

## 2022-23 Local Control & Accountability Plan Actions and Services

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)



*A District-Wide Approach to Student Support*

Actions and services for each goal will be based on the following Multi-Tiered Systems of Support (MTSS) concepts:

- **Universal:** Universal support for **ALL** students. This list will describe base programs available for all students to support academic, behavioral, and social emotional success.
- **Targeted:** Targeted supplemental support for **SOME** students. This list will describe additional services provided for some students who require more academic, behavioral, and social emotional support. These actions/services may be primarily directed to English learners, low-income students, foster youth, homeless students, students with disabilities, and other students identified as in danger of falling behind without additional support.
- **Intensive:** Intensive supplemental support for the **FEW** students with greater needs. These actions/services may be primarily directed to identified English learners, low-income students, foster youth, homeless students, students with disabilities, and other students still falling behind after receiving supplemental services.

The following table provides examples of actions and services included in the LCAP. Since the 2021-22 LCAP was approved in June 2021, the district has received additional funding. **Items in red are included in separate plans or are new additions to the 2022-23 LCAP.**

Actions/ Services	Goal 1: Mental Health, Wellness and Engagement (6311)	Goal 2: Student Academic Success (6312)	Goal 3: Conditions of Learning (6313)	<b>(NEW) Goal 4: Family and Community Engagement</b>
	<i>Address student mental health and wellness. Engage students in programs that support behaviors that contribute to a better learning environment.</i>	<i>Increase the achievement of students to prepare them for success in college and careers.</i>	<i>To support all students in learning to the best of their abilities, students will continue to learn from instructional materials aligned to state standards, have access to a broad course of study, and receive instruction provided by credentialed teachers in facilities in good repair.</i>	<i>Engage families in programs that support positive student behaviors that contribute to a better learning environment. Involve families in decision-making and in programs that support student wellness and academic achievement. Cultivate partnerships with community organizations and industry.</i>

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<p><b>ALL</b></p> <p><b>Universal</b></p>	<ul style="list-style-type: none"> <li>● Positive Behavior Intervention and Supports (PBIS) (Tier 1)</li> <li>● Restorative Practices (Tier 1): Community Building and Relationship Building</li> <li>● Elementary Social Emotional Learning program RULER (Recognizing, Understanding, Labeling, Expressing, Regulating), including professional development for staff</li> <li>● Universal Attendance Support and Truancy Prevention</li> <li>● Staffing to Support Universal Student Behavior and Engagement with support from Secondary Counselors, 11 Elementary School Counselors (added in 21-22) Elementary Behavioral Specialists, General Education Social Workers</li> <li>● Physical and Mental Health Physical health support (Nurses, Health Assistants, etc.)</li> <li>● <b>Additional Health Assistant cover positions and increased hours</b></li> <li>● Drug and Alcohol Prevention:               <ul style="list-style-type: none"> <li>○ Orange County Department of Education (elementary sites)</li> <li>○ Partners for Wellness (formerly NCADD OC)</li> <li>○ Step Up (elementary sites NB)</li> <li>○ Waymakers (grades 7-8, 9)</li> </ul> </li> <li>● Professional Development:               <ul style="list-style-type: none"> <li>○ Student/Staff Mindfulness Training</li> <li>○ Trauma informed teaching</li> <li>○ MTSS Conference</li> <li>○ The connections of physical and mental health and impact on student behavior</li> <li>○ Restorative Practices Trainer of Trainers</li> <li>○ <b>How to support students with behavior challenges</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● General student supports, teacher training and release time               <ul style="list-style-type: none"> <li>○ <b>Elementary:</b> ELA Teachers on Special Assignment, Music Specialists + TOSA, PE Specialists + PE Lead, Science Specialists + Science Lead</li> <li>○ <b>Secondary:</b> Instructional Coaches, <b>1 ELA and 1 Science Teacher on Special Assignment</b></li> <li>○ <b>TK-12:</b> Educational Technology TOSAs</li> </ul> </li> <li>● Advanced Placement (AP) staffing</li> <li>● Career Technical Education (CTE) staffing</li> <li>● Secondary counseling, SchoolLinks software (replaces Naviance)</li> <li>● Paper Tutoring Services: Grades 7-12</li> <li>● Cloud Campus Virtual School Staffing and Instructional Materials</li> <li>● Teacher and Administrator Training and Professional Development</li> <li>● Mr. Elmer/Intervention Compass: System to assist sites in monitoring student academic and behavioral progress</li> <li>● Staffing and materials to support universal assessment and data analysis (benchmark assessment, state testing, software, and data analysis tools)</li> <li>● Digital platforms for students and staff to access course content, submit student work, and provide feedback on student learning: ClassLink, Google Classroom, Seesaw, Schoology, Zoom</li> <li>● Professional development: coaching, conferences, consultants</li> </ul>	<ul style="list-style-type: none"> <li>● Core instructional materials (English Language Arts/English Language Development, Math, History/Social Science, Science)</li> <li>● General instructional staffing</li> <li>● Technology infrastructure maintenance</li> <li>● Access to technology</li> <li>● Appropriately assigned teachers</li> <li>● Facilities in good repair</li> <li>● <b>Additional part-time custodial staff to support health and safety protocols</b></li> <li>● <b>New and additional safety equipment and equipment and supplies, such as HEPA filters, to increase indoor air quality.</b></li> <li>● <b>Cloud Campus staffing and instructional materials</b></li> <li>● <b>12 information technology technicians to support academic software and access to devices (in addition to 20 existing positions)</b></li> </ul>	<ul style="list-style-type: none"> <li>● NMUSD Virtual Parent Education Series (7 District-wide Sessions)</li> <li>● Site-based parent/family events</li> <li>● Parent/family communications: Blackboard, District Surveys, Forums, and Thoughtexchanges</li> <li>● Superintendent’s Parent Advisory Committee, Classified Advisory, and Certificated Advisory</li> <li>● <b>Community Forums (In-person and virtual)</b></li> </ul>

