

## 2025-26 LCAP Goals

### Goal 1: Student Academic Success\*

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

### Goal 2: 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 3: 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.*

### Goal 4: 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 #1 was previously Goal #2, Goal #3 was previously Goal #4. The order has been updated but the content has not changed.*

*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: Student Academic Success	Goal 2: Mental Health, Wellness and Engagement	Goal 3: Family and Community Engagement	Goal 4: Conditions of Learning
<b>ALL</b>	<ul style="list-style-type: none"> <li>General student support, teacher training and release time: <ul style="list-style-type: none"> <li><b>Elementary:</b> Teaching &amp; Learning Teachers on Special Assignment (TOSA), Music Specialists + TOSA, PE Specialists + PE Lead, Science Specialists + Science Lead</li> <li><b>Secondary:</b> Instructional Coaches, ELA, History-Social Science, Math, and Science TOSAs</li> <li><b>TK-12:</b> Educational Technology TOSAs, VAPA TOSA</li> </ul> </li> </ul>	<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>Universal Attendance Support and Truancy Prevention, including Attendance Matters campaign and revamped attendance monitoring process</li> <li>Staffing to enhance Universal Student Behavior and Engagement with support from Secondary Counselors and Elementary School Counselors</li> <li>Physical and Mental Health Physical health support (Nurses, Health Assistants, etc.)</li> <li>Health Assistant cover positions</li> <li>Drug and Alcohol Prevention: <ul style="list-style-type: none"> <li>Step Up (elementary sites NB)</li> <li>OC Sherriff's Department (elementary)</li> <li>TUPE grant (secondary)</li> <li>Districtwide parent education &amp; messaging</li> </ul> </li> <li>Professional Development for General and Special Education: <ul style="list-style-type: none"> <li><b>Tier 1 Classroom Management centering on student belonging (welcomed, known, and supported)</b></li> <li>How to support students with behavior challenges</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>NMUSD Parent Education Series (5 district-wide sessions)</li> <li>Site-based parent/family events</li> <li>Parent/family communications: <b>ParentSquare communication platform</b>, newsletters, social media campaigns, school &amp; district webpages, district surveys, forums, and focus groups.</li> <li>Virtual Community Forums</li> <li>Superintendent's Parent Advisory Committee, Classified Advisory, Certificated Advisory, Administrator Advisory, and Student Advisory</li> <li><b>Professional development to support certificated and classified staff in cultivating a culture of belonging for families to be welcomed, known, and supported</b></li> </ul>	<ul style="list-style-type: none"> <li>Core instructional materials (English Language Arts/English Language Development, Math, History/Social Science, Science, etc.)</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>Custodial staff</li> <li>Information technology technicians to support access to devices</li> </ul>
<b>Universal</b>	<ul style="list-style-type: none"> <li>Advanced Placement (AP) staffing</li> <li>Career Technical Education (CTE) staffing</li> <li>Secondary counseling, SchoolLinks software</li> <li>Teacher and Administrator Training and Professional Development</li> <li>Data Visualization 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 (including but not limited to: ClassLink, Google Classroom, Seesaw, Schoology, Zoom, etc.)</li> <li>Professional development: coaching, conferences, consultants; elementary science adoption training including General and Special Education teachers</li> <li>Floater teachers to substitute during teacher release time (including PD)</li> </ul>			

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<b>SOME</b>	<ul style="list-style-type: none"> <li>Staffing to provide targeted student support and teacher training on behalf of strategic student groups: <ul style="list-style-type: none"> <li>TK-12: Elementary and Secondary ELD TOSAs</li> </ul> </li> <li>Early and Enhanced Learning: Preschool and transitional kindergarten teachers and instructional assistants at Title I schools</li> <li>Elementary Expanded Learning Opportunities Program (ELOP) and After School Education &amp; Safety (ASES)</li> </ul>	<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>Deliver a districtwide model for Student Success Team (SST)</li> <li>Targeted support provided by: <ul style="list-style-type: none"> <li>General Education Behavior Specialists, Social Work Interns, School Psychologists, Speech Pathologists and Occupational Therapists, Special Education Admin Interns, 504 Admin Interns</li> <li>Secondary Counselors and Elementary School Counselors</li> </ul> </li> <li>Physical health support partnership: Share Ourselves Medical Clinic: illness care for students and their families, and extended hours of operation.</li> <li>Targeted drug and alcohol support with consultants</li> <li>Targeted counseling support through school-based mental health staff and mental health partners (with parent consent)</li> <li>School Attendance Review Teams (SARTs)</li> <li>Revamped chronic absenteeism monitoring, notification processes, and home visit protocols (year 3)</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>Site-based parent education and family events</li> <li><b>District-sponsored parent education for parents of multilingual families</b></li> <li>28 School Community Facilitator positions</li> <li>Translation and interpretation services, including three district translator positions</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</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>
<b>Targeted supplemental support</b>	<ul style="list-style-type: none"> <li>K-12 Summer Programs: Elementary (five sites) and Secondary (two locations)</li> <li>Elementary part-time hourly reading and math intervention teachers</li> <li>Full-time support teachers at 22 elementary sites to address literacy and math</li> <li>Outreach to identify elementary students struggling with foundational reading skills and related appropriate interventions</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; provide updated staff training on co-teaching for the inclusive classroom</li> <li>English learner program staffing, professional development and coaching, and English learner reclassification and progress monitoring data and analysis</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>Secondary administrative interns/graduation coaches to address learning loss and credit deficiency</li> <li>Secondary tutoring using existing staff at 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. Continued AVID program at Rea Elementary, Killybrooke, Newport Coast, Pomona, Whittier, and Wilson Elementary Schools</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>			

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<b>FEW</b>	<ul style="list-style-type: none"> <li>Classified staff to meet the 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>Restorative Practices (Tier 3): Return from Suspension</li> <li>Presidio Learning Center Alternative to Suspension Staffing and Instructional Materials (housed at Monte Vista Independent Study Program)</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>Wrap services for students provided within the home setting, when students' disabilities prevent them from fully accessing on-site education</li> <li>Special Education Staffing: <ul style="list-style-type: none"> <li>Five Special Education Behavior specialists</li> <li>Two 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>Intensive support provided by: <ul style="list-style-type: none"> <li>Five General Education Social workers and social work interns</li> <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>Foster Youth Support</li> <li>Homeless Student/Family Support: Community Partner</li> <li>Professional Development: Enhancing effectiveness of social-emotional supports and behavior monitoring systems</li> </ul>	<ul style="list-style-type: none"> <li>Community Advisory Committee (CAC) meetings/activities (Special Education)</li> <li>Special Education translation and interpretation services</li> <li>Alternative Dispute Resolution (ADR) process to engage families in resolving IDEA disagreements</li> <li>Homeless Student/Family Support: Community Partner</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> <li>Assistive technology for students per IEP recommendation</li> <li>Low incidence equipment and materials (ex. Brailers, enlargers, Hoyer lifts, etc.)</li> </ul>
<b>Intensive supplemental support</b>	<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; Bilingual Instructional Assistants for newcomers</li> <li>Secondary Summer Language Academy for Newcomer English learner students; Secondary Saturday Language Academy</li> <li>Long-term English Learner support: Quarterly goal setting sessions supported by differentiated learning plans in grades 5-12; piloting a differentiated instruction ELA/ELD standards co-teach model; <b>intensive Designated ELD support in secondary ELA</b>; teacher professional development on academic language support</li> <li>Parent/family education provided by consultants and ELD TOSAs with support from School Community Facilitators and Student Services staff</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>			