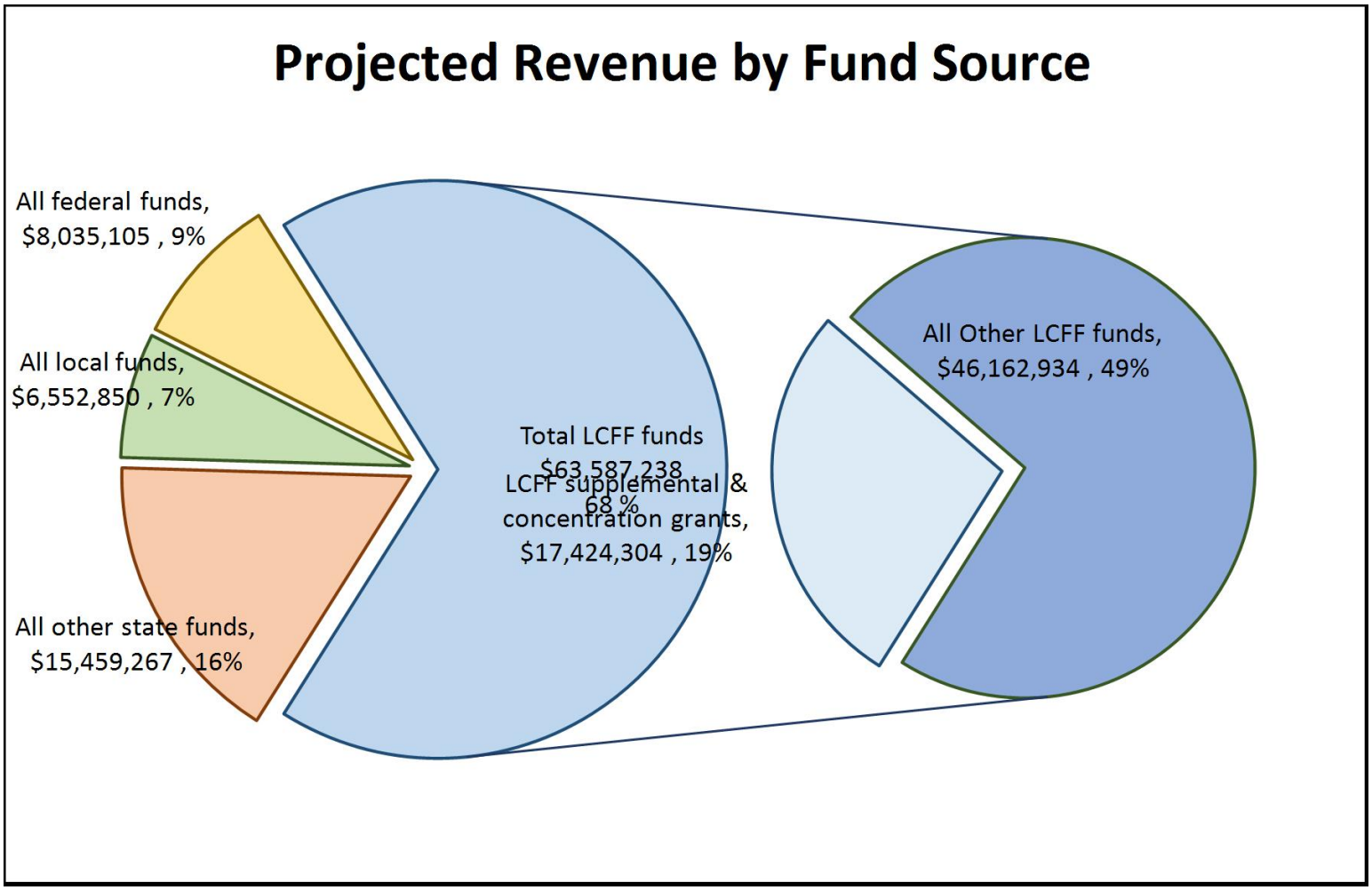
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: National Elementary School District
CDS Code: 37682210000000
School Year: 2023-24
LEA contact information:
Sharmila Kraft, Ed.D
Assistant Superintendent of Educational Services
skraft@nsd.us
619-336-7550

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 2023-24 School Year



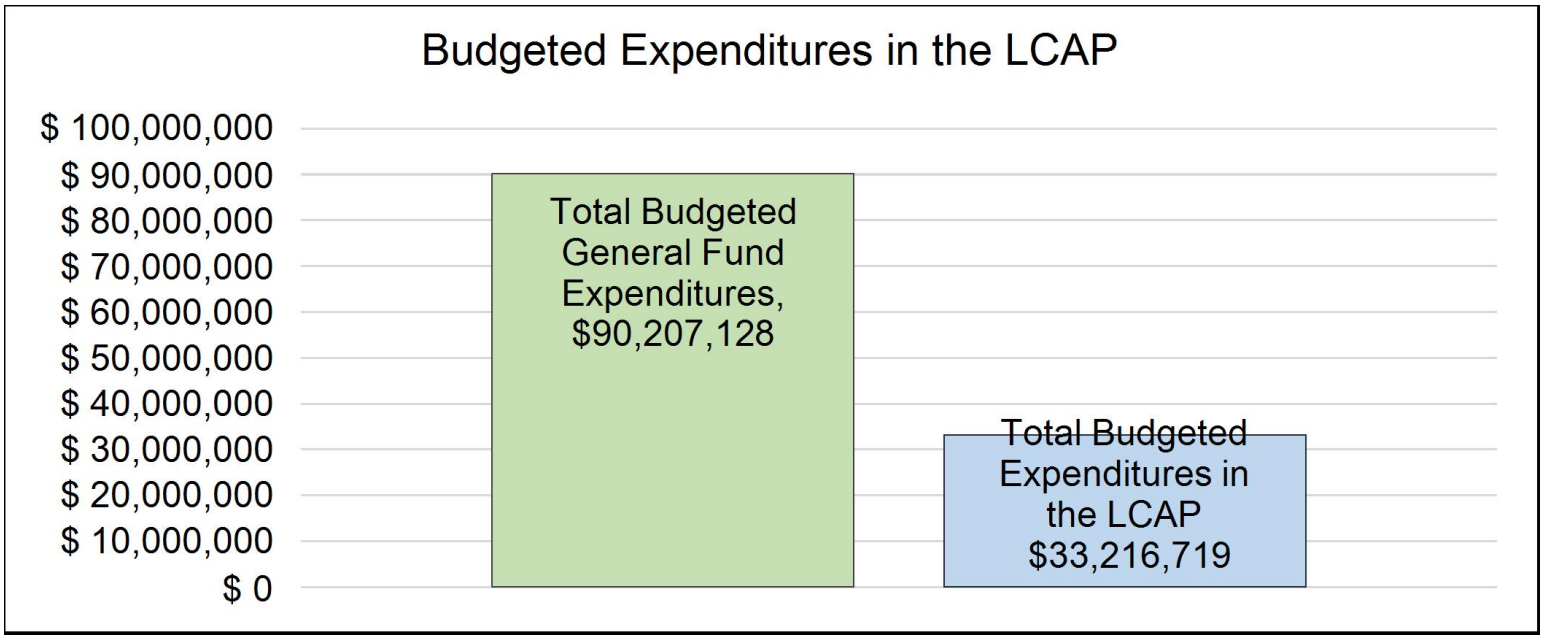
This chart shows the total general purpose revenue National Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for National Elementary School District is $93,634,460, of which $63,587,238 is Local Control Funding Formula (LCFF), $15,459,267 is other

state funds, $6,552,850 is local funds, and $8,035,105 is federal funds. Of the $63,587,238 in LCFF Funds, $17,424,304 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much National Elementary School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: National Elementary School District plans to spend $90,207,128 for the 2023-24 school year. Of that amount, $33,216,719 is tied to actions/services in the LCAP and $56,990,409 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

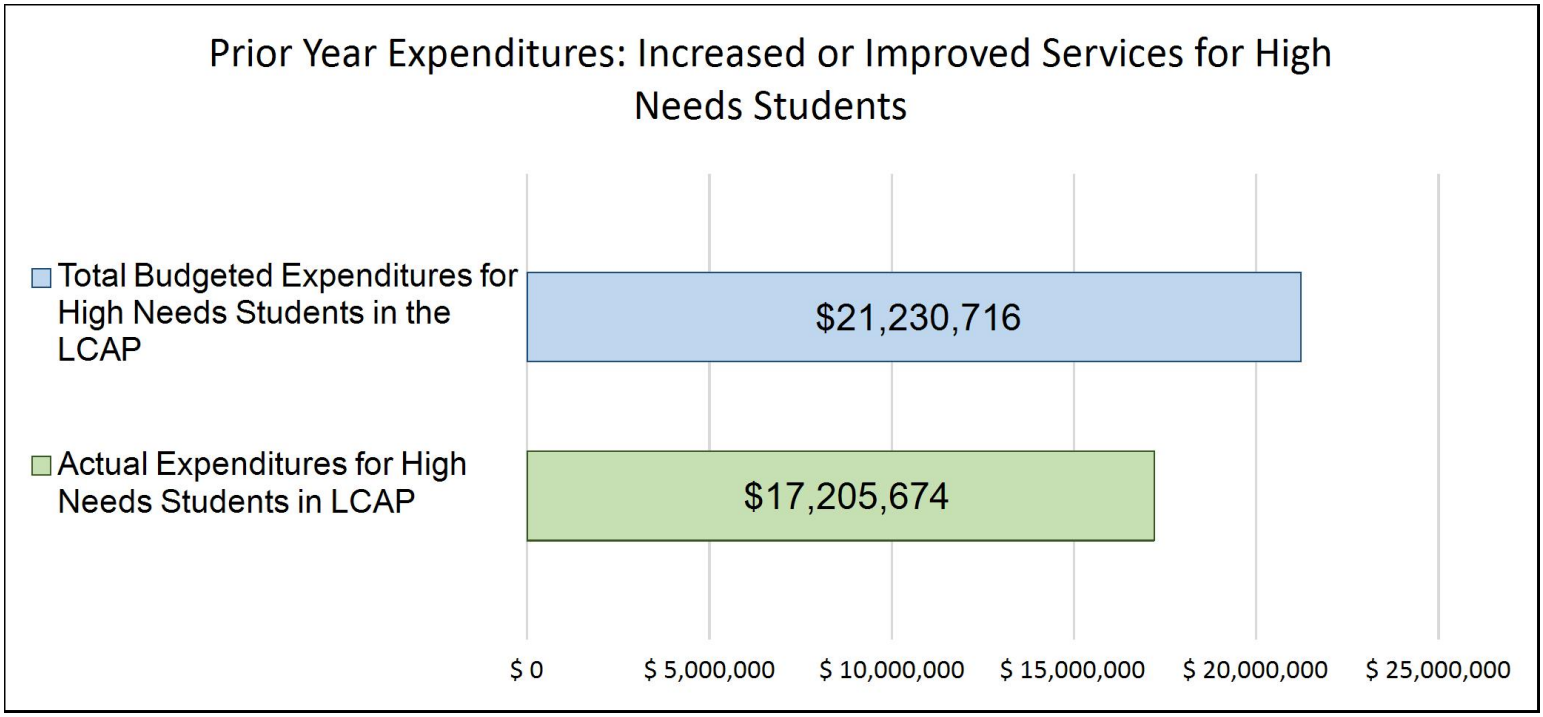
The primary expenditures at National School District is salaries and benefits at 81.15% to support core programming and general district operations that don't fit within the goals and actions on the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, National Elementary School District is projecting it will receive $17,424,304 based on the enrollment of foster youth, English learner, and low-income students. National Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. National Elementary School District plans to spend $23,583,653 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what National Elementary 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 National Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, National Elementary School District's LCAP budgeted $21,230,716 for planned actions to increase or improve services for high needs students. National Elementary School District actually spent $17,205,674 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-4,025,042 had the following impact on National Elementary School District’s ability to increase or improve services for high needs students:

National School District received one-time funds to support mitigating learning loss resulting from the pandemic. Many LCAP supplemental land concentration grants (S&C) line items implement were originally funded by S&C, and were reassigned to one-time funds. These one time funds have required expenditures within designated timeframe. As such, these line items will be re-assigned to S&C funds when the one-time funds are exhausted.

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
National Elementary School District	Sharmila Kraft, Ed.D Assistant Superintendent of Educational Services	skraft@nsd.us 619-336-7550

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

National City is a community of approximately 56,000 residents five miles south of San Diego. The median household income of National City is $ 51,735. National School District (NSD) is ethnically diverse, has nearly 54% of enrolled students identified as English Language Learners and 77% are identified as socially economically disadvantaged.

National School District Vision: Exceptionally Prepared Learners; Innovative and Compassionate World Citizens

We believe...
that all students will learn,
that student success is everyone's responsibility,
that our community's cultural diversity enriches learning opportunities.
We promise...
A safe, nurturing learning environment,
An active partnership with parents and community,
A solid foundation in reading, writing, problem-solving,
A focus on individual student achievement.
Our core values...
Whatever it takes
Relationships matter
Children first

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The Dashboard was reported December of 2022.

NSD implemented accelerated pacing for ELA and math curriculum during 2022-2023. Additionally, measures aimed at positive behavior and restorative practices were focused on District wide. The 2021 data provided baseline data in CAASPP following the pandemic.

In 2022 ELA 32.21% and math 22.19% compared to 2019 of ELA 43.08% and 32.04%, and local benchmark measures of iReady are showing signs of a 3% to 5% projected increase in both ELA and math. For students with disability 2022 ELA 9.81% and math 5.7% compared to 2019 ELA 10.6% and 9.32%. Local benchmark measures of iReady are showing signs of a 3% to 5% projected increase in both ELA and math for all student groups. This was a result of accelerating learning when and in-person instruction in the 2022-2023 school year.

