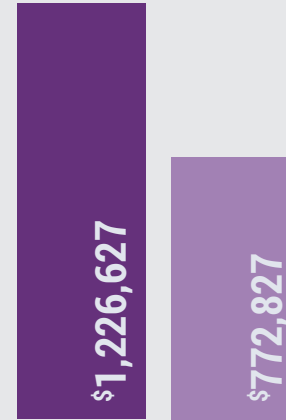
**DISTANCE
LEARNING
PROGRAM**



Budgeted Expenditures Actual Expenditures



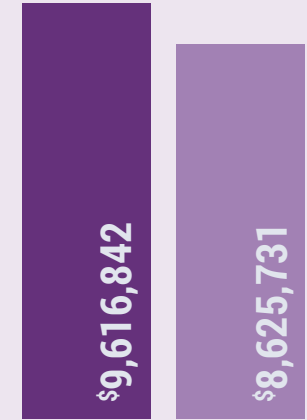
**PUPIL
LEARNING LOSS**



Budgeted Expenditures Actual Expenditures



**ADDITIONAL
ACTIONS AND PLAN
REQUIREMENTS**



Budgeted Expenditures Actual Expenditures



**TOTAL
LCP
SPENDING**

Total Planned 2020-21 LCP Expenditures

\$27,398,821

vs.

Total Actual 2020-21 LCP Expenditures

\$19,361,556

=

Total % Spent

71%



Stakeholder Engagement



1

SURVEY
Conducted



2,500

COMMENTS
Received



60+

MEETINGS
Held



2,500+

STAKEHOLDERS
Engaged



17

GROUPS
Involved

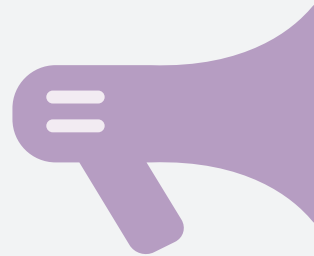
Groups include:

Parents, Students, Teachers, Staff, Administrators, Cabinet, Trustees, PAC, LCAP Advisory Committee, Facilities Advisory Committee, Budget/Program Review Committee, Principal Student Advisory Group, Special Education Advisory, Child Development Advisory, DELAC, Migrant PAC, NMCFT, CSEA, & SSC



Checklist of Items Shared:

- District Profile Data
- State Education Priorities
- LCAP & LCFF Overview
- School Site Plans
- Assessment Results



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

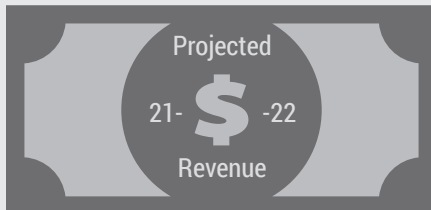


Website, email, phone, word of mouth, virtual & in-person meetings, social media.

Budget Overview & Service Improvement



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



Concentration Grant	\$12,789,604
Supplemental Grant	
Baseline Grant	\$40,256,154
Other Revenue (state & local)	\$13,229,287
Federal Revenue	\$6,564,904

Total Revenue: \$72,839,939

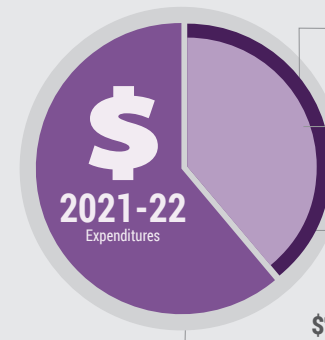
...targeting disadvantaged students...

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



...resulting in increased service of...

↑ 32.6%
2021-22 Expected Service Improvement Using:
\$12,789,604
In Total Concentration & Supplemental Grants



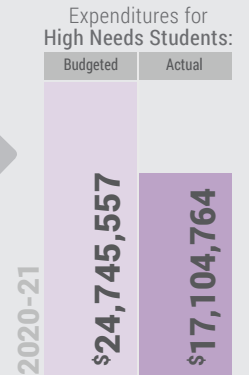
LCAP Expenditures for High Needs Students:
\$29,519,220

LCAP Expenditures:
\$30,476,807

Expenditures not included in the LCAP:
\$47,469,270

Total General Fund Expenditures:
\$77,946,077

...which is reported on the following year



GOAL #1



Rigorous, Equitable Instruction

WHY WAS THIS GOAL DEVELOPED?

