

# Mid-Year Update on 2023-24 Local Control & Accountability Plan Actions/Services

**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.



| 2023-24 LCAP Goals   |  |
|--|--|
| <p><b>Goal 1: Mental Health, Wellness and Engagement</b></p> <p>Address student mental health and wellness. Engage students in programs that support behaviors that contribute to a better learning environment.</p>   | <p><b>Goal 2: Student Academic Success</b></p> <p>Increase the achievement of students to prepare them for success in college and careers.</p>   |
| <p><b>Goal 3: Conditions of Learning</b></p> <p>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.</p> | <p><b>Goal 4: Family and Community Engagement</b></p> <p>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.</p> |

The tables on the following pages provide examples of actions and services included in the LCAP. Items in **red** are adjustments as of the mid-year report in February 2024.

| Actions/<br>Services | Goal 1: Mental Health, Wellness and Engagement   | Goal 2: Student Academic Success   | Goal 3: Conditions of Learning   | Goal 4: Family and Community Engagement  |
|----------------------|--|--|--|--|
| <b>ALL</b>           | <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>● <b>Pilot of Elementary Social Emotional Learning programs</b> (RULER (Recognizing, Understanding, Labeling, Expressing, Regulating) <b>and other SEL programs</b>)</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, ELA TOSA, Science TOSA</li> <li>○ <b>TK-12:</b> Educational Technology TOSAs, VAPA TOSA</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>● Core instructional materials (English Language Arts/English Language Development, Math, History/Social Science, Science)</li> </ul>   | <ul style="list-style-type: none"> <li>● NMUSD Parent Education Series (7 district-wide sessions)</li> </ul>   |
| <b>Universal</b>     | <ul style="list-style-type: none"> <li>● Universal Attendance Support and Truancy Prevention, including Attendance Matters campaign and revamped attendance monitoring process</li> <li>● Staffing to Support Universal Student Behavior and Engagement with support from Secondary Counselors, 22 Elementary School Counselors (increase from 11 in 22-23), General Education Social Workers</li> <li>● Physical and Mental Health Physical health support (Nurses, Health Assistants, etc.)</li> <li>● Health Assistant cover positions and increased hours</li> <li>● Drug and Alcohol Prevention:               <ul style="list-style-type: none"> <li>○ Step Up (elementary sites NB)</li> <li>○ Waymakers (grades 6-9)</li> <li>○ OC Sherriff's Department (elementary)</li> </ul> </li> <li>● Professional Development for General and Special Education:               <ul style="list-style-type: none"> <li>○ MTSS Conference</li> <li>○ The connections of physical and mental health and impact on student behavior</li> <li>○ How to support students with behavior challenges</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Advanced Placement (AP) staffing</li> <li>● Career Technical Education (CTE) staffing</li> <li>● Secondary counseling, SchoolLinks software (replaces Naviance)</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> <li>● 12 floater teachers to substitute during teacher professional development release time</li> </ul> | <ul style="list-style-type: none"> <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>● Additional part-time custodial staff</li> <li>● Information technology technicians to support access to devices</li> </ul> | <ul style="list-style-type: none"> <li>● Parent/family communications: newsletters, school-based social media campaigns, district webpage, Blackboard, district surveys, forums, and focus groups</li> <li>● Community Forums (In-person and virtual)</li> <li>● Superintendent's Parent Advisory Committee, Classified Advisory, and Certificated Advisory</li> </ul> |