In 2022 suspension rates for NSD was low for overall students. Suspension rates for FY and two or more races was high. NSD is exploring root cause analysis and systems based on this data.

Chronic absenteeism for NSD in 2022 was 40.1% which is significantly higher than previous years do to San Diego County Health requirements during the pandemic. Suspension rates declined in 2022 to 1.2% compared to 2019 at 1.6%, and outperformed the State's 3.1%. .

The 2022 Dashboard shows 53.5% of NSD English learners making progress which outperforms the State percentage of 50.3%.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The Dashboard was reported December of 2022.

In spring 2023 only 41% of overall students in the District met grade level performance reading, 34% were one and 27% two years below grade level in reading. Only 32% of overall students in the District met grade in math, 41% one year below and 27% two years below. The Dashboard indicated academic performance for both ELA and math as “low”, with students with disabilities ranked at “very low”. Although the focus on accelerating learning has helped reduce this number a continued focus on in these areas will need to be continued to reach pre pandemic performance levels.

The attendance rate for National was 49.1% significantly higher percentage than pre pandemic. The chronic absenteeism rates rose in 2022-2023, although the significance of that data is questionable given all the COVID related absences. However, a focus on increasing engagement and attendance will be a priority.

Suspension: NSD had overall 1.2% ('low') suspensions and expulsions in 2021-2022. The Dashboard also indicated that foster youth and two or more races was 'high'. An increased reporting of behavior and social emotional issues has been noted with all groups and those still in housing displacement. The District has employed 10 counselors and is seeking greater support from outside agencies including NCPD PERT trained SRO, as well as our SDCOE to address this variance.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

National School District has maintained its focus on Common Core standards, student achievement, success for our English Learners, provision of supplemental services, student safety, parent engagement and broad course of study.

National School District is supporting all students by continuing to refine components of our MTSS framework. The Positive Behavior Intervention and Support (PBIS) program, counselors at each site, Tier 1 and Tier 2 social emotional programs, parent empowerment program, core instruction and broad course of study provides an integrated system of support. A focus on Restorative Practices and Trauma Informed Care is folded into all school site PBIS programs to address Tier 3 needs. In 2022-2023 the social emotional supports system through the MTSS framework was implemented and systematic data collection of SEL student benchmarks allowed for more targeted and efficient services. Local Control Accountability Plan increased support to students and families through deeper training for counselors and increased funding for outside mental health agencies, teacher and classified training in Restorative Practices and PBIS, and additional time with student resource officer focused on PERT strategies.

Innovation, broad course of study and technology, are also actions in National's LCAP. These additional services are paramount to the success of our children, as without engagement students do not have an environment in which to succeed. Due to the strong correlation between student achievement and interactive technology for creating, there is an increase in employing technology into the classroom. In 2022 the number of opportunities in the garden increased to at least 5 for each student. Ocean Connectors provides articulated TK-6 a marine science conservation program.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NSD did not have an schools identified as CSI in 2022-2023

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

NSD sought educational partner input in multiple formats including surveys, board meeting, town hall meeting and virtual meetings with key educational partner groups including:
Parent/Student Survey March -April 2023
All Staff Survey -April 2023
Superintendent Student Roundtable -December 9, 2022; January 20, 2023
LCAP Committee (includes educational parent partners with students identified as unduplicated and special education) -April 27,2023
NCETA -April 5,2023
CSEA -February 9,2023
DELAC -April 7,2023
District Parent Advisory Council -April 11, 2023
District and Site Administration -April 3,2023
SELPA - May 16,2023

NSD used a multi-pronged approach in gathering educational partner input. Survey questions were developed based on academic and social/emotional data, previous LCAP metric performances, and the level of implementation of known effective practices to increase student achievement for targeted groups (English learners, low income,

students with disabilities and homeless/foster youth). This data from the large volume of survey responses received guided the maintenance of previous LCAP goals (Goals 1-7) with some additional refinements as a result in new school components. The interactive meetings provided educational partners opportunities to dialogue and reflect

on goals, and provide suggestions on potential ideas. The dialogue and emerging ideas shaped the actions of each goal and the subsequent steps. Educational partner groups were consulted multiple times to hear updates on the 'current status' and provided an opportunity to provide additional feedback. This engagement process continues

and allows educational partners to have input to shape, and be incorporated into, the annual updates.

A summary of the feedback provided by specific educational partners.

The feedback from all groups provided input focused on fortifying many current programs and enhancing social emotional support systems, MTSS and expanded learning opportunities.

Parents also indicated a continued need to support English Learners and newcomers (Goal 1), which includes additional supports for reading, math and broad course of study (Goal 2). Parents felt the greatest need for workshops was in the area of how to support the social/emotional needs of their children and career paths (Goal 2 and 4). Additionally, parents shared a desire for more workshops centered around special education and language development (Goal 2 and 1).

Staff shared the importance of data driven placement and monitoring especially with newcomer students (Goal 1) coupled with a systemic academic/social emotional support plan (Goal 2). Hands on learning, partnerships with outside agencies and cohesion TK-6 of Extended learning opportunities to enrich students and close learning gaps were seen by staff as a priority (Goal 7)

Students - expressed positive appreciation for activities around broad course of study, especially the goals and services around environmental literacy.

See below for an explanation of how feedback was included in the 2022-23 LCAP.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The 2023-2024 LCAP includes additional actions and services that respond to the priorities of our educational partners.

The following goals contain actions that reflect the input from educational partners in the social emotional, MTSS, English Learners and expanded learning.

Goal 1: Data and educational partner input indicated a continued need to focus on supporting English learners. acquire English language proficiency while simultaneously maintaining academic growth. Qualitative feedback trend indicated additional supports for language and literacy which resulted in adding instructional assistants, under the direction of the MTSS site coordinator.
Each site plan will guide the support of students in a data-driven, systemic way to improve their proficiency in English and literacy.

Goal 2: Staff and parent input from survey feedback sessions indicated a need to increase extended day support equitably across the District. Feedback from students indicated a need to continue innovative program options during extended day.
Feedback from the LCAP Advisory Committee indicated the need to increase training on behavior strategies (Action 2) while ensuring adequate support for English Learners, foster/homeless youth and students from low income families (Action 4). These changes will focus on developing a more robust system within the MTSS framework.

Goal 4: A consistent trend in educational partner input was the need for the District to continue and expand services for social-emotional learning and academic intervention consistently throughout the schools. To support a systemic, data-based approach to MTSS this district will add a MTSS Site Coordinator (Action 2) to provide direct services to at-promise students. Parent feedback indicates that parents of students on an IEP indicated a greater desire for inclusion in the general education setting (Goal 2 and 4). Additionally, parents continue to indicated that they don't always feel their student is safe at school, with an average response of 3 (on a scale of 1-5). One of the methods of

bolstering community support includes increasing the partnership with NCPD. (Action 2) In addition, identified staff members will be trained in de-escalation techniques to further boost the safe school environment (Action 4, based on input from the LCAP Advisory Committee).

Goal 6: Since research says attendance is linked to student achievement the LCAP Advisory Committee supported providing additional transportation services. Action 3 will fund the lease of an additional bus. Additionally, a more robust partnership with SBCS will be enacted to help with basic home service needs to support families in meeting school attendance needs.

Goal 7: Survey trends from both parents and teachers highly rated expanded learning opportunities and access to innovative programs. This was reiterated during input meeting sessions with multiple educational partner groups. Parents requested more family centered events, or events that allow their child to be creative or learn about the environment. Staff want to ensure that the expanded learning opportunities are well organized and accessible to all. Actions 1, 3 and 4 have added new funding and services to expand student engagement in Visual and Performing Arts, hands-on outdoor environmental programs, and extended learning opportunities. In addition funding will be provided to explore careers and prepare students for secondary career pathways. (Action 4) by providing STEM enrichment to all TK-6 12 times a year (Goal 2). An integral part of the success of these actions is working with partners in the local community. (All actions)

Goals and Actions

Goal

Goal #	Description
1	English Learners will acquire English at a rate that will enable them to acquire English language proficiency, re-designate, and continue to achieve grade level academic expectations.

An explanation of why the LEA has developed this goal.

National School District has approximately 53.1% of its students identified as English learners(EL). The 2022 California School Dashboard indicates that our ELs scored low in both ELA and math on CAASPP. NSD is committed to ensuring opportunity and access to all content areas through strong language development.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Reclassification rate will increase to 7% percent based on students meeting Summative ELPAC Overall Performance Level 4.	In 2019-2020 5.4% English learners were reclassified.	2021-2022 7.0%	2022-2023 Reclassified Total 11%		10% of English Learners will meet the criteria for reclassification.
Increase each year the percentage of partial/full awareness (knowledge) and implementation (use) - rating of 3 or 4--responses for integrated and designated ELD as measured by an annual teacher self	Baseline will be established 2020-2021.	In 2021-2022, 72% of participants responded in a rating of 3 or 4 for integrated and designated ELD awareness and implementation.	In 2022-2023 87% of participants responded in a rating of 3 or 4 for integrated and designated ELD awareness and implementation.		100% of teacher responses will reflect ratings of 3 or 4 for awareness and implementation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
report survey on the CA State ELD standards. The tool and baseline will be established in 2021.					
CAASPP results for English learners in English Language Arts increase 2% each year.	ELA Smarter Balanced Assessment Baseline: 13.58% meeting standards in 2018-2019 (not administered in the 2021 school year.)	No reportable data due to COVID 19 remote learning status 2021. CAASPP 2022 results will be provided by July 2022.	2021-2022 ELA Smarter Balanced Assessment results: 13.20% of English learners met standards		ELA Smarter Balanced Assessment will be 21% meeting standards in 2024.
CAASPP results in mathematics increase 2% each year.	Mathematics Smarter Balanced Assessment Baseline: 12.98% meeting standards in 2018-2019 (not administered in the 2021 school year.)	No reportable data due to COVID 19 remote learning status 2021. CAASPP 2022 results will be provided by July 2022.	2021-2022 Mathematics Smarter Balanced Assessment results: 9.5% of English learners met standards		Mathematics Smarter Balanced Assessment will be 19% meeting standards in 2024.
English Learner annual progress will consistently increase based on Summative ELPAC.	2019 Dashboard data indicates 53.5% of students making annual progress.	2021-2022 English Language Proficiency for Summative ELPAC Level 4 - 16.57% Level 3 - 36.77%	2022 Dashboard data indicates 52.1% of students making progress towards English language proficiency The results for 2022-23 Summative ELPAC are not yet available		80% of English learners will make annual progress according to ELPAC data.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Deeper Implementation of the California ELA and ELD Standards	Continue implementation of the CA ELD Standards in tandem with CA State content standards to district leadership and staff to deepen implementation and foster growth on academic language for English learners. Utilize phases of implementation and tools to ensure continuous growth and consistency of implementation across the system. This Action align with Principle 2 of the CA EL Roadmap. Quality Instruction and Meaningful Access. This action will support reclassification rate increase. a. Fund two District ELA/ELD Resource Teachers to provide on-going professional development and coaching for staff and leadership on the implementation of the integration of CA ELD and content Standards to support research based instructional strategies in the classroom for English learners. b. Partner with EL experts, such as SDCOE, CABE, Californians Together to continue to build capacity within the system (through professional learning and coaching) in research- based practices for the implementation of the CA EL Roadmap, with an emphasis on Principle 2 - Quality Instruction for English Learners. c. Provide professional development focused on building academic conversation (oral and written discourse) using research based strategies and protocols to increase the frequency of use in instructional delivery throughout content, including implementation of California Science Framework. d. Provide on-going professional learning and coaching focused on designated and integrated ELD emphasizing and alignment with NSD resources by the district resource teachers through the CSLD grant. e. Provide additional training opportunities to staff to analyze effectiveness of ELD differentiation strategies by measuring student progress using multiple measures including but not limited to ELPAC, CAASPP, iReady, and LAS links.	$421,704.00	No

Action #	Title	Description	Total Funds	Contributing
		f. Continue resource teacher and leadership professional development for data analysis of ELD proficiency levels and implication for differentiation for students during instructional delivery in all content areas, utilizing key data tools such as MEGA Dashboard, Panorama, CORE etc. g. Provide ongoing professional development/coaching for classroom teachers in using classroom level data tools and reports to guide instructional design for English learners and provide tools for monitoring student progress.		
1.2	English Learner Master Plan in Alignment to Federal and State Compliance	Develop and implement an NSD English learner master plan based on current research that meets federal and state compliance, aligns with the CA EL Roadmap,and guides NSD on coordinated services to increase the systemic outcomes including the linguistic and academic achievement of English learners. a. Partner with the San Diego County Office of Education to develop and implement a districtwide ELD master plan, gathering stakeholder input and reflection. b. Develop an EL Community of Practice for admin, and EL leadership designed to support the stages of implementation of the EL Masterplan. This action aligns with Principle 3 of the CA EL Roadmap. c. Provide teachers and staff collaboration time to analyze, plan and implement effective instructional day scheduling to increase the frequency of designated and integrated ELD delivery. d. Fund Director of Educational Services for leadership support for staff and families.	$621,576.00	No

Action #	Title	Description	Total Funds	Contributing
		e. Fund 5 instructional assistant to support MTSS site coordinator in language development for newcomer and emergent ML in ELA and math intervention at all 5 large sites.		
1.3	Systematic Approach to Ensure English Learner Reclassification	NSD through the masterplan development and implementation will create a systemic approach to ensure English learners reclassify in a timely manner, are monitored to ensure access to opportunities that promote academic performance comparable with English only students, and participate in a broad course of study. This Action aligns with Principle 4 of the CA EL Roadmap, Vertical Articulation/Coherence. a. Analyze data during principal/superintendent meetings and Data time to determine movement of English learners through the performance bands according to the ELD proficiency levels. b. Provide professional learning /coaching for all teachers on supporting the linguistic and academic needs of ELs. c. Develop supports and pathways for students to meet criteria for Seal of Biliteracy.	$25,000.00	Yes
1.4	Expanded School Site Programs for Language Acquisition for English Learners	National School District will provide additional targeted school site support designed to increase language learning opportunities through a multi-tiered systems of supports. This action will help increase iReady and CAASPP goals. a. Continue to provide school sites with targeted linguistic and academic interventions for English learners with particular focus on students at risk for being identified as ling-term (LTEL) with the goal of reclassification prior to grade six.	$135,000.00	No