Stakeholder input identified the following needs which this goal intends to address









STATUS



EXPECTED 2023-24 MEASURABLE OUTCOMES


<p>1.1</p> <p>INCREASE STUDENTS AT OR ABOVE GRADE LEVEL IN ELA AS MEASURED BY LET'S GO LEARN OR STATE ASSESSMENT</p>	<p>1.2</p> <p>INCREASE STUDENTS AT OR ABOVE GRADE LEVEL IN MATH AS MEASURED BY LET'S GO LEARN OR STATE ASSESSMENT</p>	<p>1.3</p> <p>INCREASE ENGLISH LEARNER PROGRESS AS MEASURED BY ELPAC</p>	<p>1.4</p> <p>REDUCE ENGLISH LEARNERS CLASSIFIED AS LONG TERM ENGLISH LEARNERS</p>
<p>2023-24 +10%</p> <p>Baseline</p> <p>15% 23% 30% 38% 43% 51%</p> <p>3rd 4th 5th 6th 7th 8th</p>	<p>2023-24 +10%</p> <p>Baseline</p> <p>14% 3% 6% 11% 11% 25%</p> <p>3rd 4th 5th 6th 7th 8th</p>	<p>2023-24 TBD</p> <p>Baseline N/A</p>	<p>2023-24 ↓40%</p> <p>Baseline ↔48.6%</p>
<p>1.5</p> <p>INCREASE ENGLISH LEARNER RECLASSIFICATION RATE</p>	<p>1.6</p> <p>DECREASE STUDENTS RECEIVING D'S OR F'S (9TH GRADE, SEMESTER 1)</p>	<p>1.7</p> <p>MAINTAIN APPROPRIATELY ASSIGNED TEACHERS</p>	<p>1.8</p> <p>MAINTAIN ACCESS TO STANDARDS ALIGNED INSTRUCTIONAL MATERIALS</p>
<p>2023-24 ↑5%</p> <p>Baseline ↔1.8%</p>	<p>2023-24 ↓31%</p> <p>All Students</p> <p>Baseline 63.1%</p> <p>2023-24 ↓42%</p> <p>English Learners</p> <p>Baseline 84.4%</p>	<p>2023-24 =100%</p> <p>Baseline ↔100%</p>	<p>2023-24 =100%</p> <p>Baseline ↔100%</p>

EXPECTED 2021-22 ACTIONS & EXPENDITURES

 Goal # 1	 Action / Service	 Amount
1.1 - High Quality, Effective Personnel		\$14,706,071
1.1.1 - Provide a guaranteed & viable curriculum in all content areas.		
1.1.2 - Maintain a collaborative structure for data analysis & progress monitoring (refine system of local formative assessments, use data to identify social-emotional needs of students).		
1.1.3 - Provide teachers with professional learning to build their capacity to support positive student outcomes (create professional learning communities, identify subject matter experts for peer-to-peer professional learning).		
1.1.4 - Implement diverse learning models which include system for providing English Learners and Special Education students with academic supports.		
1.1.5 - Intervention/acceleration teachers and classified support staff will provide targeted, data-driven and goal oriented student support before, during, and after school.		
1.2 - Curriculum, Assessments, Instructional Materials/Supplies		\$2,249,636
1.2.1 - Purchase Math, Science, English, and ELD curriculum materials .		
1.2.2 - Purchase supplemental intervention curriculum materials and screening assessment supplies.		
1.2.3 - Allocate funds for materials and supplies supporting professional learning and capacity building of classroom teachers.		
1.2.4 - Provide project-based lessons, materials, and supplies that support highly engaging classrooms with a focus on real application of skills .		
1.2.5 - Provide curriculum, materials, and supplies, including assessment reports & monitoring documents, to help identify, aid, and monitor students in need of targeted supports .		
1.3 - Services and Programs		\$1,132,687
1.3.1 - Purchase online supplemental programs and licenses , and provide teachers with related training to support the implementation of the adopted curriculum.		
1.3.2 - Purchase services and related licenses for supplemental programs and screening assessment data reports (Let's Go Learn, Lexia, Freckle Math/Science).		
1.3.3 - Utilize an online learning management system for professional learning and development.		
1.3.4 - Purchase services and licenses to support the implementation of project based-lessons which focus on real application of skills (AVID, MESA).		
1.3.5 - Allocate funds for services and licenses which support identification, tracking and reporting of interventions .		

