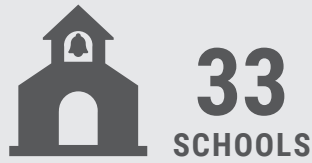
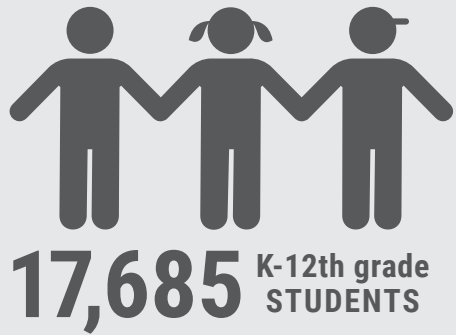


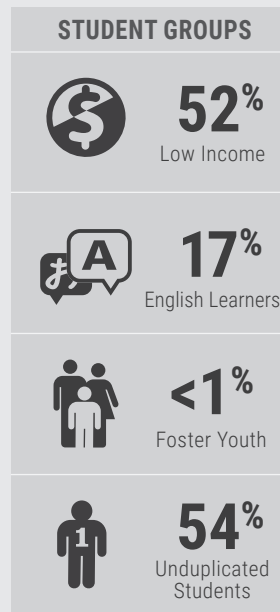
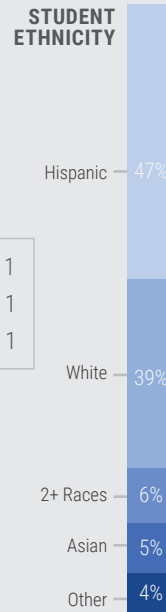
Local Control and Accountability Plan



Plan Summary, 2024-25



Elementary:	22	Early College HS:	1
Middle School:	4	Alternative Ed:	1
High School:	4	Independent Study:	1



DISTRICT STORY

District Vision

Demonstrate continuous improvement in student achievement, attendance, graduation, and dropout rates, family/student/staff/community satisfaction, responsiveness to those we serve, involvement of educational partners, family involvement, honoring diversity, and budget alignment.



District Beliefs

Developed by families, community members, teachers, classified staff, administrators, business people, student and board members reflecting the diverse cultures and values of the Newport-Mesa USD underpin the district's strategic planning and decision making.



District Mission

To graduate students who have acquired the knowledge, skills, and attitudes necessary to achieve significant career, educational, civic, and personal goals that will enrich society.



LCAP HIGHLIGHTS

BROAD GOAL #1	BROAD GOAL #2	MAINTENANCE GOAL #3	BROAD GOAL #4	FOCUS GOAL #5 MULTIPLIER	FOCUS GOAL #6 MULTIPLIER
<p>Support Student Mental Health & Wellness</p>	<p>Increase Academic Achievement</p>	<p>Provide Quality Instruction and Resources</p>	<p>Engage Families and Cultivate Partnerships</p>	<p>Increase Student Engagement and Career Pathways Back Bay High School</p>	<p>Increase Student Engagement and Career Pathways Monte Vista Independent Study</p>
<p>Highlighted Actions</p> <ul style="list-style-type: none"> 1.4 - Enhance student behavior & engagement with PBIS. 1.7 - Provide district-wide physical health support. 1.23 - Provide intensive support with specialized staff and services. 	<p>Highlighted Actions</p> <ul style="list-style-type: none"> 2.1 - Provide staffing for universal academic support programs. 2.4 - Continue funding staffing & programs for Career Technical Education. 2.26 - Continue to offer summer programs. 	<p>Highlighted Actions</p> <ul style="list-style-type: none"> 3.3 - Maintain technology infrastructure to support learning. 3.4 - Provide students with Chromebooks and Hotspots. 3.12 - Ensure assistive technology for students per IEPs. 	<p>Highlighted Actions</p> <ul style="list-style-type: none"> 4.1 - Offer 5 virtual parent education series. 4.4 - Continue communications & access to student information. 4.10 - Provide interpretation and translation services. 	<p>Highlighted Actions</p> <ul style="list-style-type: none"> 5.1 - Provide Graduation Coach for academic case management. 5.3 - Ensure two new CTE course sections. 5.4 - Provide academic and career development field trips. 	<p>Highlighted Actions</p> <ul style="list-style-type: none"> 6.2 - Provide site-based parent education & information meetings. 6.3 - Students complete twice year goal setting. 6.4 - Support at-risk youth through Project Kinship.