Action #	Title	Description	Total Funds	Contributing
		b. Provide resources and instruction to increase literacy skills for LTEL as measured by lexile levels to meet base number in band range for grade level across all school sites embedded in School Plans for Student Achievement. c. Provide in-school literacy coaching and targeted academic growth goals. d. Provide outreach and support to ensure EL are participating in broad course of study including extended learning. e. Plan meetings for families of MLs hosted by the MTSS Site Coordinators and Ed Services Director.		
1.5	Targeted Social-Emotional Support of English Learners	NSD will provide programs responsive to different English learner (EL) strengths, needs, and identities and socio-emotional health and development. NSD will continue implementation of the CA ELD Standards in tandem with CA State content standards to district leadership and staff to deepen implementation and foster growth on academic language for English learners. Staff will utilize phases of implementation and tools to ensure continuous growth and consistency of implementation across the system. This action align with Principle 1 of the CA EL Roadmap. Assets-oriented and needs responsive schools. This action will support annual expected progress for English learners. a. Provide continued follow-up training for the District ELA/ELD Resource teachers for implementation through coaching of research based instructional strategies for English learners for both designated and integrated ELD, and SLD for Dual language learners. b. Provide Spanish language assessment software for appropriate class placement and language support of English learners and dual language learners.	$720,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		c. Provide engaging and challenging material and software focused on increasing vocabulary and language development that aligns to the ELD performance bands to ensure targeted language support (newcomer to bridging). d. Partner with the San Diego County Office of Education to develop a series of trainings and workshops to support language acquisition of students in dual language and transitional bilingual programs. e. Provide Imagine Learning espanol Software to support language acquisition. f. Provide Lexia English Software to support language acquisition.		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The majority of the actions and services outlined in this goal were completed, although possibly not exactly as planned due to the constraints inherent in staffing post pandemic.

Deeper professional development continued to be provided to all teachers, who participated in a series of three trainings delivered by District Resource Teacher in partnership focused on research instructional strategies focused on Learning How English Works :

- language demands
- Text, sentence, and word level academic language of Part II of the CA ELD standards.
- Instructional routine sequence for teaching language.
- Student Work Analysis Protocol (SWAP) with a focus on language to set learning goals.

Classroom coaching and demonstrations expanded this year in ELA and ELD, and expanded with a small pilot group in science.

Implementation of the community interventions were implemented at some sites, however staffing shortages and the inability to hire impact teachers made implementations challenging. The District will explore a tutoring service after school to meet the needs of at promise students.

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

There were no material differences in this goal.

An explanation of how effective the specific actions were in making progress toward the goal.

Relevant and targeted profession development for all staff remains a priority, with systematic implementation of the professional goals by all teachers and staff. Deeper implementation was provided this year with the addition of classroom coaching. Initial response from participants on ELD (integrated design) showed nearly 87% positive rating and a significant increase in reclassification from 7% to 11%.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No substantial changes made to this goal except NSD will be shifting from Imagine Learning to Lexia English.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Increase academic proficiency for all students through a multi-tiered system of supports framework that advances the global competency skills of communication, collaboration, creativity, and problem solving needed for future success.

An explanation of why the LEA has developed this goal.

National School District has approximately 88% of its students identified as unduplicated. The 2022 California School Dashboard indicates that our students scored low in both ELA and math on CAASPP. Additionally, according to the 2022 Dashboard NSD is 42 points and 67 points from standards in ELA and math respectively. NSD is committed to providing more targeted support through an implementation of our MTSS to promote greater interventions for academic growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP results in English Language Arts increase 2% each year.	2018-2019 ELA Smarter Balanced Assessment Baseline (not administered in 2019-2020): 43.8% meeting standards	No reportable data due to COVID 19 remote learning status 2021.	2021-2022 (baseline) ELA Smarter Balanced Assessment results: 32.27% met standards		ELA Smarter Balanced Assessment will be 49.8% meeting standards in 2024.
CAASPP results in mathematics increase 2% each year.	2018-2019 Mathematics Smarter Balanced Assessment Baseline:(not administered in 2019-2020) 32.04% meeting standards	No reportable data due to COVID 19 remote learning status 2021.	2021-2022 (baseline) Mathematics Smarter Balanced Assessment results: 22.19% met standards		Mathematics Smarter Balanced Assessment will be 38.04% meeting standards in 2024.
Reduce by 5% each year the number of students performing at Tier 3 using iReady	Baseline 2020-2021 overall reading spring diagnostic 28% of students performing at	In 2021-2022 spring diagnostic students performed in iReading Reading:	In 2022-2023 spring diagnostic students performed in iReady Reading:		Overall reading spring diagnostic will be 13% of students performing

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
diagnostic based on the implementation of ELA common core standards as measured by the Spring diagnostic.	Tier 3 using iReady diagnostic.	Tier 3 - 27% Tier 2- 32% Tier 1- 38%	Tier 3 - 26% Tier 2- 34% Tier 1- 40%		at Tier 3 using iReady diagnostic.
Reduce by 4% each year the number of students performing at Tier 3 using iReady diagnostic based on the implementation of mathematics common core standards as measured by the Spring diagnostic.	Baseline 2020-2021 overall mathematics spring diagnostic 27% of students performing at Tier 3 using iReady diagnostic.	In 2021-2022 spring diagnostic students performed in iReading Reading: Tier 3 - 24% Tier 2- 47% Tier 1- 29%	In 2022-2023 spring diagnostic students performed in iReady Math: Tier 3 - 23% Tier 2- 45% Tier 1- 32%		Overall mathematics spring diagnostic will be 15% of students performing at Tier 3 using iReady diagnostic based.
Staff survey rating for reporting level of relevance for professional development and implementation for the MTSS framework.	Baseline will be established 2020-2021. Baseline data will be included in the annual update.	Due to the ongoing issues of quarantine and staffing shortages professional development and implementation was limited as was survey responses.	In 2022-2023 62% of staff reporting high levels of relevance (average of 4 on likert) for professional development and implementation for the MTSS framework.		90% of staff reporting high levels of relevance (average of 4 on likert) for professional development and implementation for the MTSS framework.
Completed Local Indicators for State Priorities in all areas as "met".	Baseline established 2019-2020 with all indicators being met.	Local indicators indicated met in the implementation of the academic content and performance State standards.	Local indicators indicated met in the implementation of the academic content and performance State standards.		100% of local indicators will be met.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Teacher Data Analysis Aligned to Tiered Supports	Provide teachers opportunity to analyze and disaggregate student academic/social emotional data to identify appropriate tiered supports, gauge effectiveness, determine progress monitoring timeline and next steps. This analysis will include additional focus on differentiation and needs for homeless/foster youth, low-income students, English learners, and students with disabilities. 1a. Fund 5 roving teachers to release classroom teachers for data analysis and input. 1b. Fund 5 roving teachers to release classroom teacher for RTI collaborations. b. Build teacher capacity around instructional strategies that promote critical thinking in English language arts and math. c. Provide ongoing data analysis training for principals and instructional leaders.	$2,182,734.00	No
2.2	STEAM Units Alignment to District Focus	Implement units in alignment to District focus of innovative learning, VAPA, science and computer science. These learning activities are additional STEAM enrichment sessions are designed to provide greater access to feeder schools CTE pathways for unduplicated students. a. Incorporate training on innovative instructional approaches NSD ML strategies and protocols into units. b. Continue to provide release training and curriculum development opportunities for teachers. c. Purchase and stock needed materials for the release program.	$1,355,993.00	Yes

Action #	Title	Description	Total Funds	Contributing
		d. Provide program supervision to ensure continuous program improvement.		
2.3	Early Education Opportunities to Close Gaps	Provide early education learning opportunities with focused outreach to homeless/foster youth, low-income, and English learners. a. Recruit for and provide early learning through Head Start and CSPP funding, including access to education, special education, English learner, health, family support, and parent education services. b. Provide an "embedded coach." This coach provides assistance with modeling, support and inclusion strategies for all preschool staff. c. Provide professional development on inclusionary practices for all preschool staff. d. Fund additional certificated staff services for TK students and programming. e. Fund additional paraprofessional staff for TK students and programming. f. Fund a District Resource Teacher to support staff in early education and inclusion. g. Fund a Director of Education Services Early Education to support unduplicated students access to early education.	$1,673,805.00	Yes
2.4	Professional Development and Teacher Support	Provide teachers increased training, time and collaboration on content standards and research based practices to ensure the employment of best practices known to increase student achievement with principal focus on unduplicated students.	$450,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a. Provide continued support of district resource teachers and UCI to assist in the implementation of the CA Common Core State Standards for conceptual and applied practices of the mathematics. b. Provide continued professional learning support of district resource teachers to assist in the implementation of the CA Common Core State Standards for applied practices across core content areas. c. Supplemental purchases of instructional materials to support the instructional delivery of ELA/ELD and math framework. d. Provide training for teachers in the area of writing and writing across the content areas.		
2.5	Library Media Specialist and Common Core Competencies	Fund five Library Media Specialists to provide greater opportunity for students to achieve grade level competencies in the Common Core, with programs principally directed to meet the needs of English learners, foster youth/homeless, low income and students with disabilities. a. Continue full-time level of Library Media Specialists. b. Provide funding for additional books. c. Provide training on library/media standards and ISTE for media specialist. d. Develop student learning protocol (think, create, share and grow) based on the standards and implement during library media time for all students.	$443,552.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	MTSS Framework and Monitoring Student Performance for Strategic Decision Making	Align, refine and increase the integrated multi-tiered system of support (MTSS) framework for monitoring needs, aligning support program(s), and collecting an evidence base for strategic decision making with principal focus on ensuring access to English learners, foster youth/homeless and low income students. a. Create an integrated academic and behavioral resource and protocol to be implemented at all sites to ensure appropriate and targeted response to student needs based on data. b. Provide training and materials for tiered intervention response to promote academic achievement. c. Provide Language Arts Specialist at each site to monitor and coordinate intervention for students based on data and aligned targeted services. d. Provide adaptive software programs to support academic skills acquisition targeted to the needs of foster youth, English learners, and low income students. Software program funding are reflected in Goal 5 Action 5. e. Fund itinerant support staff to support the implementation of MTSS RTI system to ensure equity and access to academic and social emotional supports for students including English learners, foster/homeless youth, and low income. f. Provided extended learning opportunities for students to accelerate learning by certificated staff and other learning support options. g. Provided extended learning opportunities for students to accelerate learning by extending day and additional intersession supports (including custodial, meals, classroom etc.) h. Fund Coordinator of Educational Services to support programming and services for unduplicated student populations.	$5,233,779.00	Yes

Action #	Title	Description	Total Funds	Contributing
		i. Fund three (3) resource teachers to provide additional classroom support to increase access to mathematics with a particular focus on unduplicated students and students with disabilities. j. Fund five MTSS Site Coordinators to support and monitor MTSS implementation by supporting teachers in data analysis and planning. k. Provide substitute teachers for certificated staff to collaborate around planning for student needs 3 times a year. l. Fund itinerant support staff to support the implementation of MTSS RTI system to ensure equity and access to academic and social emotional supports for students including English learners, foster/homeless youth and low income.		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Many of the planned actions were implemented as planned:

Teachers were all trained on data analysis protocol, and worked in teams using protocol on a monthly basis since December 2021
MTSS guide was developed for the District, and all teachers were trained during the summer of 2021. Each school established MTSS leadership teams and scheduled data planning meetings. Many meetings and professional development could not be held due to ongoing pandemic issues with subs.
Successful pilot of ELD software completed; scale up planed for next year.
LAS in place and provided targeted accelerated services.
Extended learning will be held for 6 weeks during the summer of 2022.

Some planned actions were more deeply impacted by the pandemic:
Acceleration of math units and ELD strategies were unable to be aligned due to the impact of quarantine and sub shortages.
A grant was received for Early Education IEEEO, but implementation was stalled due to difficulties with finding a coordinator to implement the depth of PD; Early Ed Director gave some inclusionary practices with young children.

Library media specialists are all employed, however focus on training this year shifted to technology monitoring, and how to provide virtual library services in response to unexpected COVID surges and required safety precautions.

NSD uses local indicators by collecting and monitoring progress consistently across the State Priorities.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures exist for the following:
2.1 less money was expensed because the staff was reduced as a result of attrition and declining enrollment negated rehire.
2.2 had lower expenditures because the enrichment was delayed for implementation due to negotiations and less resources were needed.
2.3 had lower expenditures than expected because available previous year's carryover funds were utilized first for TK students.

An explanation of how effective the specific actions were in making progress toward the goal.

While the original goal metrics are not available this year, iReady data at beginning of year indicates we had significant learning loss, so the actions in this goal focused on accelerated learning. Data from iReady shows that loss is being stabilized and that student academic growth is moving in a positive upward trend.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes, such as adding additional staff and resources, are planned to continue and improve the implementation or the actions and services, and support implementation at a deeper and more consistent level now that COVID restrictions will hopefully be lifted. (Action 3 and 6)

2.1 and 2.2- Additional roving teachers.- increase in funds from 22-23 to 23-24 to increase access to enhanced core curriculum principally designed for unduplicated students. Increase resulted in an additional 5 FTE funded.