GOAL

#2



College and Career Readiness

GOAL DETAILS

WHY WAS THIS GOAL DEVELOPED?
Stakeholder input identified the following needs which this goal intends to address

Real-world Application of Skills

Multilingual Materials and Curriculum

Enrichment Activities

College and Career Goal Setting

STATUS


New

Modified

Unchanged

EXPECTED 2023-24 MEASURABLE **OUTCOMES**

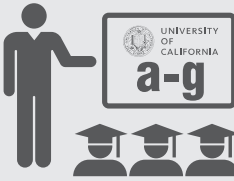
2.1



INCREASE GRADUATION RATE

2023-24	Overall	EL	HmIs	LI	SWD
↑	95%	95%	95%	95%	80%
Baseline	92%	93%	93%	94%	78%


2.2



INCREASE A-G COMPLETION RATE

2023-24	↑ 45%	Baseline	↘ 39.9%
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2.3



INCREASE STUDENTS PERFORMING AT ABOVE GRADE LEVEL IN ELA AND MATH

2023-24	Baseline	2023-24	Baseline
↑ 24.3%	14.3%	↑ 39.1%	29.1%
Math		ELA	

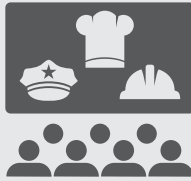
2.4



INCREASE GRADUATES COMPLETING A CTE CAPSTONE

2023-24	Baseline	2023-24	Baseline
↑ 28%	24.9%	↑ 8%	7%
CTE Capstone		CTE Capstone & A-G	


2.5



INCREASE CTE PARTICIPANTS

2023-24	Overall	EL	SWD
↑	900	115	130
Baseline	877	108	125


2.6



INCREASE STUDENTS TAKING BILITERACY PATHWAY & DUAL ENROLLMENT COURSES

2023-24	Baseline	2023-24	Baseline
↑ 645	405	↑ 180	157
Biliteracy pathway		Dual Enrollment	


2.7



INCREASE STUDENTS WHO BELIEVE THEMSELVES TO BE PROFICIENT WITH TECHNOLOGY

2023-24	Baseline	2023-24	Baseline
↑ 87.2%	77.2%	↑ 93.7%	83.7%
Grades 3-5		Grades 6-12	


2.8



MAINTAIN FULL ACCESS TO SERVICES FOR ALL STUDENTS

2023-24	= 100%	Baseline	↘ 100%
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2.9



INCREASE STUDENTS SCORING A 3 OR HIGHER ON AP EXAM

2023-24	Baseline
↑ 41.3%	↘ 31.3%







2.10



MAINTAIN SCHOOL FACILITIES IN GOOD REPAIR

2023-24	= 100%	Baseline	↘ 100%
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EXPECTED 2021-22 ACTIONS & EXPENDITURES

 Goal # 2	 Action / Service	 Amount
2.1 - High Quality, Effective Personnel		\$1,678,877
2.1.1 - Maintain staff to provide students with applied or project based learning experiences and skill development (Work-based Learning Specialist, Student Advisors, CTE Teachers, Dual Enrollment Instructors, etc.).		
2.1.2 - Provide funding for staff supporting the implementation of a Bi-literacy Pathway (Bi-literacy/Language Learner Specialist, EL Student Advisor, etc.).		
2.1.3 - Teachers, counselors, and other staff will support students in the development and application of technology skills .		
2.1.4 - Aid student in the development and tracking of personal and career goals .		
2.2 - Curriculum, Assessments, Instructional Materials/Supplies		\$1,736,062
2.2.1 - Teachers and staff will integrate project based learning experiences and skill development into the classroom to give students a better understanding of how their education supports success beyond high school.		
2.2.2 - Maintain staff to support the development and implementation of a Bi-literacy pathway .		
2.2.3 - Build capacity of staff in effective use of educational technology .		
2.2.4 - Purchase supplies and materials to support the development of student skills & the monitoring of progress.		
2.3 - Services and Programs		\$371,400
2.3.1 - Allocate funding for services and programs to provide students with real-world, work based learning opportunities (CTE/Dual Enrollment services, agreements and partnerships for events, activities, and field trips, etc.).		
2.3.2 - Purchase services to support the implementation of a Bi-literacy pathway (partnerships and agreements for related courses, activities and events).		
2.3.3 - Purchase Educational Technology licenses and software (Nearpod, Seesaw, Desmos, Google Apps).		
2.3.4 - Fund services and partnership agreements to aid in the development and progress monitoring of students' college/career plans and pathways .		



