

2024-25 LCAP Goals

Goal 1: Mental Health, Wellness and Engagement

Address student mental health and wellness. Engage students in programs that support behaviors that contribute to a better learning environment.

Goal 2: Student Academic Success

Increase the academic achievement of students to prepare them for success in college and careers.

Goal 3: Conditions of Learning

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.

Goal 4: Family and Community Engagement

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.

The tables on the following pages provide examples of actions and services included in the LCAP. Items in **red** are adjustments since the last LCAP adoption.

Multi-Tiered Systems of 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.



Actions/ Services	Goal 1: Mental Health, Wellness and Engagement	Goal 2: Student Academic Success	Goal 3: Conditions of Learning	Goal 4: Family and Community Engagement
ALL	<ul style="list-style-type: none"> Positive Behavior Intervention and Supports (PBIS) (Tier 1) Restorative Practices (Tier 1): Community Building and Relationship Building Pilot of Elementary Social Emotional Learning programs 	<ul style="list-style-type: none"> General student supports, teacher training and release time: <ul style="list-style-type: none"> Elementary: Teaching & Learning Teachers on Special Assignment (TOSA), Music Specialists + TOSA, PE Specialists + PE Lead, Science Specialists + Science Lead Secondary: Instructional Coaches, ELA, History-Social Science, Math, and Science TOSAs TK-12: Educational Technology TOSAs, VAPA TOSA Advanced Placement (AP) staffing Career Technical Education (CTE) staffing Secondary counseling, SchoolLinks software Teacher and Administrator Training and Professional Development Mr. Elmer/Intervention Compass: System to assist sites in monitoring student academic and behavioral progress Staffing and materials to support universal assessment and data analysis (benchmark assessment, state testing, software, and data analysis tools) 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 Professional development: coaching, conferences, consultants; elementary math adoption training including General and Special Education teachers 12 floater teachers to substitute during teacher professional development release time 	<ul style="list-style-type: none"> Core instructional materials (English Language Arts/English Language Development, Math, History/Social Science, Science, etc.) General instructional staffing Technology infrastructure maintenance Access to technology Appropriately assigned teachers Facilities in good repair Custodial staff Information technology technicians to support access to devices 	<ul style="list-style-type: none"> NMUSD Parent Education Series (5 district-wide sessions) Site-based parent/family events Parent/family communications: newsletters, school-based social media campaigns, district webpage, Blackboard, district surveys, forums, and focus groups. Pilot of ParentSquare communication platform. Community Forums (virtual options scheduled for March 2025) Superintendent’s Parent Advisory Committee, Classified Advisory, Certificated Advisory, and Student Advisory
Universal	<ul style="list-style-type: none"> Universal Attendance Support and Truancy Prevention, including Attendance Matters campaign and revamped attendance monitoring process Staffing to enhance Universal Student Behavior and Engagement with support from Secondary Counselors, Elementary School Counselors Physical and Mental Health Physical health support (Nurses, Health Assistants, etc.) Health Assistant cover positions Drug and Alcohol Prevention: <ul style="list-style-type: none"> Step Up (elementary sites NB) OC Sherriff’s Department (elementary) TUPE grant (secondary) Districtwide parent education & messaging Professional Development for General and Special Education: <ul style="list-style-type: none"> How to support students with behavior challenges Impact of mental health on student behavior 			

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SOME	<ul style="list-style-type: none"> Positive Behavior Intervention and Supports (PBIS Tier 2): Check In, Check Out Restorative Practices (Tier 2): Conflict Resolution Circles Deliver a districtwide model for Student Success Team (SST) 	<ul style="list-style-type: none"> Staffing to provide targeted student supports and teacher training on behalf of strategic student groups: <ul style="list-style-type: none"> TK-12: Elementary and Secondary ELD TOSAs Early and Enhanced Learning: Preschool and transitional kindergarten teachers and instructional assistants at Title I schools Elementary Expanded Learning Opportunities Program (ELOP) and After School Education & Safety (ASES) 	<ul style="list-style-type: none"> English Language Development (ELD) instructional materials Dual Immersion instructional materials 	<ul style="list-style-type: none"> Site-based parent education and family events 28 School Community Facilitator positions
Targeted supplemental support	<ul style="list-style-type: none"> Targeted support provided by: <ul style="list-style-type: none"> Four General Education Behavior Specialists, Social Work Interns, School Psychologists, Speech Pathologists and Occupational Therapists, Special Education Admin Interns, two 504 Admin Interns Secondary Counselors and Elementary School Counselors Physical health support partnership: Share Ourselves Medical Clinic provides services beyond what was previously available through school based clinic, including illness care for students and their families, and extended hours of operation. Targeted drug and alcohol support with consultants Targeted counseling support through Mental Health partners School Attendance Review Teams (SARTs) Revamped chronic absenteeism monitoring, notification processes, and home visit protocols (year 2) 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 	<ul style="list-style-type: none"> Expanded K-12 Summer Programs: Elementary (five sites) and Secondary (two locations) Elementary part-time hourly reading and math intervention teachers Full-time support teachers at 22 elementary sites to address literacy and math Outreach to identify elementary students struggling with foundational reading skills and related appropriate interventions, provided by the Dyslexia Specialist Team Elementary inclusive practices model with push-in teacher support General Education/Special Education co-teaching models in specific content areas implemented at several secondary schools; provide updated staff training on co-teaching for the inclusive classroom 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 Academic intervention staffing and materials (Middle and High school reading classes, Credit Recovery, Math intervention, etc.) <ul style="list-style-type: none"> Additional math support classes to increase student access to college approved (A-G) courses Ten secondary administrative interns/graduation coaches to address learning loss and credit deficiency (includes Back Bay HS and Monte Vista Independent Study) Secondary tutoring using Paper Tutoring Services at Early College and existing staff at remaining comprehensive middle and high schools Regional Occupational Program (ROP) Advancement Via Individual Determination (AVID) middle and high school courses and tutoring; middle school AVID Excel for middle school English learner students. Continued AVID program at Rea Elementary. Expansion of AVID elementary to Killybrooke, Newport Coast, Pomona, Whittier, and Wilson Elementary Schools. Early College HS staffing Provide ACT/SAT college entrance exams proctoring for high school sites 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 	<ul style="list-style-type: none"> Early College HS instructional materials Additional funding to provide supplemental materials, staffing, and enhancements for strong learning environments for schools with concentrations of high needs students 	<ul style="list-style-type: none"> Translation and interpretation services, including three district translator positions (increase from two to include a Russian translator) District English Learner Advisory Committee Support for school English Learner (Parent) Advisory Committees Staffing and materials for English learner language assessment and individual conferencing