2.3 & 2.4- Added f & g- NSD funded TK staff to provide early access to all students turning 4 by September date. NSD provided raises for all staff which required increase funding. Additionally, the State funding of preschool has remained the same and due to the significant loss of revenue generating students the Director of Early Literacy was shifted into LCAP funding to allow preschool funds to cover cost of 3 year old program.

2.5 additions of steps J is funded and explained in Goal 1. Step L is ongoing support of additional staff to address special education rise due to post pandemic. Step K was added as a response to educational partnership request to allow for collaboration time between grade levels to address grade level trend needs specifically designed for unduplicated students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Expand collaboration and engagement with parents, families, and community partners to increase equity and access to learning including English learners, foster/homeless youth, and low income students.

An explanation of why the LEA has developed this goal.

In a recent NSD parent survey 55.8% of parents indicated they seldom/never participated in school parent committees and in school parent workshops or events. However, 48% of parents indicated that their greatest interest in participating in their child's schooling was to participate in school events. Research over the last five decades concludes that parents are the most influential factor on their student's academic and social achievement in school. High parent involvement is associated with increased school performance, attendance, student agency, and positive attitude towards school. NSD is committed to empowering and engaging parents with school participation opportunities aligned to meet parent interest and needs, with particular focus of serving parents of unduplicated students and special education needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual parent survey reflects a 3% decline in number of parents reporting seldom/never in participation of parent committees/workshops/events focused on student academic/social support and school site input.	2020-2021 survey indicated 70.6% parents reported seldom, 52.7% reported never in participating in parent committees and workshop/school events respectively.	Parent committees, in-person events and volunteers were not able to convene this year due to pandemic restrictions. Baseline will be established in the 2022-2023 school year.	2022-2023 survey indicated 62% parents reported seldom, 31% reported never in participating in parent committees and workshop/school events respectively.		2023-2024 survey will indicate 61.6% parents reporting seldom and 43.7% parents reporting never in participating in parent committees and workshop/school events respectively.
Increase the number of parent participation, with a targeted focus of those of	Baseline to be established 2021-2022.	Parent committees, in-person events and volunteers were not able to convene this	64% parents participated in two events this school year.		80% of NSD parents will report participation in at least two events/workshops/co

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
unduplicated students and students with exceptional needs, in interest aligned events/workshops/committee involvement opportunities each year.		year due to pandemic restrictions. NSD implemented limited 15 virtual parent engagement meetings with an average attendance at each range 10 to 20 parents.			mmittee by 2023-2024.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family and Community Partnerships	NSD will focus on building trustful family and community partnerships to provide resources to support student engagement and academic achievement. Resources will be principally directed to support the specific needs of unduplicated students and their families. a. Collaborate with SBCS to maintain the Memorandum of Understanding that defines the responsibilities of all collaborating entities on the Family Resource Center and social services to ensure student engagement in school. b. Collaborate with the National City Collaborative Family Resource Center in order to 1)Engage with the community 2) increase community outreach, 3) Identify mutual interest and goals with trusting community partners 4) Invite community members to swerve our NSD community 5) Maintain an open door policy 6) Provide venues and actions to increase parents engagement with school sites. c. Employ a family engagement resource teacher to provide opportunities and coordination for workshops, resources and events, assist sites in the development of their parent engagement programs, assist sites in providing information and facilitating home-school communication, establish communication with stakeholders to obtain	$567,512.00	No

Action #	Title	Description	Total Funds	Contributing
		input and provide feedback, support English learners and their parents. d. Provide parent engagement opportunities that include their children in learning about academics, homework support, language development and workforce pathways.		
3.2	Early Education Extended Support for Families	Continue to build trustful partnerships that extend support for National City families and children to have access to early education, access to educational opportunities, and support for transition to educational settings through NSD MTSS framework. a. Provide parent engagement opportunities through workshops, outreach and resources to support academic achievement and social/emotional needs of students at varying times, via streaming or virtually, and through recordings. b. Family Resource Center and preschool Family Liaisons to support families with accessing resources to support foundational needs. c. Continue to establish connections with National City infant, toddler, and preschool programs to support the alignment and transition into the elementary program. Develop a Community Resource Room to provide resources to preschool providers within National City in support of children with disabilities. d. Maintain increased hours for the district translator to provide extended services for the District and school sites. e. Provide support to providers who serve preschool age children for early identification and inclusionary practice. f. Continue to establish connections with the Sweetwater Union School District to support the alignment and transition of NSD children to the	$117,301.00	Yes

Action #	Title	Description	Total Funds	Contributing
		SUSD middle school program through programs and parent support systems. g. Provide educational technology workshop to enable parents to support students in course work and school engagement. h. Continue parent meetings to build connections with Sweetwater Union School District to support alignment and transition of students from NSD to SUSD.		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Family and community partnerships continue to be a priority with a focus on providing families key supports for basic needs. Additionally, family workshops were provided and focused on strategies parents can use to support accelerating learning for their students.

NSD received the community schools planning grant in March 2023, this funding will serve to enhance the resources and supports for chronic absenteeism that was originally planned to be conducted through the Promise Neighborhood Grant that was not awarded.

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

Material differences for this goal are as follows:
3.1 Funds to expand services with the FRC SBCS through Youth Development Associates to support case management of families of unduplicated students needing additional basic service needs was not able to be implemented due to hiring issues with the outside agency.
3.2 NSD continued to utilize virtual meetings for the first half of the year due to ongoing health concerns, which reduced the amount of expenditures for these meetings. However the latter half of the year, NSD shifted to in-person meetings again and utilized funds to promote parent engagement events. Additionally, volunteer or visitors were allowed on campus and sites were able to employ funds designed for parent participation, mostly Title I. NSD held 44 in-parent engagement meetings with an average attendance at each range of 20 to 30 parents. This resulted in decrease expenditure in this action.

An explanation of how effective the specific actions were in making progress toward the goal.

The metrics for this goal is designed for in-person attendance and in 2023, 70% of parents surveyed across the district indicated that they "always" or "regularly" feel like the district seeks their input before making decisions. Additionally, the increase of in-person offering and attendance indicates that actions are making progress towards parent empowerment.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The focus of the goal and actions continued and baseline metrics were established and moving towards accomplishing the end goal.
3.1 Additional funding was provided to increase services for unduplicated students through NSD partnership with SBCS. The focus will be to provide family case management to ensure basic needs are met and student school participation is maximized, data has indicated that an increased number of students and families are still struggling with economic impact of pandemic and subsequently attributing to decrease student engagement. Step E from previous year was removed as NSD did not receive grant.
3.2 Step H was included as a result of educational partnership request by community and parents to ensure students have access to information and resources to better prepare for CCR and CTE pathways which often begin in intermediate levels of elementary.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Provide an integrated multi-tiered framework of support that incorporates differentiated instruction, social emotional learning, and positive behavior intervention to improve individualized student outcomes.

An explanation of why the LEA has developed this goal.

In the 2022-2023 parent survey 31% of parents indicated that they did not feel that there was sufficient resources to support the social emotional safety of their students. A 2022-2023 staff survey indicated approximately 37% felt that fortifying social emotional services would result in increase school performance.Research over the last two decades how shown the benefits of students with the investment of social emotional learning and supports including:

- decrease in behavior issues
- decrease in emotional distress
- improvement in attitude of self, school and others
- improvement in relationship skills
- increased academic performance and attendance

NSD is committed to supporting the whole child and providing the additional supports, with a particular focus on the achievement of unduplicated students (foster youth/homeless, English learners, and low income) and students with disabilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Tiered Fidelity Inventories (TFI) completed three times yearly through the Positive Behavioral Intervention and Support database.	2020-2021 30% of schools are providing platinum level PBIS implementation of services.	2021-2022 70% of schools are providing platinum level PBIS implementation of services.	80% of schools are providing a Platinum level of implementation of PBIS for the 22-23 school year based on preliminary data on medal recognition applications.		100% of schools will reach the Platinum level for PBIS implementation of services.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Data will be confirmed in late August when scoring at CA PBIS coalition has been completed and teams are notified of medal status		
NSD California Healthy Kids Survey (CHKS)	2018-2019 CHKS indicated 83% of students feel safe most of the time or all of the time at school. CHKS was not administered in 2019-2020.	CHKS 2020-2021 was administered however due to remote learning status resulted in the following limited data (N=26 5th grade students): Academic motivation 81% Caring adults in school 88% High expectations-adults in school 95% Parent involvement in schooling 85%. Response rate was too low for safety and school connectedness.	CHKS 2022-2023 data indicates: • 73% of students feel safe at school • 80% of staff feel school is safe welcoming place • 74% of parents feel involved in school.		95% of students feel safe most of the time or all of the time
Reduce the number of students needing tier 2 and 3 services based on spring universal screening data.	Baseline will be established 2021-2022.	2021-2022 7% of students ranked in tier 2 and 3 services based on spring administration.	2022-2023 6% of students ranked in tier 2 and 3 services based on spring administration.		The number of students needing tier 2 & 3 services will be reduced by 20% by spring universal

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					screening data by 2024.
CA Dashboard Suspension/Expulsion Rates	CA Dashboard 2019 data: Expulsion rate: 0% Suspension rate:1.6%	2020-21 Expulsion rate: 0% Suspension rate: 0%	2022-23 indicates Suspension rate: "low" at 1.2% FY and Two Races rate: "high" 5.9 and 3.5 respectively Expulsion rate: 0%		Maintain 0% expulsion rate. Reduce suspension rate to <1.0%
Chronic Absenteeism Rate	Data Quest 2018-2019 data: 12.2% Chronically Absent	Data Quest 2020-2021 data: 23.3% Chronically Absent	2022-23 dashboard indicates very high at 49.1% chronic absenteeism.		Reduce to <10% Chronically Absent
Attendance Rate	CDE noted that the absence rate during school closures not valid and did not report. DataQuest 2018-2019 data: Excused absence rate 52.1% Unexcused absence rate 46.4%	2020-2021 92.4%attendance rate	2022-2023 89% attendance rate.		Reduce unexcused absences by 2% each year.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Culture of Social Emotional Wellness	NSD will create an intentional culture of care that includes a focus on social-emotional wellness, restorative teaching practices, trauma informed intervention, and positive behavior instruction and supports,	$1,374,808.00	No

Action #	Title	Description	Total Funds	Contributing
		principally focused on meeting the needs of English learners, socio-economically disadvantaged, students with disabilities and homeless/foster youth. a. Improve implementation of Positive Behavior Intervention and Support (PBIS) in all schools through monitoring of activities in Single Plans of Student Achievement during principal/superintendent meetings. b. Employ ten counselors to assist with implementation of Positive Behavior Intervention Support at schools, focusing on Tier I and Tier II level referrals. c. Utilize a comprehensive assessment system to identify and measure outcomes of students receiving Tier 1 and Tier II social-emotional interventions, intensified academic instruction, and behavior intervention supports. Cost for database program placed in Goal 5 Service 1. d. Develop a district-based Social Emotional Learning (SEL) Community of Practice (CoP) team through the San Diego County Office of Education. e. Support Homeless and Foster Youth and unduplicated students by training staff in Trauma Informed, Restorative Practices and additional strategies to ensure inclusive supported classrooms.		
4.2	Safe and Healthy School Climate	Research has indicates negative police encounters produce negative attitudes toward the police, even if the experience was indirect through family members or friends (Hinds, 2009). These experiences are more frequent in low socio-economic minority communities, and are known to negatively affect student engagement in school. Research indicates that positive informal encounters with law enforcement promotes positive attitudes towards institution, and consequently engagement. NSD will ensure a climate of school safety through partnerships and	$709,622.00	Yes

Action #	Title	Description	Total Funds	Contributing
		resources for students and staff that promote a sense of connection and care which is principally conducive to effective learning environments for low income students. a. Maintain a contracted partnership with the National City Police Department for school resource officer and fund additional services with campus student supervisors for enhanced safety. b. Provide additional resources for mental health including but not limited to CareSolace, Nueva Vista to ensure supports which promotes learning for all students including homeless/foster youth, English learners and low income students. c. Maintain a contracted partnership with Rady Children's Hospital for health services for each site to provide support and maintenance of chronic health conditions to maximize attendance. d. Provide all third grade students swim safety program including transportation and personnel for students requiring additional assistance during program. e. Employ district resource teacher to coordinate and integrate extended day supports (ASES, intersession, after school) to ensure continuity of services to promote student achievement.		
4.3	Multi-Tiered System of Support for Equity and Access	Implement a comprehensive Multi-Tiered System of Support (MTSS) across sites to establish common structures for supporting all students, with additional systems principally focused on the integrated social-emotional and academic needs of unduplicated students to ensure equity and access to learning. a. Design and implement a districtwide integrated student study team referral, monitoring and evaluation protocol.	$1,072,719.00	Yes

Action #	Title	Description	Total Funds	Contributing
		b. Fund substitute teachers at each school site to release lead teachers for MTSS teams. c. Develop a master plan reflecting the resources and processes of the NSD MTSS integrated framework with particular focus on the social/emotional tiered supports for students. d. Provide training and materials for multi-tiered intervention response to promote academic, behavioral, and social-emotional achievement. e. Fund a District Resource teacher focused on training and support staff around a continuum of student services that address academic, behavioral, and social-emotional health. f. Provide teacher substitute time in order to cover trainings and collaboration time during MTSS cycles between staff. g. Provide general education services from school support staff for tier 2 and tier 3 including Psychologists - 25%, Speech Language Pathologists - 15%, Resource Specialists - 15%.		
4.4	Expanded Safety and Support Interventions for Special Education Students	In order to provide additional safety and support to schools, NSD will provide additional safety and positive behavior interventions through targeted training in Restorative Practices, de-escalation strategies, and Trauma Informed Care. a. Build teacher capacity around inclusive instructional and behavioral strategies that promote positive behavioral outcomes in all students. b. Continue to employ a district Crisis Prevention Intervention (CPI) Trainer team consisting of three district staff members that are certified to train staff. c. Provide training to staff on mindfulness practices such as yoga and breathing techniques.	$45,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

While all actions continue to be important, and full implementation is a goal, there was some areas where changes were necessary to maximize success in the post pandemic environment.
1. Counselors all employed and provided tier I and II services
2. Increased systems of check in resulting from SEL data and input into the platform monitoring system.
3. Counselors partnered with behavior tech specialist to address the increased behavior issues. SEL community of practice was established with SDCOE and local districts to continue to de-escalate social/emotional and behavior issues.
4. Systemwide SST protocol system with aligned tiered supports was implemented and integrated platform for monitoring was established.
6. Training and classified staff with in-person de-escalation was provided 3 times and increased the allocation of funds to meet the demands at the site.