REFLECTION: SUCCESSES



Graduation Rate

Indicator:
2023 CA School Dashboard



94.7%
graduated



English Language Arts

Indicator:
2023 CA School Dashboard

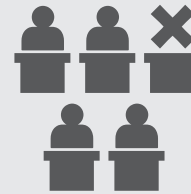


17.7
pts above standard

Planned Actions to Maintain Progress:

- 1.5** - Improve attendance through monitoring, positive messaging, and support services through the "Attendance Matters" campaign.
- 2.41** - Support schools with low performance through monitoring, updated plans, and student mentoring.
- 3.2** - Increase academic achievement with fully credentialed teachers & qualified paraprofessionals.
- 4.9** - Continue providing 28 School Community Facilitators to support families and liaise with schools.

REFLECTION: IDENTIFIED NEEDS



Chronic Absenteeism

Indicator:
2023 CA School Dashboard



22.1%
chronically absent



Suspension Rate

Indicator:
2023 CA School Dashboard



3.3%
suspended at least one day



Mathematics

Indicator:
2023 CA School Dashboard



13.2
pts below standard

Planned Actions to Address Needs:

- 1.4** - Provide staffing to enhance student behavior and engagement.
- 1.12** - Improve at-risk student attendance through monitoring and support via Child Welfare & Attendance Coordinator.
- 2.22** - Provide credit recovery and intervention classes for secondary students including math intervention.
- 3.6** - Maintain staffing and equipment to support instruction, health, and safety of all students and staff.

COMPREHENSIVE SUPPORT & IMPROVEMENT (CSI)

IDENTIFIED SCHOOL



Back Bay High School

PROVIDE SUPPORT FOR SCHOOLS

Newport-Mesa USD supported this school in developing CSI plans through:



- School-level needs assessments
- Root cause analysis
- Address academic gaps with PD on evidence-based interventions & engagement strategies.

MONITOR & EVALUATE EFFECTIVENESS

Implementation & effectiveness of the CSI plan will be monitored through:



- Ongoing data monitoring
- Site-district leadership meetings & Board of Education updates
- Site-level Annual Evaluations

Engaging Educational Partners



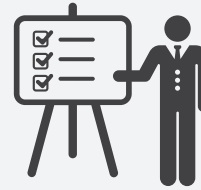
INPUT & FEEDBACK

Collected via MentiMeter



ADVISORY MEETINGS

Held



PUBLIC HEARING

Held



14

GROUPS
Involved

Groups include:

CAC, DELAC, ELAC, SPAC, SELPA, SSC, PTA, Teachers, School Personnel, District and Site Administrators, Parents, Families, and Community Facilitators.



Checklist of Items Shared:

- District Profile Data
- State Education Priorities
- LCAP & LCFF Overview
- College & Career Readiness Data



NMUSD has informed, consulted, & involved the community in the process of creating the LCAP as summarized above. Communication to educational partners includes:

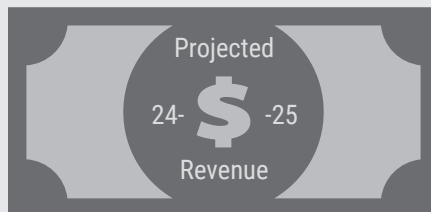


Website, email, phone, word of mouth, virtual & in-person meetings, social media.

Budget Overview & Service Improvement



California law mandates Local Control Funding Formula consisting of the following tiers...



Concentration Grant	\$20,425,304
Supplemental Grant	
Base Grant	\$360,631,673
Other Revenue (state & local)	\$50,902,461
Federal Revenue	\$13,885,989

Total Revenue: \$445,845,336

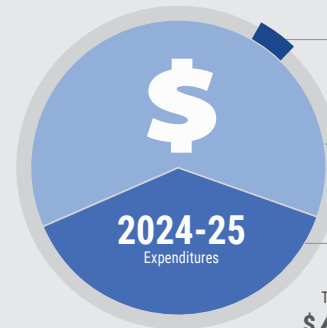
...targeting disadvantaged students...

...to spend on expenditures in the district...



...resulting in increased service of...