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FEW	<ul style="list-style-type: none"> Restorative Practices (Tier 3): Return from Suspension Restorative mentorship program (secondary): Project Kinship (<i>services limited due to staffing shortage</i>) Presidio Learning Center Alternative to Suspension Staffing and Instructional Materials (housed at Monte Vista Independent Study Program) 	<ul style="list-style-type: none"> Classified staff to meet needs of low-income, EL, and/or foster students Advanced Placement, International Baccalaureate, and SAT Fee Waivers and Proctoring Monte Vista Independent Study School Staffing and Instructional Materials 	<ul style="list-style-type: none"> Unique Learning Systems and News 2 You current events materials for students in moderate-severe special education programs 	<ul style="list-style-type: none"> Community Advisory Committee (CAC) meetings/activities (Special Education)
Intensive supplemental support	<ul style="list-style-type: none"> Drug and Alcohol Intervention and Support (Intensive) Attendance and Truancy Prevention (Intensive): School Attendance & Review Board (SARB), District Attorney and parent meetings, referrals to Probation and social services Wrap services for students provided within the home setting, when students' disabilities prevent them from fully accessing on-site education Special Education Staffing: <ul style="list-style-type: none"> One Special Education Social Worker, one intern Three Special Education Behavior specialists One Special Ed Moderate/Severe TOSAs Two Special Mild/Moderate TOSA One Special Education Inclusion specialist Two Autism Specialists, Three Autism TOSAs One Audiologist Intensive support provided by: <ul style="list-style-type: none"> Five General Education Social workers and social work interns 35.6 School Psychologists, 38 Speech Pathologists and 11 Occupational Therapists Nursing services per IEP Non-public schools/agency contracts Physical therapy and vision support contracts Foster Youth Support Homeless Student/Family Support: Project Hope Alliance (see Goal 4) Professional Development: Enhancing effectiveness of social-emotional supports and behavior monitoring systems 	<ul style="list-style-type: none"> 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; two elementary teachers for Newcomer English learners; 13 additional Bilingual Instructional Assistants Secondary Summer Language Academy for Newcomer English learner students; 6 sessions Secondary Saturday Language Academy Long-term English Learner support: Quarterly goal setting sessions supported by differentiated learning plans; piloting a differentiated instruction ELA/ELD standards co-teach model; teacher professional development on academic language support Parent/family education provided by consultants and ELD TOSAs with support from School Community Facilitators and Student Services staff Classrooms/Staffing devoted to students with specific needs: <ul style="list-style-type: none"> TK-12: Compass Program for students with social-emotional and behavioral challenges Preschool-Adult Transition: Self-contained classrooms for students with moderate-severe and autism needs 4 Adapted PE Teachers Intensive individualized intervention for elementary students struggling with foundational reading skills, provided by the Dyslexia Specialist Team Extended School Year provided to elementary and secondary students per IEP recommendation Work experience and job coaching for students in high school and adult transition, in partnership with WorkAbility Professional Development: <ul style="list-style-type: none"> Coaching and support for implementation of Unique Learning Systems 	<ul style="list-style-type: none"> Assistive technology for students per IEP recommendation Low incidence equipment and materials (ex. Brailers, enlargers, Hoyer lifts, etc.) 	<ul style="list-style-type: none"> Special Education translation and interpretation services Alternative Dispute Resolution (ADR) process to engage families in resolving IDEA disagreements Homeless Student/Family Support: Project Hope Alliance (See Goal 1)