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

Material differences for this goal are as follows:
4.3 less expense due to use of carryover funds.
4.4 no differences

An explanation of how effective the specific actions were in making progress toward the goal.

While the data showed an increase in both chronic absenteeism and unexcused absences, there was a shift to attendance focus to re-calibrate the expectations of school attendance post pandemic. This shift has had some challenges with the causal relationship with behavior/suspension rate post pandemic and this year patterns are establishing a more reasonable assessment of the success of the actions in other areas. The recent shift in spring to more consistent "normal" attendance and site suspension rates shows promise of the actions leading towards expected goals.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Educational partner input prompted the District plan for expanding services for social-emotional learning consistently throughout the schools. To support a systematic, data-based approach to MTSS this district will add a District Resource Teacher position for MTSS. (Action 3)
Building a stronger social-emotional program and system of response, and including community, will bolster the feeling of safety at school. One of the methods of bolstering community support includes maintaining the partnership with NSPD. (Action 2)
In addition, identified staff members will be trained in de-escalation techniques to further boost the safe school environment (Action 4, based on input from the LCAP Advisory Committee). These additional services, along with the original planned actions and services, will be implemented as written with fruition next year.
Action 4.1 & 4.2 funds increased to account for a negotiated raise and additional security staff at all schools. The increase in security staff at schools was a request from educational partner input.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	Grow capacity to provide effective instruction through cutting edge technology, personalized employee training, and expanded learning opportunities.

An explanation of why the LEA has developed this goal.

The annual 2021 survey to staff and parents ranked 24/7 access to and instructional use of technology in the top three of resources to increase student achievement and ensure college and career readiness. Research shows that technology used properly for instruction has positive academic performance outcomes. Additionally, technology access (device and connectivity) is often impacted by low income status and results in an opportunity gap for socio-economic students. NSD is committed to providing technology resources for all and ensuring that students have the opportunity to engage in the digital learning world outside of school hours.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual survey administered to the staff regarding technology infrastructure and support throughout the school year.	Baseline will be established in 2021-2022.	2021-2022 58% of staff rated "satisfied" for technology infrastructure and support.	In 2022-2023 51% staff rated "satisfied" for technology infrastructure and support.		In 2024, the average minimum score of responses will indicate a minimum of 4.0 (satisfied)
Annual staff survey measuring technology implementation and pedagogy integration with State standards.	Baseline will be established in 2021-2022.	2021-2022 68% of staff rated "satisfied" for technology infrastructure and support.	In 2022-2023 56% staff rated "satisfied" for technology infrastructure and support.		In 2024, the average minimum score of responses will indicate a minimum of 4.0 (partial/full implementation)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Follett Destiny Asset Management Report showing 1 to 1 assignment of iPad in TK=2 and Chromebook in 3-6. Currently, all students have a device but may not be recorded in the system.	Baseline using the management system will be established in 2021-2022.	2021-2022 technology audit recorded 100% of devices assigned to each student.	2022-2023 technology audit recorded 100% of devices assigned to each student.		100% of students have a device assigned to them.
Follett Destiny Asset Management Report showing assignment of hotspots to student without home Internet to ensure equity and access.	Baseline will be established in 2021-2022.	2021-2022 technology audit recorded 100% of devices assigned to each student.	2022-2023 technology audit recorded 100% of devices assigned to each student.		100% of students have a access to internet services outside of school.
Annual audit of software usage and purpose to ensure access to effective programs aligned to standards based materials for targeted students (English learner, low income, foster youth/homeless, students with disabilities)	Baseline will be established in 2021-2022.	Software audit 2022 data: 81% of software is utilized for expected purpose.	Software audit 2023 data: 82% of software is utilized for expected purpose.		100% of software is utilized to expected purpose and meets the needs of targeted student group.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Equitable Access and Opportunity to Technology	Provide highly qualified district technology team to maintain and monitor all aspects of instructional technology infrastructure, and support to students, staff and parents with technology needs for equitable access. "A third of all households did not always have a device available for learning, including half of low-income households" (Gao, 2021). Nearly 86% of NSD students qualify as low income and ensuring continuity of access will ensure improved services that eradicate the digital divide. a. Continue to fund the two computer system specialist positions to provide additional services to maintain devices, technology infrastructure and extra support to families for at home use of devices. b. Fund computer training for tech team to ensure continued effective and safe infrastructure, information systems and effective family customer service principally focused on ensuring 24/7 access. c. Fund the Director of Literacies, Technology and Innovation to lead implementation and monitoring of Title I, II, IV federal compliance, educational technology and innovation programs. d. Fund information database analyst to ensure high quality performance, integrity, security and development of the database to ensure equitable access for users including staff and parents, with particular focus on access for English learners, homeless/foster youth, and low income families. e. Fund two District administrative assistants to support all aspects of programming related to expanded digital learning and access via infrastructure and supports. f. Provide differentiated training to staff in technology such as using the Google platform to create google documents, sheets, etc.	$1,034,925.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.2	Training and Support for Equitable Digital Learning	Provide additional training, programming and system supports to ensure equitable opportunities for digital learning for English learners, low income, foster youth/homeless. a. Direct professional development to school sites on the uses of technology, software and pedagogy. b. Work with teachers, principals, and school communities to align current technology implementation to the applicable International Standards for Technology in Education (ISTE) standards. c. Work with parent involvement resource teacher to develop practices/opportunities for parents to learn more about technology. d. Employ resource teacher to assist teachers as they deepen their skills and knowledge of the Common Core State Standards and Core Subject Content Frameworks with focused support on technology integration. e. Provide ongoing training to classified staff to ensure effective supports for students and families access to school services.	$203,294.00	No
5.3	Personalized 1:1 Devices to Close Digital Divide	Provide 1 to 1 personalized devices in TK-6 for iPad and Chromebook. Provide additional access of digital resources through a a take-home program, and applicable digital devices plus ancillary components (including security and operating software) to ensure equitable opportunities for unduplicated students. a. Continue to fund the lease option for iPad devices for TK-2 and refresh, repair and maintenance structure to ensure access for all students. b. Continue to fund a refresh, repair and maintenance structure to ensure access to digital resources for all students and staff.	$2,350,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.4	Infrastructure for Secure Student Digital Learning	Provide funding to purchase warranties, infrastructure upgrades and security components for all technology systems that are not allowable using e-rate funds. a. Continue upgrading infrastructure and security components to maintain a secure technology environment for students and staff to ensure increased learning opportunities beyond school hours that is principally focused on the needs of low income students.	$0.00	No
5.5	Software and Connectivity Resources	NSD is committed to closing the digital and academic divide and increasing access through the use of research based software and access to the internet at home. These additional programs support the technology infrastructure, student information systems, collaborative tools, content based adaptive software and normed assessment software to support the multi-tiered system of support framework. Research shows in 2020 that in California disparity exist when in comes to internet and device access and that 43% of low-income, 39% of African American (39%) and 33% of Latino families do not have reliable internet access. This action increases services to low income student to adaptive curriculum software programs that will increase access beyond school hours and increase student achievement. a. Software for access to include but not limited to Panorama, Google Workspace for Educators, myOn, Mystery Science, PearDeck , Presence Learning, Schoology, SchoolPace Connect (Online Teacher Guides), Synergy Online Registration, ARC Bookshelf (digital Books), ARC/School pace (Teachers only app), Benchmark Universe, Classlink, GoGuardian, iReady, IL English, IL Spanish, IXL, Follett Library and Resources, Achieve3000, Discovery Education, STEMScopes, SchoolMessenger, and Thrively.	$1,310,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		b. Provide resources for access to devices outside school learning (ie. hotspots, low-cost Cox program, etc.).		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The need to teach and learn virtually during the pandemic reinforced the goal of needing cutting edge technology, so the actions and services in this goal were implemented to the fullest extent possible. Some actions may have been funded differently due to the availability if one-time funds.

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

The material difference were:
Action 5.1 increase in funds reflects the increased cost of a negotiated compensation raise for certificated and classified employees for the 2022-2023 school year.
Action 5.2 -which had reduced expenditures because not all the scheduled trainings were able to be accomplished due to the impact of the pandemic on staff attendance and priorities.
Action 5.3 - increase expenditure due to damage and loss of devices post distance learning and replenish out dated.ESSER Funds allowed the district to increase the funding for technology infrastructure, training, and hardware throughout the district. ESSER Funds supported a technology integration resource teacher to assist teachers with technology use in support of teaching the Common Core State Standards. In addition, ESSER Funds supported the iPad lease program to ensure all students TK-2 had access. Upgraded infrastructure and technology security were also supported by ESSER Funds. This was a crucial addition of overage to ensure teachers and students had access to, and could maximize the use of, technology for teaching and learning.

An explanation of how effective the specific actions were in making progress toward the goal.

In order to reach the goal of providing effective instruction through cutting edge technology, especially when instruction was being provided in a virtual environment, a safe, secure, and easily accessible technological environment must be established and maintained. To that end:
All students have devices now aligned to their student ID as an asset management system.

Increased online warning and monitoring system was established (text, visuals and videos) for students on activities that may have implications for student safety.
Parent engagement training provided, allowing access to student learning and thus fortifying home/school connection.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes planned.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
6	Promote student engagement and achievement through supplemental services of upgraded facilities, low class size, employee excellence, and transportation.

An explanation of why the LEA has developed this goal.

A growing body of research indicates a strong correlation between student achievement and quality school facilities. The positive impacts of clean, comfortable, well lighted and inviting environments also have positive effects on staff, promoting effective employees to services student needs. In addition, stakeholder input indicates an ongoing need to remove barriers to access the opportunities of school, such as transportation and child care. NSD is committed to addressing these issues to provide targeted students (low income, homeless/foster youth, English learners, and students with disabilities) access to supplemental services.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase rating for Facilities Inspection Tool (FIT)	Facilities Inspection Tool (FIT) rating 95% in 2019-2020	2021-2022 FIT rating 98%.	2022-2023 Fit Report 96 percentile. Improved/created Outdoor learning spaces at Ira Harbison, Olivewood. Upgraded playgrounds at PW, JO, IH, OW, KM, LP, LA, RN, ET.		2024 Facilities Inspection Tool (FIT) rating will be 98%
Certificated staff are appropriately assigned and fully credentialed in the subject areas and for pupils that they are teaching	Baseline 2020-2021 CALPADS assignment rate is all certificated staff assigned appropriately.	2021-2022 data: 100% pupil services, administrators and teachers appropriately assigned.	2022-2023 data: 100% pupil services, administrators and teachers appropriately assigned.		Maintain zero pupil services, administrators or teachers inappropriately assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the perceived sense of school connectedness and feel safe at school by 10% in most/all of the time.	2018-2019 5th Grade CHKS - 65% average response for school connectedness most/all the time. 75% average response for feel safe at school most/all of the time.	2021-2022 CHKS data available Spring 2023.	Preliminary data indicates -70% of students feel connected at school. • 40% of staff feel there is trust and collegality • 31% of parents feel welcomed in school.		2023-2024 will be 75% average response for school connectedness most/all the time. 85% average response for feel safe at school most/all of the time.
Maintain no findings for Materials Sufficiency as Measured by Williams Visits	No findings of insufficiency on Williams	2021-2022 no findings of insufficiency on Williams.	2022-2023 no findings of insufficiency on Williams Visit		No findings of insufficiency on Williams

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Classroom Structures to Increase Individualized Instruction	Provide augmented dollars to reduced class size in classrooms to provide greater opportunity for individualized instruction. a. Continue class size reduction in transitional kindergarten to provide early supports for unduplicated students as allowable by legislation. b. Maintain current student to staff ratio providing smaller class size to NSD unduplicated students and retain highly qualified teachers skilled in servicing unduplicated student groups through the provision of long and short-term financial compensation with increased contribution to STRS and PERS, and step and column salary schedule.	$5,700,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6.2	School Facilities Maintenance	NSD will maintain buildings, school grounds, and any additional spaces needed for instruction to provide an increase of school climate and safety with particular focus on sites and programs servicing unduplicated students. a. Provide funds per state requirements for routine restricted maintenance.	$360,769.00	Yes
6.3	Transportation to Increase Attendance	NSD will lease or purchase a new bus to continue providing transportation for NSD students. Unduplicated students (English learners, low income, foster/homeless) statistically have lower attendance rates. Attendance is directly linked to student achievement. By providing additional busing service, attendance of unduplicated pupils increases. a. Provide funds for lease of new bus.	$200,000.00	Yes
6.4	School Based Programs for Unduplicated Students	NSD will continue to provide actions and services necessary to conduct school-based programs that are principally directed to support unduplicated students. Funds will be used for supplemental personnel, such as but not limited to: impact teachers, and before and after school tutors. This could include professional learning, which is directly related to the LCAP and Strategic Plan goals, and instructional materials supporting those goals. Principals will meet with Assistant Superintendent of Educational Services during the development of the site Single Plan for Student Achievement to discuss how LCFF funds will be principally directed to unduplicated student groups. A budget spread sheet that codes the Supplemental and Concentration grant	$1,253,277.00	Yes

Action #	Title	Description	Total Funds	Contributing
		funds will be employed to keep track of the funds and ensure they are used principally to assist the unduplicated student groups. a. Provide funds to conduct school-based programs to support unduplicated students.		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in the implementation of the planned actions. All monies provided to school site aligned to District LCAP and goals. NSD will continue to provide actions and services necessary to conduct school-based programs that are principally directed to support unduplicated students.