| Actions/<br>Services                 | Goal 1: Mental Health, Wellness and Engagement  | Goal 2: Student Academic Success   | Goal 3: Conditions of Learning   | Goal 4: Family and Community Engagement  |
|--------------------------------------|---|--|--|--|
| <b>SOME</b>                          | <ul style="list-style-type: none"> <li>Positive Behavior Intervention and Supports (PBIS Tier 2): Check In, Check Out</li> <li>Restorative Practices (Tier 2): Conflict Resolution Circles</li> <li><b>Student Study Team process relaunched in August 2023 at each school site.</b></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, ELA and Science TOSAs</li> <li><b>TK-12:</b> Elementary and Secondary ELD TOSAs, Educational Technology TOSAs, VAPA TOSA</li> </ul> </li> <li>Early and Enhanced Learning: Preschool and transitional kindergarten teachers and instructional assistants</li> <li>Elementary Expanded Learning Opportunities Program (ELOP) and After School Education &amp; Safety (ASES)</li> <li>Expanded K-12 Summer Programs: Elementary (five sites) and Secondary (all sites – <b>2 locations</b>)</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>College and career counseling position shared between Back Bay and Early College</li> <li>Maintain increased hours of college and career counseling services (from 25 hours per week to 40 hours per week) at Estancia High School</li> <li>Eight full-time administrative interns plus two sections at alternative schools to support secondary student processes and caseloads to address learning loss and credit deficiency</li> <li>Secondary tutoring using Paper Tutoring Services at Early College and Cloud Campus and existing staff at remaining comprehensive middle and high schools</li> <li>Regional Occupational Program (ROP)</li> <li>Advancement Via Individual Determination (AVID) middle and high school courses and tutoring; middle school AVID Excel for middle school English learner students</li> <li>Early College HS staffing</li> <li>Provide ACT/SAT college entrance exams proctoring for high school sites</li> <li>Professional Development for Special Education: Identifying academic practices to support special education students within general education settings; Dyslexia-related foundational reading skills, Developing and implementing co-teaching strategies, Paraprofessional training</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> <li>Additional funding to provide supplemental materials, staffing, and enhancements for strong learning environments for schools with concentrations of high needs students</li> </ul> | <ul style="list-style-type: none"> <li>Site-based parent education and family events</li> <li>28 School Community Facilitator positions (increase from 22 in 22-23)</li> <li>Translation and interpretation services, including <b>three</b> district translator positions (<b>increase from 2 to include a Russian translator</b>)</li> <li>District English Learner Advisory Committee</li> <li>Support for school English Learner (Parent) Advisory Committees</li> <li>Staffing and materials for English learner language assessment and individual conferencing</li> </ul> |
| <b>Targeted supplemental support</b> | <ul style="list-style-type: none"> <li>Targeted support provided by:           <ul style="list-style-type: none"> <li>Four General Education Social workers, <b>four</b> General Education Behavior Specialists, Social Work Interns, <b>35.6</b> School Psychologists, <b>38</b> Speech Pathologists and <b>10</b> Occupational Therapists, <b>two 504 Admin Interns</b></li> <li>Secondary Counselors and 22 Elementary School Counselors</li> </ul> </li> <li>Physical health support partnership: <b>Share Ourselves Medical Clinic will provide services beyond what was previously available through school based clinic, including illness care for students and their families, and extended hours of operation. Staff previously working in school based Clinic (HOPE) have been reassigned to school site support.</b></li> <li>Targeted drug and alcohol support</li> <li>Targeted counseling support through Mental Health partners</li> <li>School Attendance Review Teams</li> <li>Revamped chronic absenteeism monitoring, notification processes, and home visit protocols</li> <li>Professional Development for Special Education: Identifying behavioral practices to support special education students within general education settings, Special Education legal guidelines to abide by, IEP Goal Writing, District administrative responsibilities for facilitating IEP team meetings, Paraprofessional training</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, ELA and Science TOSAs</li> <li><b>TK-12:</b> Elementary and Secondary ELD TOSAs, Educational Technology TOSAs, VAPA TOSA</li> </ul> </li> <li>Early and Enhanced Learning: Preschool and transitional kindergarten teachers and instructional assistants</li> <li>Elementary Expanded Learning Opportunities Program (ELOP) and After School Education &amp; Safety (ASES)</li> <li>Expanded K-12 Summer Programs: Elementary (five sites) and Secondary (all sites – <b>2 locations</b>)</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>College and career counseling position shared between Back Bay and Early College</li> <li>Maintain increased hours of college and career counseling services (from 25 hours per week to 40 hours per week) at Estancia High School</li> <li>Eight full-time administrative interns plus two sections at alternative schools to support secondary student processes and caseloads to address learning loss and credit deficiency</li> <li>Secondary tutoring using Paper Tutoring Services at Early College and Cloud Campus and existing staff at remaining comprehensive middle and high schools</li> <li>Regional Occupational Program (ROP)</li> <li>Advancement Via Individual Determination (AVID) middle and high school courses and tutoring; middle school AVID Excel for middle school English learner students</li> <li>Early College HS staffing</li> <li>Provide ACT/SAT college entrance exams proctoring for high school sites</li> <li>Professional Development for Special Education: Identifying academic practices to support special education students within general education settings; Dyslexia-related foundational reading skills, Developing and implementing co-teaching strategies, Paraprofessional training</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> <li>Additional funding to provide supplemental materials, staffing, and enhancements for strong learning environments for schools with concentrations of high needs students</li> </ul> | <ul style="list-style-type: none"> <li>Site-based parent education and family events</li> <li>28 School Community Facilitator positions (increase from 22 in 22-23)</li> <li>Translation and interpretation services, including <b>three</b> district translator positions (<b>increase from 2 to include a Russian translator</b>)</li> <li>District English Learner Advisory Committee</li> <li>Support for school English Learner (Parent) Advisory Committees</li> <li>Staffing and materials for English learner language assessment and individual conferencing</li> </ul> |