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<p><b>SOME</b></p> <p><b>Targeted supplemental support</b></p>	<ul style="list-style-type: none"> <li>● Positive Behavior Intervention and Supports (PBIS Tier 2): Check In, Check Out</li> <li>● Targeted support provided by:               <ul style="list-style-type: none"> <li>○ Four General Education Social workers, Six General Education Behavior Specialists, and Social Work Interns, 34.6 School Psychologists, 35 Speech Pathologists and 9.5 Occupational Therapists</li> <li>○ Secondary Counselors and 11 Elementary School Counselors</li> </ul> </li> <li>● Elementary &amp; Secondary Behavior Specialist for Foster Youth</li> <li>● Elementary &amp; Secondary Social Worker for Homeless students</li> <li>● Physical health support (School Readiness &amp; Hope Clinic Nurses, additional Health Assistants, etc.)</li> <li>● Staffing and materials for English learner language assessment and individual conferencing</li> <li>● Targeted Drug and Alcohol Support:               <ul style="list-style-type: none"> <li>○ One (formerly One Recovery)</li> </ul> </li> <li>● Targeted counseling support through Mental Health partners</li> <li>● School Attendance Review Teams</li> <li>● Restorative Practices (Tier 2): Conflict Resolution Circles</li> <li>● Professional Development:               <ul style="list-style-type: none"> <li>○ Identifying behavioral practices to support special education students within general education settings</li> <li>○ Special Education legal guidelines to abide by</li> <li>○ IEP Goal Writing</li> <li>○ District administrative responsibilities for facilitating IEP team meetings</li> <li>○ Paraprofessional training</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Staffing to provide targeted student supports, teacher training and release time on behalf of strategic student groups:               <ul style="list-style-type: none"> <li>○ <b>Elementary:</b> ELA Teachers on Special Assignment (TOSAs), Music Specialists + TOSA, PE Specialists + PE Lead, Science Specialists + Science Lead</li> <li>○ <b>Secondary:</b> Instructional Coaches, <b>ELA and Science TOSAs</b></li> <li>○ <b>TK-12:</b> Elementary and Secondary ELD TOSAs, Educational Technology TOSAs</li> </ul> </li> <li>● Expanded Summer Programs: Elementary (six sites) and Secondary (all sites), including transportation</li> <li>● Elementary part-time hourly reading and math intervention teachers</li> <li>● Full-time support teachers at 22 elementary sites to address learning loss</li> <li>● Outreach to identify elementary students struggling with foundational reading skills and related appropriate interventions, provided by the Dyslexia Specialist Team</li> <li>● Elementary inclusive practices model with push-in teacher support</li> <li>● General Education/Special Education co-teaching models in specific content areas implemented at several secondary schools</li> <li>● English learner program staffing, instructional specialists, professional development, consultants, software and data analysis tools, English learner reclassification and progress monitoring data and analysis, and support for the targeted use of Mr. Elmer/Intervention Compass</li> <li>● Academic intervention staffing and materials (Middle and High school reading classes, Credit Recovery, Math intervention, etc.)               <ul style="list-style-type: none"> <li>○ Additional math support classes to increase student access to college approved (A-G) courses</li> </ul> </li> <li>● New college and career counseling position that will be shared among three schools: Back Bay, Early College and Cloud Campus</li> <li>● Increase the number of hours of college and career counseling services from 25 hours per week to 40 hours per week at Estancia High School</li> <li>● 8 full-time administrative interns to support secondary student processes and caseloads to address learning loss and credit deficiency</li> <li>● Regional Occupational Program (ROP)</li> <li>● Advancement Via Individual Determination (AVID) and middle school AVID Excel for English learner students</li> <li>● After School Education &amp; Safety (ASES) and Expanded Learning Opportunities Program</li> <li>● Early College HS staffing</li> <li>● Provide ACT/SAT college entrance exams proctoring for high school sites</li> <li>● Professional Development               <ul style="list-style-type: none"> <li>○ Identifying academic practices to support special education students within general education settings</li> <li>○ Dyslexia-related foundational reading skills</li> <li>○ Developing and implementing co-teaching strategies</li> <li>○ Paraprofessional training</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● English Language Development (ELD) instructional materials</li> <li>● Dual Immersion instructional materials</li> <li>● Early College HS instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>● Site-based parent education and family events</li> <li>● 21 School Community Facilitators</li> <li>● Support for parent advisory committees</li> <li>● Translation and interpretation services</li> <li>● District English Learner Advisory Committee</li> </ul>