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

The material differences for this goal are as follows:
6.2 decrease in funds reflects the 3% RRM amount of allocated funds (S&C decreased due to declining enrollment) and transportation received additional state funds and as such did not require the original contributed amount from LCAP.
6.3 did not expense any funds because additional transportation opportunities for students continues to be a need, as such this goal originally focused on leasing a bus, but as a result of analysis the funds allocated for leasing were redirected the a purchase of an electric bus to support school attendance of unduplicated students.
6.4 did not expense all funds due to limitations on traditional expenses (substitutes, impact teachers etc) as a result of ongoing health department protocols.

An explanation of how effective the specific actions were in making progress toward the goal.

National School District continues to meet their Desired Outcomes in three of the four metrics for this goal- FIT ratings, teacher credentialing, CHKS, and material sufficiency.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal/Action 6.1: Title II funds were removed as a CSR funding source due to an FPM audit indicating that the funds can not be used for CSR. One FTE which was previously funded by Title II has been shifted to LCAP effective 2022-2023. Future NSD's Title II entitlements will be used for teacher and staff PD.

Goal/Action 6.4: Increased bussing support provided for the lease of a new school bus and showed an increase of student attendance with particular focus on unduplicated students who show early signs of possible chronic absenteeism. A continued focus of transportation access, principally directed to unduplicated students, will continue in the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
7	Promote student engagement and achievement through broad course of study and innovative learning programs.

An explanation of why the LEA has developed this goal.

Academic achievement is linked to a student's background knowledge and research has concluded that a broad course of study supports this need, especially for English learners. Research shows that a high levels of prior knowledge is positively related to academic success. Additionally, "more prior knowledge gives students more working memory to acquire more new knowledge to enhance their learning engagement (Sweller et al., 1998)." Historically, low income students enter school with lower levels of prior knowledge and vocabulary. Input from parent and staff indicated a continued desire to provide and expand innovative learning opportunities for students. NSD is committed to ensuring the growth of the whole child and is focused on providing access to real-world hands on experiences for students to increase prior knowledge, vocabulary and content knowledge, with a particular focus on students from low income homes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Survey of staff to measure State Standards implementation and integration.	Baseline will be established 2021-2022	2021-2022 data: 83% of responses indicated a minimum of 4.0 partial/full implementation.	2021-2022 an average of 61% of responses indicated 4.0 partial/full implementation.		In 2024, the average minimum score of responses will indicate a minimum of 4.0 (partial/full implementation)
Survey of staff to measure Global Goals awareness and integration within broad course of study.	Baseline will be established 2021-2022	2021-2022 volunteers and vendors on campus not available due to pandemic. Global Goal awareness and integration baseline	2021-2022 Baseline: 65% of staff indicated awareness of the alignment of the global goals and innovative student programs (animation, coding etc).		In 2024, the average minimum score of responses will indicate a minimum of 4.0 (partial/full awareness)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		will be established 2022-2023.			
Increase the number of students participating in expanded learning opportunities each year.	Baseline will be established 2021-2022	2021-2022 data: 887 students participated in expanded learning.	2022-2023 data: 1907 students participated in expanded learning an increase of 46%.		The number of students participating in an expanded learning opportunity will increase by 30% by 2024.
California Science Test (CAST) scores for 5th grade students will increase by 2% each year.	2018-2019 CAST score 19.17% met or exceeded.	2021-2022 CAST was not administered. In 2018-2019 CAST scores was 19.7% met or exceeded.	2022-2023 CAST 20% met or exceeded.		In 2024, 25.17% of 5th graders will score met or exceed on CAST.
Programs and services developed and provided to unduplicated pupils	Baseline will be established in 2021-2022 and reported on annual update. Programs will focus on providing opportunities to build experience and prior knowledge in content areas known to exacerbate the achievement gap.	All students including unduplicated learning experienced experiential learning including environmental learning and stem through two additional partnerships.	All students including unduplicated learning experienced experiential learning including environmental learning and stem through nine community partnerships.		Increase the number of programs offered to students targeting computer science, STEM and performing arts.
Programs and services developed and provided to individuals with exceptional needs	Baseline will be established in 2021-2022 and reported on annual update. Programs will focus on providing programs embedded with instructional delivery for access and	Due to health and safety restrictions this metric was not able to be implemented through inclusionary programming. Students with exceptional needs had equitable access to	Special Education students with IEP: 60.3 % in regular class; 80% or more of the day. Target was 60%. Target met.		Increase the integration of inclusionary practices in expanded learning opportunities programs offered to students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	inclusionary opportunities.	broad course of student offering outside of mainstream time.			

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Equity and Access to Digitized World	Research indicates that there is a digital divide, significantly associated with minority students and low income students, predated the coronavirus pandemic and will persist beyond it if additional resources are not provided. The ability to access computers and the internet is increasingly important to effectively participate in the U.S. and global economic, political, and social aspects. To ensure equity and access in the ever increasing digitized world, especially for unduplicated students (low-income students, homeless students, English learners, students with disabilities, and foster youth), NSD will provide additional opportunities and support systems principally designed to engage in computer science and digital learning opportunities. a. Develop and implement coding lessons and application into classroom instructional delivery for all students. b. Provide professional learning for extended day (teachers, REACH) on coding curriculum, practices and pedagogy. c. Provide partnerships with local National City and local San Diego organizations to fortify expanded learning opportunities for students during and after the school day.	$50,000.00	No
7.2	Extended Learning Opportunities for	To support the vision of global citizens, students will engage in self-discovery learning and the acquisition of problem-solving skills through	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Environmental Stewardship	environmental stewardship principles to develop understanding on the science of sustainable practices. Extend classroom learning through hands on environmental education with school gardens and partnership with Olivewood Gardens. a. Provide professional learning on using real-world gardens and environmental experiences to achieve California Science and Environmental Principles and Concepts standards to implement extended day learning opportunities (clubs, extended day, lunch bunch etc.) b. Develop, implement and support garden resource materials focused on environmental stewardship.		
7.3	Engage in California State Science Standards	Research shows that low income students are underrepresented in scientific careers, and have limited access to necessary science and math prerequisites at every academic level. In addition, these students often need additional opportunities in science learning beyond the core to ensure eligibility for higher level science coursework in high school. NSD will provide additional targeted California science standards training, curriculum, resources and learning opportunities to ensure engagement and equitable access for traditionally underserved populations (unduplicated students) that extend beyond core. a. Partner with science enrichment organizations, including environmental literacy organizations. b. Support teachers to utilize California Science Framework aligned/designed embedded and formative assessments principally focused on performance and monitoring needs of unduplicated students. c. Offer opportunities to extend science learning outside the classroom (e.g. 6th Grade Camp, clubs, lunchtime activities, science education in the garden, field trips, maker spaces, etc.).	$3,404,349.00	Yes

Action #	Title	Description	Total Funds	Contributing
		d. District/schools will offer additional materials and opportunities for parents to learn more about California Science Framework. e. Improve access to virtual showcase opportunities of science learning through district, school, and science websites. f. Expose students to science experiences through environmental education, field-based learning opportunities in partnership with community and outdoor education organizations. g. Provide professional development to California Science Framework standards and classroom pedagogy for teachers, principals and other staff. h. Purchase adoption and train all teachers on CA Science Framework standards and new materials.		
7.4	Access to Global Goals and Community Partnership	To support global goals and community partnerships with local groups including but not limited to Ocean Connectors, Olivewood Gardens, Stein Farm. a. Provide materials, resources and training to engage in hands-on outdoor and extended learning with deepen community partnerships with local groups including but not limited to Ocean Connectors, Olivewood Gardens, Stein Farm. b. Professional conferences to develop research based practices and strategies. c. Personalized professional learning for certificated staff to engage in personalized learning focused on core content areas emphasizing innovative strategies and practices for instructional delivery.	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		d. Personalized professional learning for classified staff to enhance digital integration with student monitoring and engagement systems. e. Provide funding to support the implementation of supplementary activities aligned to the CA career pathways that support exploration of work sectors and prepare students for secondary opportunities. Funds will be used to design and implement programs, establish business visits/ externships, professional development, resources, staffing and curriculum. f. Continue to plan opportunities for students to engage in college and career pathways in areas such as science, technology, and the arts.		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal is focused on providing a broad based curriculum that is interesting and relevant to the students and families in National City. The district was able to continue garden and ocean connector programs and fieldtrips. Additionally NSD increased partnership with arts outside agencies allowed the district to increase access to programs for students. To support the new programs professional learning was provided for teachers and after school staff on areas such as coding, curriculum and pedagogy.

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

Material differences are:
7.1 no differences
7.2 not all funds were used due to ongoing health protocols that caused a mid year delay in programming.
7.3. no differences
7.4 not all funds were used due to ongoing health protocols that caused a mid year delay in programming.

An explanation of how effective the specific actions were in making progress toward the goal.

The more relaxed restrictions from the pandemic has allowed deeper implement of the actions, 887 students participated in Extended Learning (setting the baseline for future years), and two partnerships resulting in two new programs offerings focused on environmental literacy were added, bringing the total number of programs and services for expanded learning to four. This allowed us to provide materials, resources and training to engage in hands-on outdoor and extended learning, via community partnerships with local groups such as (but not limited to) Ocean Connectors, Olivewood Gardens, and Stein Farm. These groups were specially viable options during the pandemic since they are outdoor locations.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The following services have been added:
7.1, 7.2, & 7.4 Funds were originally allocated to pay for direct students services by National City and local San Diego organizations to fortify visual and performing arts opportunities for students during the school day. Based on educational partner input a VAPA and STEM program was established for the 23-24 school year that will meet this same need (see Goal 2) and therefore decreases the need for outside support and resources.
7.4- added additional step focused on increasing workforce readiness and programming.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$17,424,304.00	$2,199,954.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.66%	13.17%	$5,950,082.55	51.83%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The following section describes how LCFF supplemental funds were principally provided to increase and improve services for National School District unduplicated students.

Goal 1: The needs of English Learners was considered first due to over 50% of NSD's are identified as ELs and benefit from additional supports aimed at building onto the core and enhancing the student progress of learning English annually and increasing the reclassification rates.

Action/Services 1 Deeper Implementation of the California ELA and ELD Standards:

A focus to provide professional development focused on building academic conversation (oral and written discourse) using research based strategies and protocols to increase the frequency of use in instructional delivery throughout content. Planned services and supports for English Learners includes additional focus on staff training on the actual "how to implement" designated ELD in tandem with other content areas through research based strategies with particular focus on oracy, academic conversations, language based text dependent questions and sentence deconstruction supported with coaching, curriculum and equity based pedagogy.

Action/Services 2 English Learner Master Plan in Alignment to Federal and State Compliance: Master plan is provided to all staff and presented at beginning of year parent meetings to ensure coherence in pathways to reclassification.

Action/Services 3 Systematic Approach to Ensure English Learner Reclassification: Coherence in reclassification is aimed at preventing students from becoming identified as LTELs. Additionally, reclassification in elementary allows for greater access to courses when students move to secondary.

Action/Services 4 Expanded School Site Programs for Language Acquisition for English Learners: Expanded in classroom coaching supports effective linguistically effective pedagogy.

Action/Services 5 Targeted Social-Emotional Support of English Learners: MTSS framework of integrated academic/SEL supports the additional stress of learning content while simultaneously learning language.

Goal 2: The needs of unduplicated students were considered by focusing on a framework that will ensure equitable access of educational resources, ALL MEANS ALL.

Action/Services 2.2 STEAM Units Alignment to District Focus: Increased opportunity to STEAM programming that aligns with CTE pathways and SD Workforce Priority Areas. Research indicates that STEM increases students' higher-order thinking skills, academic learning achievement, and motivation, especially for ML students (Wahoono, Wang and Chang, 2020).

Action/Services 2.3 Early Education Opportunities to Close Gaps: NSD provided full access to TK for all students turning 4 prior to September 1, 2022 to ensure students received early instruction, interventions and supports.

Action/Services 2.4 Professional Development and Teacher Support: NSD provided training and time for teachers on research based practices and targeted alignment of resources to student needs.

Action/Services 2.5 Library Media Specialist and Common Core Competencies: LMS focused on increasing access to books and media resources to students to support literacies. Library Media Specialist(LMS) are essential partners for all certificated staff at the school sites and offer students additional opportunities to deepen student learning through multi-media formats. To maximize access and services to students, each school site will have a library media specialist which will be an increase from the originally 5 funded. Research findings note strong correlations of library programs impacted students including English learners, low-income students, and students with disabilities. In alignment to these findings, the programs in the libraries focus on building literacy through multiple venues, increase access to broad spectrum of books and development of critical literacy skills. In addition, the LMS will be trained and will incorporate the ISTE standards into their instruction with each grade level class to increase digital literacies skills, closing the digital divide exacerbated by poverty.

Action/Services 2.6 MTSS Framework and Monitoring Student Performance for Strategic Decision Making: MTSS Data Literacy District Focus

Teachers are provided time for data analysis, monitoring and strategic planning (by name, by need) for personalize pathways for student achievement.