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|---------------------------------------|---|---|--|--|
| <b>FEW</b>                            | <ul style="list-style-type: none"> <li>Restorative Practices (Tier 3): Return from Suspension and Formal Restorative Conference</li> <li>Restorative mentorship program: Project Kinship</li> <li>Presidio Learning Center Alternative to Suspension Staffing and Instructional Materials (housed at Monte Vista Independent Study Program)</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>Monte Vista Independent Study School Staffing and Instructional Materials</li> </ul>  | <ul style="list-style-type: none"> <li>Unique Learning Systems and News 2 You current events materials for students in moderate-severe special education programs</li> </ul>                           | <ul style="list-style-type: none"> <li>Community Advisory Committee (CAC) meetings/activities (Special Education)</li> </ul>   |
| <b>Intensive supplemental support</b> | <ul style="list-style-type: none"> <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>Wrap services for students provided within the home setting, when students' disabilities prevent them from fully accessing on-site education</li> <li>Intensive support provided by:               <ul style="list-style-type: none"> <li>35.6 School Psychologists, 38 Speech Pathologists and 10 Occupational Therapists</li> <li>Nursing services per IEP</li> <li>Non-public schools/agency contracts</li> <li>Physical therapy and vision support contracts</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>One Special Ed Moderate/Severe TOSAs</li> <li>Two Special Mild/Moderate TOSA</li> <li>One Special Education Inclusion specialist</li> <li>Two Autism Specialists, Three Autism TOSAs</li> <li>One Audiologist</li> </ul> </li> <li>Homeless Student/Family Support: Project Hope Alliance</li> <li>Foster Youth Support</li> <li>Professional Development: Enhancing effectiveness of social-emotional supports and behavior monitoring systems</li> </ul> | <ul style="list-style-type: none"> <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; <b>two elementary teachers for Newcomer English learners; 13 additional Bilingual Instructional Assistants</b></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; <b>6 sessions Secondary Saturday Language Academy</b></li> <li>Classrooms/Staffing devoted to students with specific needs:               <ul style="list-style-type: none"> <li>TK-12: Compass Program for students with social-emotional and behavioral challenges</li> <li>Preschool-Adult Transition: Self-contained classrooms for students with moderate-severe and autism needs</li> <li>4 Adapted PE Teachers</li> </ul> </li> <li>Intensive individualized intervention for elementary students struggling with foundational reading skills, provided by the Dyslexia Specialist Team</li> <li>Extended School Year provided to elementary and secondary students per IEP recommendation</li> <li>Work experience and job coaching for students in high school and adult transition, in partnership with WorkAbility</li> <li>Professional Development:               <ul style="list-style-type: none"> <li>Coaching and support for implementation of Unique Learning Systems</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Assistive technology for students per IEP recommendation</li> <li>Low incidence equipment and materials (ex. Brailers, enlargers, Hoyer lifts, etc.)</li> </ul> | <ul style="list-style-type: none"> <li>Special Education translation and interpretation services</li> <li>Alternative Dispute Resolution (ADR) process to engage families in resolving IDEA disagreements</li> </ul> |