GOAL

#3



Student Engagement and Connectedness

GOAL DETAILS

WHY WAS THIS GOAL DEVELOPED?
Stakeholder input identified the following needs which this goal intends to address


Counselors & Counseling Services


Culturally Responsive Clubs


Restorative Justice Practices


Tiered Supports for All Students

STATUS



New


Modified


Unchanged

EXPECTED 2023-24 MEASURABLE **OUTCOMES**


3.1



INCREASE ATTENDANCE RATE

2023-24 95%	Baseline 94.9%
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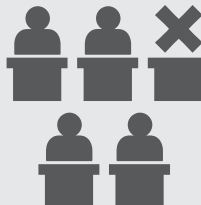
3.2



INCREASE STUDENTS DEEMED ON TARGET BY SOCIAL-EMOTIONAL SCREENERS

2023-24 30%	Baseline 23.8%
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3.3



REDUCE CHRONIC ABSENTEEISM

2023-24 <10%	Baseline 11%
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3.4



INCREASE STUDENTS WHO REPORT A SENSE OF CONNECTEDNESS WITH SCHOOL

2023-24	Elementary	Middle School	High School
	75%	65%	70%
Baseline	68%	49%	54%


3.5



INCREASE STUDENTS WHO REPORT CARING ADULT RELATIONSHIPS

2023-24	Elementary	Middle School	High School
	80%	70%	75%
Baseline	73%	55%	69%


3.6



INCREASE STAFF WHO REPORT CARING ADULT RELATIONSHIPS

2023-24	Elementary	Middle School	High School
	40%	35%	55%
Baseline	28%	19%	42%


3.7



REDUCE SUSPENSION AND EXPULSION RATES

2023-24 <3.5% <small>Suspension</small>	Baseline 4.1%	2023-24 <5 <small>Expulsion</small>	Baseline 11
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3.8



REDUCE DROPOUT RATE

2023-24 0%	Baseline 0.9%
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EXPECTED 2021-22 ACTIONS & EXPENDITURES

 Goal # 3	 Action / Service	 Amount
3.1 - High Quality, Effective Personnel		\$4,315,653
3.1.1 - Hire and maintain staff to support the continued enhancement of social-emotional learning, behavior supports and related interventions.		
3.1.2 - Provide staff with training and support in adopting and implementing restorative justice practices.		
3.1.3 - Increase staffing to further develop Multi-Tiered System of Support to increase student attendance and engagement (School Psychologists, Early Learning and Intervention Specialist).		
3.1.4 - Staff will help develop culturally responsive classrooms and school environments that promote civic engagement, diversity, and understanding of local and global perspectives.		
3.1.5 - Maintain staff to develop, expand, and evaluate student engagement and to plan activities that reflect and integrate the identities of students and their community.		
3.1.6 - Staff will help to provide a physically welcoming and enriched campus environment that promotes artistic and structured outdoor learning spaces.		
3.2 - Curriculum, Assessments, Instructional Materials/Supplies		\$254,156
3.2.1 - Provide curriculum, materials, and supplies for social awareness skill development.		
3.2.2 - Purchase materials & supplies to support increased student engagement before & after school, and during enrichment classes.		
3.2.3 - Provide curriculum, materials, and supplies used by School Psychologists to promote coordination, alignment, and continuity of MTSS.		
3.2.4 - Fund curriculum, materials, and supplies for classrooms, projects and activities that promote high levels of student engagement as outlined in each school's plan.		
3.2.5 - Fund culturally relevant and engaging programs and events.		
3.2.6 - Promote programs and activities that help create a welcoming campus (VAPA, school gardens, outdoor fitness & play stations).		
3.3 - Services and Programs		\$372,273
3.3.1 - Provide training and technical support for staff to conduct individual, small group, and classroom lessons & activities.		
3.3.2 - Fund professional development & consulting agreements to support the implementation of restorative justice practices.		
3.3.3 - Provide training and consulting services to support the efforts of MTSS teams at each school.		
3.3.4 - Fund consulting services and related training for staff in responsive practices that promote student engagement.		
3.3.5 - Support athletic programs and other student engagement activities (Yearbook, Student Government, etc.).		
3.3.6 - Enhance the outdoor learning spaces for students on each campus.		

GOAL
#4

Parent & Community Engagement

GOAL DETAILS

WHY WAS THIS GOAL DEVELOPED?
Stakeholder input identified the following needs which this goal intends to address