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<p><b>FEW</b></p> <p><b>Intensive supplemental support</b></p>	<ul style="list-style-type: none"> <li>● Restorative Practices (Tier 3): Return from Suspension and Formal Restorative Conference</li> <li>● Drug and Alcohol Intervention and Support (Intensive)</li> <li>● Attendance and Truancy Prevention (Intensive): School Attendance &amp; Review Board (SARB), District Attorney and parent meetings, referrals to Probation and social services</li> <li>● Supplemental Counseling Support at Back Bay HS</li> <li>● Supplemental Nutrition Contribution: Free and Reduced-Price Meal nutrition augmentation</li> <li>● <b>Wrap services for students provided within the home setting, when students' disabilities prevent them from fully accessing on-site education</b></li> <li>● Intensive support provided by:               <ul style="list-style-type: none"> <li>○ 34.6 School Psychologists, 35 Speech Pathologists and 9.5 Occupational Therapists</li> <li>○ <b>Nursing services per IEP</b></li> <li>○ <b>Non-public schools/agency contracts</b></li> <li>○ <b>Physical therapy and vision support contracts</b></li> </ul> </li> <li>● Special Education Staffing:               <ul style="list-style-type: none"> <li>○ Two Special Education Social Workers</li> <li>○ Two Special Education Behavior specialists</li> <li>○ Two Special Ed Moderate/Severe TOSA</li> <li>○ One Special Mild/Moderate TOSA</li> <li>○ <b>One Special Education Inclusion specialist</b></li> <li>○ <b>Two Autism Specialists, Three Autism TOSAs</b></li> <li>○ <b>One Audiologist</b></li> </ul> </li> <li>● Homeless Family Support: Project Hope Alliance</li> <li>● <b>Professional Development:</b> <ul style="list-style-type: none"> <li>○ <b>Enhancing effectiveness of social-emotional supports and behavior monitoring systems</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Classified staff to meet needs of low-income, EL, and/or foster students</li> <li>● Advanced Placement, International Baccalaureate, and SAT Fee Waivers and Proctoring</li> <li>● One elementary and one secondary ELD TOSA focused on providing professional development and coaching support for teachers of Newcomer English learner students provided by federal funds</li> <li>● Parent/family education provided by consultants and ELD TOSAs with support from School Community Facilitators and Student Services staff</li> <li>● Secondary Summer Language Academy for Newcomer English learner students</li> <li>● <b>Classrooms/Staffing devoted to students with specific needs:</b> <ul style="list-style-type: none"> <li>○ <b>TK-12: Compass Program for students with social-emotional and behavioral challenges</b></li> <li>○ <b>Preschool-Adult Transition: Self-contained classrooms for students with moderate-severe and autism needs</b></li> <li>○ <b>4 Adapted PE Teachers</b></li> </ul> </li> <li>● <b>Intensive individualized intervention for elementary students struggling with foundational reading skills, provided by the Dyslexia Specialist Team</b></li> <li>● <b>Extended School Year provided to elementary and secondary students per IEP recommendation</b></li> <li>● <b>Work experience and job coaching for students in high school and adult transition, in partnership with WorkAbility</b></li> <li>● <b>Professional Development:</b> <ul style="list-style-type: none"> <li>○ <b>Coaching and support for implementation of Unique Learning Systems</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Unique Learning Systems and <b>News 2 You current events materials</b> for students in moderate-severe special education programs</li> <li>● <b>Assistive technology for students per IEP recommendation</b></li> <li>● <b>Low incidence equipment and materials (ex. Brailers, enlargers, Hoyer lifts, etc.)</b></li> </ul>	<ul style="list-style-type: none"> <li>● Community Advisory Committee (CAC) meetings/activities (Special Ed)</li> <li>● <b>Special Education translation and interpretation services</b></li> <li>● <b>Alternative Dispute Resolution (ADR) process to engage families in resolving IDEA disagreements</b></li> </ul>