Studies have shown teachers abilities, data literacy, to make evidence based instructional decisions increase student achievement. “Data literacy for teaching is the ability to transform information into actionable instructional knowledge and practices by collecting, analyzing, and interpreting all types of data (assessment, school climate, behavioral, snapshot, longitudinal, moment-to-moment, and so on) to help determine instructional steps. It combines an understanding of data with standards, disciplinary knowledge and practices, curricular knowledge, pedagogical content knowledge, and an understanding of how children learn. (Gummer and Mandinach 2019).The District continued a focus on integrated multi-tiered system of support (MTSS) framework for monitoring needs, aligning support program(s), and collecting an evidence base for strategic decision making with principal focus on ensuring access to English learners, foster youth/homeless and low income students. A critical component is the targeted case management and support of students through the literacy intervention program led by the Language Arts Specialist. This targeted support by the specialist has yielded positive gains for students. Additionally, the MTSS Site Coordinator with the monitoring support and oversight of the intervention aides will provided additional tiered support. Research shows that for effective outcomes, “schools should establish a schedule to assess tier 2 students at least monthly -reassigning students who have met benchmarks, graphing students' progress in reading in a reliable fashion, and regrouping students who need continued instructional support (Vaughn, Linan-Thompson, and Hickman, 2003).”

Goal 3: The needs of unduplicated students was considered due to the historic issue of early education access (income qualifying, partial day programs etc).

Action/Services 3.2 Early Education Extended Support for Families:

Research shows that parent involvement and engagement with school is a significant factor in student achievement. Historically, parents of students identified as English learners, low income and foster youth, have had low parent engagement due to multiple factors including system trust, varying opportunities for participation. NSD has committed a parent empowerment district resource teacher to conduct

outreach, workshops and parent leadership opportunities to increase participation. Additionally, the early access to TK for students of NSD has provided support services for parents academically, child care and SEL.

Extended resources through community partnerships is provided by the Family Resource Center (FRC). This center is overseen by the South Bay Community Services organization, and NSD in conjunction with Sweetwater Union High School combine funds to provide this support system for National City families. The FRC provides support for food, clothing, housing, immigration, and family mental health. NSD also provides additional translation services to ensure that families whose primary language is not English, has access to school resources and extended supports. These resources are now available to TK families.

Goal 4: The needs of unduplicated students was considered because research indicates that historically there are systemic issues that limit access to community resources.

Action/Services 2: Safe and Healthy School Climate

The District is focused on ensuring a school climate focused on positive and safe school site climate through a partnership with NCPD's school resource program. The program provides the schools support, school safety planning, safety and cyber workshops for students and parents. Extended day learning provides students with additional tutoring and school site support. A dedicated extended learning district resource teacher works to ensure youth tutors are trained in providing support, as well as connecting enrichment lessons to the regular day curriculum. The swim services provided to all third graders addresses one of the highest causes of children's mortality, drowning. This phenomena is especially prevalent in low income families and the program ensures basic level water safety. Providing extending resources for medical and mental health needs for families ensures that students and their families receive the support they need such as Nueva Vista counseling and Care Solace referral support. This action/service particularly addresses the needs of low-income students.

Action/Services 3: Multi-Tiered System of Support for Equity and Access

Multi-Tiered System of Support (MTSS) across sites to establish common structures for supporting all students, with additional systems principally focused on the integrated social emotional and academic needs of unduplicated students to ensure equity and access to learning. Research indicates that "making a major planning and financial investment designed for implementation at the individual classroom and teacher level in the effort to do so, is bound to yield valuable returns to the neediest students", which is primary focus of this action. This framework focuses on key areas that benefit students identified as English learner, low income and foster youth.

Goal 5: The needs of unduplicated students was considered because research shows that technology used properly for instruction has positive academic performance outcomes. Additionally, technology access (device and connectivity) is often impacted by low income status and results in an opportunity gap for socio-economic students.

Action/Service 1: Equitable Access and Opportunity to Technology

The digital divide is most prevalent in low income students. Access to devices and connectivity is critical for NSD students to engage in the digital world that influences the economic, social and political aspects of our Nation. Providing these resources levels the playing field and provides extended learning hours that promote achievement. Technology to have this impact requires the guidance of the Director of Literacies, Educational Technology and Innovation to integrate device usage with sound pedagogy. Additionally, this position promotes and ensures a broad course of study with a particular focus on 21st century literacies. To ensure continued uninterrupted secure service, two computer technicians will continue to be employed. These resources have been in place for the last few years and have been critical in maintaining equity and access to technology.

Action/Services 3: Personalized 1:1 Devices to Close Digital Divide

1:1 personalized devices for students ensure access to technology. The ipad lease expanded device access to each TK-2 student and has proven effective in closing the digital divide. These increased services are principally targeted for unduplicated students.

Action/Services 5: Software and Connectivity Resources

To ensure the closing of the digital and academic, NSD will provide resources to increase access to research based software and access to the internet at home. These increased services are principally targeted for unduplicated students.

Goal 6: The needs of unduplicated students was considered because research indicates positive impacts on learning from clean, comfortable, well lighted and inviting environments, as well as, having positive effects on staff which promotes employees to better provide services to student.

Action/Services 1: Classroom Structures to Increase Individualized Instruction

NSD will provide extra funds to maintain lower class size in TK (20:2) to promote individualized and targeted academic instruction to students. This action is principally targeted to increase services to English learners and low-income students.

Action/Services 2: Maintenance of Learning Environment to Increase Climate and Safety.

NSD will provide additional funds to promote positive and welcoming learning environments for unduplicated students.

Actions/Services 3: Transportation to Increase Attendance

NSD provides transportation to students, principally directed to unduplicated populations, to support consistent and timely attendance to classroom learning.

Action/Services 4: School Based Programs for Unduplicated Students

To meet the needs at the site level, funds will be provided to support actions and services necessary to conduct school-based programs that are principally directed to support unduplicated students. Funds will be used for supplemental personnel, such as but not limited to: impact teachers, and before and after school tutors and additional learning opportunities. These programs will be focused on the needs of English learners, foster youth and low income students.

Goal 7: The needs of unduplicated students was considered because data indicates there is a paucity of access to broad course of study (beyond math and ELA), especially STEM for lower socio economic students and English learners.

Action/Services 1: NSD will provide additional opportunities and support systems principally designed to engage in computer science and digital learning opportunities. Services include the development and delivery of additional coding lessons, training and resources, extended day instructors, and software licenses. Additionally, to build schema, students will be provided field trips related to better learning about innovative resources in their community and to content learning. This action is principally targeted to increase services to English learners and low-income students.

Action/Service 4: Access to Global Goals and Community Partnership

To support global goals and community partnerships with local groups including but not limited to Ocean Connectors, Olivewood Gardens, Stein Farm, ART, San Diego Theatre. NSD will provide materials, resources and training to engage in hands-on outdoor and extended learning with deepen community partnerships with local groups including but not limited to Ocean Connectors, Olivewood Gardens, Stein Farm. This action is principally targeted to increase services to English learners and low-income students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Explanation of how the needs of foster youth, English learners, and low-income students were considered first:

In 2022-2023 NSD had an 88% unduplicated pupil count, and nearly 54% of students identified as English learners.

Data from 2021-2022 CAASPP ML performed at 13.2% and 9.5% in ELA and Math respectively, this is the base standing with the alternative test since the pandemic.

Spring 2023 iReady assessment indicated 9% and 10% of English learners and 21% and 14% of low income students met grade level proficiency in reading and math respectively.

Based on stakeholder input, academic performance indicators of English learners and low income students, additional targeted services to increase student achievement (principally directed to the unduplicated population) LCFF supplemental funding allocation is budgeted district-wide for expenditures. All goals, in particular Goal 1, 2, 4, and 7 focused on the needs of these student groups. These supports are fortified through braiding of funds from other funding sources to enhance and deepen the supplemental supports.

Actions
1.2- added subcategory e- fund 5 instructional assistants. Continuing the effort to close the pandemic gap a targeted tier 2 across the district system of MTSS site coordinator and instructional assistant will focus on servicing and managing targeted tier 2 students in academic and behavior needs to improve student performance.

1.4- added subcategory e- plan meetings for families- decrease in funding. Systems for parent meetings have been established and sites are employing these systems and funding used is through Title I SPSA, therefore not requiring the prior allocated funds from the district.

1.5- increase of funding from 22-23 to 23-24. NSD evaluated EL support programs and shifted from Imagine Learning to Lexia English which is more effective in language development. This program has initial start up cost and subsequent training needs which resulted in additional increase in funds. NSD will maintain both programs until teachers are ready to fully transition to Lexia English from Imagine Learning which also requires a funds increase to meet this transitional plan.

Action 2.3 & 2.4
2.3 & 2.4- Added f & g- NSD funded TK staff to provide early access to all students turning 4 by September date. NSD provided raises for all staff which required increase funding. Additionally, the State funding of preschool has remained the same and due to the significant loss of revenue generating students the Director of Early Literacy was shifted into LCAP funding to allow preschool funds to cover cost of 3 year old program.

Action 4.1 & 4.2 funds increased to account for a negotiated raise and additional security staff at all schools. The increase in security staff at schools was a request from educational partner input.

Action 6.1 funds increased to reflect negotiated compensation increase for classified and certificated personnel which subsequently impacts other labor related costs.

Action 7.1, 7.2, & 7.4 Funds were originally allocated to pay for direct students services by National City and local San Diego organizations to fortify visual and performing arts opportunities for students during the school day. Based on educational partner input a VAPA and STEM program was established for the 23-24 school year that will meet this same need (see Goal 2) and therefore decreases the need for outside support and resources.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

NSD hired additional instructional assistants to support in intervention, Director of Early Literacy, 5 MTSS Site Coordinators, 5 District STEAM teachers that serve all schools and grades. Additionally it will use the funds to fortify current actions and services to increase access for unduplicated students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	121:214
Staff-to-student ratio of certificated staff providing direct services to students	n/a	309:4411