Remove Barriers to Parent Participation

Stronger Community Engagement

Social-Emotional Supports

Parent Engagement & Connectedness

STATUS

New

Modified

Unchanged






EXPECTED 2023-24 MEASURABLE **OUTCOMES**

<p>4.1</p> <p style="text-align: center; font-weight: bold;">INCREASE NUMBER OF PARENT WORKSHOPS OFFERED</p> <table style="width: 100%; font-size: 8px;"> <tr> <td style="text-align: center;">2023-24</td> <td style="text-align: center;">Baseline</td> </tr> <tr> <td style="text-align: center;">↑ 30</td> <td style="text-align: center;">↔ 29</td> </tr> </table>	2023-24	Baseline	↑ 30	↔ 29	<p>4.2</p> <p style="text-align: center; font-weight: bold;">INCREASE PARENT AWARENESS OF WORKSHOPS AND SUPPORT SERVICES</p> <table style="width: 100%; font-size: 8px;"> <tr> <td style="text-align: center;">2023-24</td> <td style="text-align: center;">Baseline</td> </tr> <tr> <td style="text-align: center;">TBD</td> <td style="text-align: center;">↘ N/A</td> </tr> </table>	2023-24	Baseline	TBD	↘ N/A	<p>4.3</p> <p style="text-align: center; font-weight: bold;">INCREASE ADULT EDUCATION ENROLLMENT</p> <table style="width: 100%; font-size: 8px;"> <tr> <td style="text-align: center;">2023-24</td> <td style="text-align: center;">Baseline</td> </tr> <tr> <td style="text-align: center;">↑ 400</td> <td style="text-align: center;">↘ 287</td> </tr> </table>	2023-24	Baseline	↑ 400	↘ 287	<p>4.4</p> <p style="text-align: center; font-weight: bold;">MAINTAIN PARENT INPUT IN DECISION MAKING</p>	<p>4.5</p> <p style="text-align: center; font-weight: bold;">MAINTAIN PARENT PARTICIPATION IN PROGRAMS FOR UNDUPLICATED PUPILS</p>
2023-24	Baseline															
↑ 30	↔ 29															
2023-24	Baseline															
TBD	↘ N/A															
2023-24	Baseline															
↑ 400	↘ 287															










EXPECTED 2021-22 **ACTIONS & EXPENDITURES**

🎯 Goal # 4	🔧 Action / Service	💰 Amount
4.1 - High Quality, Effective Personnel		\$3,073,804
4.1.1 - Provide Parenting Series to support meaningful involvement (virtual, in-person, with translations).		
4.1.2 - Provide Parent Cafecitos for building relationships, understanding, and engagement with other parents and school staff.		
4.1.3 - Expand Parent/Community communication to increase awareness and capacity to provide support for students.		
4.1.4 - Expand Early Learning, Child Development, School Age Childcare Programs and Family Service .		

EXPECTED 2021-22 ACTIONS & EXPENDITURES

 Goal # 4	 Action / Service	 Amount
4.2 - Curriculum, Assessments, Instructional Materials/Supplies		\$34,089
4.2.1 - Provide materials and supplies for parenting series and related programs supporting meaningful connections with families.		
4.2.2 - Provide training to improve customer service and communications of classified staff working with parents.		
4.2.3 - Translate written, oral and multi-media communications to support engagement of non-English speaking families.		
4.2.4 - Support family services by providing materials and supplies for early learning, child care and other programs .		
4.3 - Services and Programs		\$552,098
4.3.1 - Allocate funds for training consultants and other partnerships to provide presentations and facilitate parenting series.		
4.3.2 - Fund services from partners to provide activities and information at Cafecitos .		
4.3.3 - Purchase professional services supporting effective multilingual written, oral and multi-media communications .		
4.3.4 - Provide services and contracted programs in support of early learning, child care and other family services.		

Abbreviations: AP (Advanced Placement), CDS (County-District-School), CHKS (California Healthy Kids Survey), CSEA (California School Employees Association), CSI (Comprehensive support & Improvement), CTE (Career Technical Education), DELAC (District English Learner Advisory Council), EAP (Early Assessment Program), EL (English Learner), ELA (English-Language Arts), ELD (English Language Development), ELAC (English Learner Advisory Council), FRC (Family Resource Center), FTE (Full-time equivalent), FY (Foster Youth), LCAP (Local Control Accountability Plan), LCFF (Local Control Funding Formula), LI (Low Income), NMC (North Monterey County), NMCFT (North Monterey County Federation of Teachers), NMCCIS (North Monterey County Center for Independent Study), NMCUSD (North Monterey County Unified School District), NMCHS (North Monterey County High School), PBIS (Positive Behavior Interventions & Supports), PD (Professional Development), PLC (Professional Learning Community), RFEP (Reclassified Fluent English Proficient), SBAC (Smarter Balanced Assessment Consortium), SPED (Special Education), SSC (School Site Council), STEM (Science, Technology, Engineering & Math), TBD (To be determined), UC/CSU (University of California/ California State University).

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 68 page LCAP narrative plan.