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$23,623,653.00	$3,448,882.00	$84,849.00	$6,059,335.00	$33,216,719.00	$16,591,135.00	$16,625,584.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	**1.1**	Deeper Implementation of the California ELA and ELD Standards	All			$11,000.00	$410,704.00	$421,704.00
1	**1.2**	English Learner Master Plan in Alignment to Federal and State Compliance	Multi-lingual learners All				$621,576.00	$621,576.00
1	**1.3**	Systematic Approach to Ensure English Learner Reclassification	English Learners	$25,000.00				$25,000.00
1	**1.4**	Expanded School Site Programs for Language Acquisition for English Learners	All				$135,000.00	$135,000.00
1	**1.5**	Targeted Social-Emotional Support of English Learners	English Learners	$700,000.00			$20,000.00	$720,000.00
2	**2.1**	Teacher Data Analysis Aligned to Tiered Supports	All		$676,367.00		$1,506,367.00	$2,182,734.00
2	**2.2**	STEAM Units Alignment to District Focus	English Learners Foster Youth Low Income	$1,335,993.00	$20,000.00			$1,355,993.00
2	**2.3**	Early Education Opportunities to Close Gaps	English Learners Foster Youth Low Income	$971,456.00	$702,349.00			$1,673,805.00
2	**2.4**	Professional Development and Teacher Support	English Learners Foster Youth Low Income	$300,000.00	$100,000.00		$50,000.00	$450,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.5	Library Media Specialist and Common Core Competencies	English Learners Foster Youth Low Income	$443,552.00				$443,552.00
2	2.6	MTSS Framework and Monitoring Student Performance for Strategic Decision Making	English Learners Foster Youth Low Income	$3,597,906.00	$661,572.00		$974,301.00	$5,233,779.00
3	3.1	Family and Community Partnerships	All				$567,512.00	$567,512.00
3	3.2	Early Education Extended Support for Families	English Learners Foster Youth Low Income	$87,301.00	$10,000.00		$20,000.00	$117,301.00
4	4.1	Culture of Social Emotional Wellness	All				$1,374,808.00	$1,374,808.00
4	4.2	Safe and Healthy School Climate	English Learners Foster Youth Low Income	$410,000.00	$100,000.00	$73,849.00	$125,773.00	$709,622.00
4	4.3	Multi-Tiered System of Support for Equity and Access	English Learners Foster Youth Low Income	$1,009,125.00	$63,594.00			$1,072,719.00
4	4.4	Expanded Safety and Support Interventions for Special Education Students	All Students with Disabilities	$40,000.00	$5,000.00			$45,000.00
5	5.1	Equitable Access and Opportunity to Technology	Low Income	$1,034,925.00				$1,034,925.00
5	5.2	Training and Support for Equitable Digital Learning	All				$203,294.00	$203,294.00
5	5.3	Personalized 1:1 Devices to Close Digital Divide	English Learners Foster Youth Low Income	$2,350,000.00				$2,350,000.00
5	5.4	Infrastructure for Secure Student Digital Learning	All	$0.00				$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	**5.5**	Software and Connectivity Resources	English Learners Foster Youth Low Income	$1,300,000.00	$10,000.00			$1,310,000.00
6	**6.1**	Classroom Structures to Increase Individualized Instruction	English Learners Foster Youth Low Income	$5,700,000.00				$5,700,000.00
6	**6.2**	School Facilities Maintenance	English Learners Foster Youth Low Income	$360,769.00				$360,769.00
6	**6.3**	Transportation to Increase Attendance	English Learners Foster Youth Low Income	$200,000.00				$200,000.00
6	**6.4**	School Based Programs for Unduplicated Students	English Learners Foster Youth Low Income	$1,253,277.00				$1,253,277.00
7	**7.1**	Equity and Access to Digitized World	All		$50,000.00			$50,000.00
7	**7.2**	Extended Learning Opportunities for Environmental Stewardship	All		$50,000.00			$50,000.00
7	**7.3**	Engage in California State Science Standards	English Learners Foster Youth Low Income	$2,404,349.00	$1,000,000.00			$3,404,349.00
7	**7.4**	Access to Global Goals and Community Partnership	English Learners Foster Youth Low Income	$100,000.00			$50,000.00	$150,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$45,071,791.00	$17,424,304.00	38.66%	13.17%	51.83%	$23,583,653.00	0.00%	52.32 %	**Total:**	$23,583,653.00
								LEA-wide Total:	$21,605,376.00
								Limited Total:	$0.00
								Schoolwide Total:	$4,382,626.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Systematic Approach to Ensure English Learner Reclassification	Yes	Schoolwide	English Learners	All Schools	$25,000.00	
1	**1.5**	Targeted Social-Emotional Support of English Learners	Yes	Schoolwide	English Learners	All Schools	$700,000.00	
2	**2.2**	STEAM Units Alignment to District Focus	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,335,993.00	
2	**2.3**	Early Education Opportunities to Close Gaps	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$971,456.00	
2	**2.4**	Professional Development and Teacher Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$300,000.00	
2	**2.5**	Library Media Specialist and Common Core Competencies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$443,552.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	MTSS Framework and Monitoring Student Performance for Strategic Decision Making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,597,906.00	
3	3.2	Early Education Extended Support for Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$87,301.00	
4	4.2	Safe and Healthy School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$410,000.00	
4	4.3	Multi-Tiered System of Support for Equity and Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,009,125.00	
5	5.1	Equitable Access and Opportunity to Technology	Yes	LEA-wide	Low Income	All Schools	$1,034,925.00	
5	5.3	Personalized 1:1 Devices to Close Digital Divide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,350,000.00	
5	5.5	Software and Connectivity Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,300,000.00	
6	6.1	Classroom Structures to Increase Individualized Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,700,000.00	
6	6.2	School Facilities Maintenance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$360,769.00	
6	6.3	Transportation to Increase Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income		$200,000.00	
6	6.4	School Based Programs for Unduplicated Students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,253,277.00	
7	7.3	Engage in California State Science Standards	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,404,349.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
7	**7.4**	Access to Global Goals and Community Partnership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$27,181,441.00	$23,129,115.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Deeper Implementation of the California ELA and ELD Standards	No	$569,087.00	$569,087.00
1	**1.2**	English Learner Master Plan in Alignment to Federal and State Compliance	No	$224,504.00	$224,504.00
1	**1.3**	Systematic Approach to Ensure English Learner Reclassification	Yes	$25,000.00	$25,000.00
1	**1.4**	Expanded School Site Programs for Language Acquisition for English Learners	Yes	$250,000.00	$250,000.00
1	**1.5**	Targeted Social-Emotional Support of English Learners	Yes	$320,000.00	$320,000.00
2	**2.1**	Teacher Data Analysis Aligned to Tiered Supports	Yes	$1,910,244.00	$923,634.00
2	**2.2**	Enrichment Units Alignment to District Focus	Yes	$20,000.00	$13,619.00
2	**2.3**	Early Education Opportunities to Close Gaps	Yes	$3,168,944.00	$1,813,188.00
2	**2.4**	Professional Development and Teacher Support	Yes	$300,000.00	$291,584.00
2	**2.5**	Library Media Specialist and Common Core Competencies	Yes	$435,113.00	$460,742.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.6**	MTSS Framework and Monitoring Student Performance for Strategic Decision Making	Yes	$3,628,876.00	$3,723,898.00
3	**3.1**	Family and Community Partnerships	Yes	$808,484.00	$170,337.00
3	**3.2**	Early Education Extended Support for Families	Yes	$151,895.00	$42,884.00
4	**4.1**	Culture of Social Emotional Wellness	Yes	$1,163,255.00	$1,163,255.00
4	**4.2**	Safe and Healthy School Climate	Yes	$393,296.00	$393,296.00
4	**4.3**	Multi-Tiered System of Support for Equity and Access	Yes	$1,401,676.00	$776,861.00
4	**4.4**	Expanded Safety and Support Interventions for Special Education Students	No	$35,000.00	$35,000.00
5	**5.1**	Equitable Access and Opportunity to Technology	Yes	$759,554.00	$949,974.00
5	**5.2**	Training and Support for Equitable Digital Learning	Yes	$216,067.00	$168,748.00
5	**5.3**	Personalized 1:1 Devices to Close Digital Divide	Yes	$410,000.00	$1,060,543.00
5	**5.4**	Infrastructure for Secure Student Digital Learning	No	$10,000.00	$10,000.00
5	**5.5**	Software and Connectivity Resources	Yes	$1,235,000.00	$1,235,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	**6.1**	Classroom Structures to Increase Individualized Instruction	Yes	$6,044,216.00	$6,044,216.00
6	**6.2**	School Facilities Maintenance	Yes	$660,769.00	$360,769.00
6	**6.3**	Transportation to Increase Attendance	Yes	$600,000.00	0
6	**6.4**	School Based Programs for Unduplicated Students	Yes	$1,053,277.00	$881,583.00
7	**7.1**	Equity and Access to Digitized World	Yes	$156,000.00	$156,000.00
7	**7.2**	Extended Learning Opportunities for Environmental Stewardship	Yes	$20,038.00	0
7	**7.3**	Engage in California State Science Standards	Yes	$525,174.00	$525,174.00
7	**7.4**	Access to Global Goals and Community Partnership	Yes	$685,972.00	$540,219

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$17,229,097.00	$21,230,716.00	$17,205,674.00	$4,025,042.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Systematic Approach to Ensure English Learner Reclassification	Yes	$25,000.00			
1	1.4	Expanded School Site Programs for Language Acquisition for English Learners	Yes	$120,000.00			
1	1.5	Targeted Social-Emotional Support of English Learners	Yes	$300,000.00	$62,047.00		
2	2.1	Teacher Data Analysis Aligned to Tiered Supports	Yes	$500,000.00			
2	2.2	Enrichment Units Alignment to District Focus	Yes	$20,000.00	$13,619.00		
2	2.3	Early Education Opportunities to Close Gaps	Yes	$2,998,944.00	$1,813,188.00		
2	2.4	Professional Development and Teacher Support	Yes	$300,000.00	$291,584.00		
2	2.5	Library Media Specialist and Common Core Competencies	Yes	$383,113.00	$408,742.00		
2	2.6	MTSS Framework and Monitoring Student Performance for Strategic Decision Making	Yes	$2,022,609.00	$3,723,898.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Family and Community Partnerships	Yes	$675,000.00	$2,975.00		
3	3.2	Early Education Extended Support for Families	Yes	$81,895.00	$42,884.00		
4	4.1	Culture of Social Emotional Wellness	Yes	$579,073.00	$2,169.00		
4	4.2	Safe and Healthy School Climate	Yes	$210,000.00	$77,068.00		
4	4.3	Multi-Tiered System of Support for Equity and Access	Yes	$1,308,082.00	$776,861.00		
5	5.1	Equitable Access and Opportunity to Technology	Yes	$731,554.00	$949,974.00		
5	5.2	Training and Support for Equitable Digital Learning	Yes	$40,000.00			
5	5.3	Personalized 1:1 Devices to Close Digital Divide	Yes	$410,000.00	$1,060,543.00		
5	5.5	Software and Connectivity Resources	Yes	$1,225,000.00	$134,835.00		
6	6.1	Classroom Structures to Increase Individualized Instruction	Yes	$6,044,216.00	$6,044,216.00		
6	6.2	School Facilities Maintenance	Yes	$660,769.00	$360,769.00		
6	6.3	Transportation to Increase Attendance	Yes	$400,000.00			
6	6.4	School Based Programs for Unduplicated Students	Yes	$1,053,277.00	$881,583.00		
7	7.1	Equity and Access to Digitized World	Yes	$146,000.00			
7	7.2	Extended Learning Opportunities for Environmental Stewardship	Yes	$10,038.00			
7	7.3	Engage in California State Science Standards	Yes	$300,174.00	$18,500.00		
7	7.4	Access to Global Goals and Community Partnership	Yes	$685,972.00	$540,219.00		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$45,172,710.00	$17,229,097.00	13.12%	51.26%	$17,205,674.00	0.00%	38.09%	$5,950,082.55	13.17%

SDCOE LCAP Clarification Table
2023-24 LCAP

District: National
Date: 8/8

Overall Approval

Four Criteria for Determining LCAP Approval			
Adherence to State Board of Education Template	Sufficient Expenditures in Budget to Implement LCAP	Adherence to SBE Expenditure Regulations	Calculation and Implementation of Carryover
Met	Met	Met	Met

LCAP Page #	**Item Description**	**Date sent to district: 8/8**	**Date received from district: 8/21**	**Date sent to district: 8/21**	**Date received (if needed):**
		Clarification needed/ question	**District response (changes linked)**	**COE response to District**	**Additional District response (if needed)**
Plan Summary					
6	Reflections: Identified Need	Suspension rate 2021 = 1.2%- FY and Two or more races = high compared to Low overall. Pg 6- In fall of 2022 only	Updated	Verified MS	

		% (data is missing for iReady, attendance)			
Goals					
55	Goal 7	Why is the word, "TEST" in the description?	Removed	Verified MS	
Metrics (Clarification needed about metric)					
56	Goal 7 Measuring and reporting results	CAST scores not provided	Complete	Verified MS	
Actions					
23	Goal 2 Actions	See IDR recommendation- 2.2 does not provide an explanation on how it is contributing to the increased or improved services of UPs	Done	Verified MS	
Goal Analysis					
20, 28, 33, 41	Material Differences (Reference tables beginning on page 77 of LCAP)	Goal Actions 2.1, 4.3, 5.3, 7.2. Goal 3 and 4 have explanations but action #s not notated. Suggest listing Actions and specifically explaining variances.	Copy Goal 1 List all of them and note no variance for those that have differences and those that need. Threshold 10% change Explain all that are 10% or more..	Material differences now Ok -Alex 8/22/23 updated material differences: https://docs.google.com/spreadsheets/d/14lMnuOb41SgWvPkeexBmcDL5wfTGcful/edit?usp=drive_link&ouid=102	

			Don't do 23 vs 24 comparison.	649110148064409110&rtpof=true&sd=true ~~Page 77- Action 2.1 should be included ($1,910,244 budgeted vs 923,634 spent)~~ |				
---	---	---	---	---
2.2	Enrichment Units Alignment to District Focus	Yes	$20,008.00	$15,819.00
2.3	Early Education Opportunities to Close Gaps	Yes	$3,169,944.00	$1,013,180.00
2.4	Professional Development and Teacher Support	Yes	$500,000.00	$291,594.00
2.5	Library Media Specialist and Common Core Competencies	Yes	$435,113.00	$460,742.00 | 1nd Accountability Plan for National Elementary School District Page 75 of 205 | Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
---	---	---	---	---
2.6	MTSS Framework and Monitoring Student Performance for Strategic Decision Making	Yes	$3,628,678.00	$3,723,899.00 | ~~2.2- less was spent~~ ~~2.3- less was spent~~ ~~2.6- more was spent, no material differences~~ --- ~~Action 3.1- less was spent~~ --- ~~Action 4.1, 4.2- exact amount spent, no differences~~ ~~Action 4.3- less was spent~~ --- ~~Action 5.3 still missing~~ -5.3 now ok --- ~~Action 6.3- estimated actual not complete~~	

				~~Action 7.2- estimated actuals blank~~	
39	Goal 4 Material differences	Please address Action 4.3, MTSS	Complete	~~Action 4.3- less was spent~~	
52	Goal 6 Material differences	Please address Action 6.3	Complete	~~Action 6.3- estimated actual not complete~~	
53	Goal 6 Changes	Please add action numbers. Include for clarity	Complete	Verified MS	
Missing Required LCFF Priority Metrics (Metric not included.)					
22	Priority 2: Implementation of State Standards Implementation of the academic content and performance standards adopted by the state board	Desired outcome missing Call DTS why not sticking when I save.	Complete	Verified MS	
36	Priority 6: School Climate ☑ ~~Pupil expulsion rates~~ ☑ ~~Other local measure, including survey~~	Expulsion data missing : "2022-23 indicates low rate at 1.2%". (plan summary) Note no expulsion	Complete	Suspension, expulsion verified MS Safety- pg 35 ~~Still need school~~	

	~~of pupils, parents, and teachers on the sense of safety and school connectedness~~	Suspension rate for foster youth 6c- students only School climate outcomes not found for parents and teachers. Put in and save call DTS		~~connectedness data for students, teachers, parents~~ **School Supports for Staff** Staff working environment[1] 46 46 Staff collegiality[1] 55 55 ~~Teacher, parent don't have to have the term "connectedness"~~ Verified MS	
55	Priority 7: A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable ☑ ~~Programs and services developed and provided to unduplicated pupils~~ ☑ ~~Programs and services developed and provided to individuals with exceptional needs~~	Broad course of study is mentioned in goal 7, metric 2 but what is being measured is unclear. Clarify what the 65% participating in extra curricular and 100% during the day.	Complete	Verified MS- Metrics 7.2, 7.5, 7.6	
56	Priority 8: Other Pupil	CAST scores not	Complete	Verified MS	

	Outcomes ☑ ~~Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable~~	provided, See Science results according to the CAASPP website here: LINK Put in 22 data eliminate statement of waiting for			
Increased or Improved Services					
63-67	Prompt 1: Description of Increasing or Improving Services for Unduplicated Students Requirement: LEA-Wide and Schoolwide contributing actions	Missing actions: 1.3, 1.4, 1.5, 2.4, 4.1, 6.3, 7.2 INCLUDE 6.3 Is 1.1 listed supposed to be 1.3? DOUBLE CHECK TO MAKE SURE NOTED RIGHT ACTION 2.2 listed twice 2.2 unduplicated reference putting and how supporting Actions shared in prompt 2 that are	Complete	Verified Action 1.3, 1.4, 1.5, 2.4, 6.3, Verified MS- Action 4.1, 7.2 not contributing.	

		LEA-wide and should be in Prompt 1: 1.4, 1.5, 2.4, 4.1, 7.2			