↑ 10.3%
2024-25 Expected Service Improvement Using:
\$20,425,304
In Total Concentration & Supplemental Grants



LCAP Expenditures for High Needs Students:
\$20,425,304

LCAP Expenditures:
\$292,492,597

Expenditures not included in the LCAP:
\$176,104,042

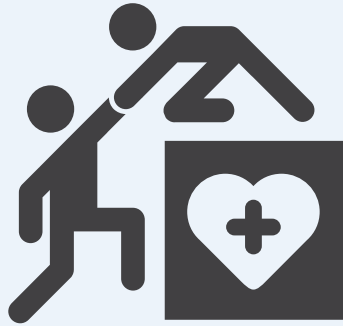
Total General Fund Expenditures:
\$469,325,429

...which is reported on the following year

	Budgeted	Actual
Expenditures for High Needs Students:		
2023-24	\$23,849,236	\$23,593,449

BROAD GOAL

GOAL
#1



Support Student Mental Health & Wellness

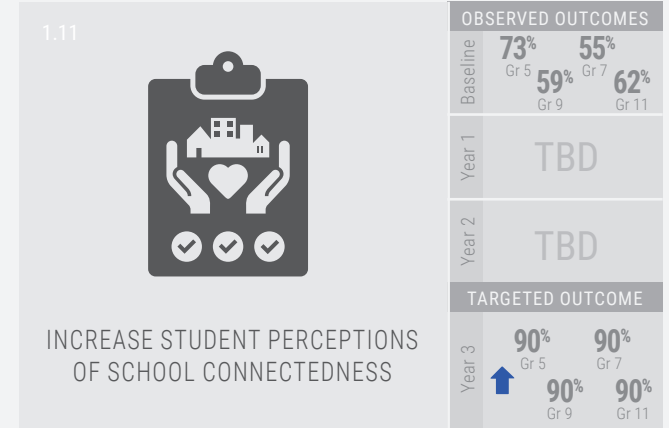
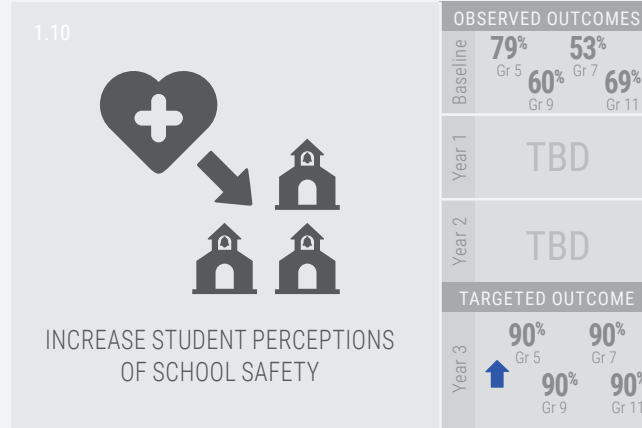
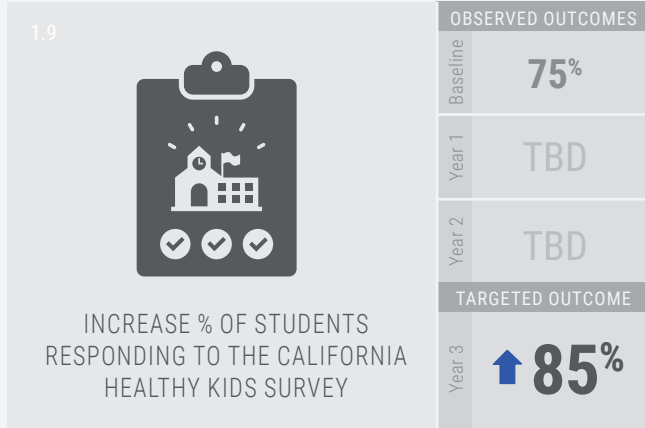
STATE PRIORITIES

- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

EXPECTED 2024-25 MEASURABLE OUTCOMES

<p>1.1</p> <p>INCREASE ATTENDANCE RATES FOR ALL STUDENTS</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>93.7%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑ 95%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	93.7%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑ 95%
OBSERVED OUTCOMES													
Baseline	93.7%												
Year 1	TBD												
Year 2	TBD												
TARGETED OUTCOME													
Year 3	↑ 95%												
<p>1.2</p> <p>REDUCE CHRONIC ABSENTEEISM RATE FOR TK-8TH GRADE STUDENTS</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>22.1%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↓ 8% or less</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	22.1%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↓ 8% or less
OBSERVED OUTCOMES													
Baseline	22.1%												
Year 1	TBD												
Year 2	TBD												
TARGETED OUTCOME													
Year 3	↓ 8% or less												
<p>1.4</p> <p>REDUCE SUSPENSION RATES FOR ALL STUDENTS</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>3.3%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↓ 1% or less</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	3.3%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↓ 1% or less
OBSERVED OUTCOMES													
Baseline	3.3%												
Year 1	TBD												
Year 2	TBD												
TARGETED OUTCOME													
Year 3	↓ 1% or less												
<p>1.6</p> <p>MAINTAIN EXPULSION RATES FOR ALL K-12 STUDENTS</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>0.01%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>= 0.01%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	0.01%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	= 0.01%
OBSERVED OUTCOMES													
Baseline	0.01%												
Year 1	TBD												
Year 2	TBD												
TARGETED OUTCOME													
Year 3	= 0.01%												
<p>1.7</p> <p>REDUCE DROPOUT RATES FOR GRADES 7-8 & 9-12 STUDENTS</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>0% 7-8 5.3% 9-12</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↓ 0% 3% 7-8 9-12</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	0% 7-8 5.3% 9-12	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↓ 0% 3% 7-8 9-12
OBSERVED OUTCOMES													
Baseline	0% 7-8 5.3% 9-12												
Year 1	TBD												
Year 2	TBD												
TARGETED OUTCOME													
Year 3	↓ 0% 3% 7-8 9-12												
<p>1.8</p> <p>INCREASE 4 AND 5-YEAR GRADUATION RATE</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>94.7%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑ 95%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	94.7%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑ 95%
OBSERVED OUTCOMES													
Baseline	94.7%												
Year 1	TBD												
Year 2	TBD												
TARGETED OUTCOME													
Year 3	↑ 95%												




EXPECTED 2024-25 MEASURABLE OUTCOMES






PLANNED 2024-25 ACTIONS & EXPENDITURES

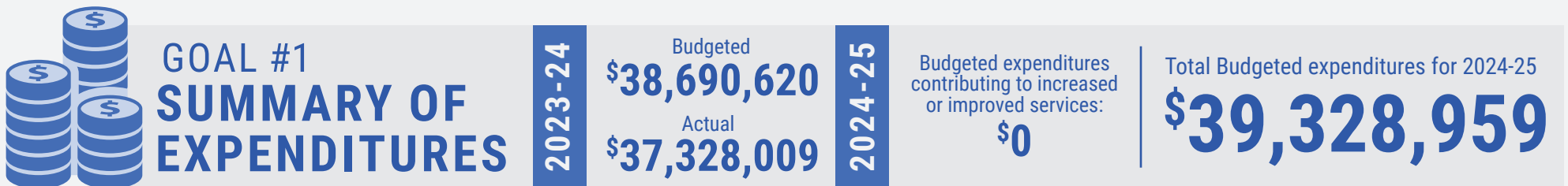
Goal # 1	Action / Service	Amount
1.1	Implement and refine the Positive Behavioral Interventions and Supports (PBIS) program to encourage student behaviors that enhance learning .	\$26,950
1.2	Expand and refine Restorative Practices , focusing on community and relationship building for all students.	\$10,000
1.3	Use standardized practices like Inclusive (<i>Warm</i>) Welcome, Engaging Strategies, Optimistic Closure, Mood Meter, and Meta Moment in elementary schools. Pilot elementary Social Emotional Learning materials during the school year.	\$50,000
1.4	Provide staffing to enhance student behavior and engagement , (<i>including 29 secondary counselors, 22 elementary counselors, 4 behavior specialists</i>), and coordination of Student Services for support, Restorative Practices, and PBIS.	\$9,576,144
1.5	Improve general attendance by continuing attendance monitoring and positive messaging efforts, using the Attention2Attendance system , standard family communication, the “Attendance Matters” campaign , and coordination of Tier 1 services by the Child Welfare & Attendance Coordinator.	\$307,875
1.6	Provide professional development to General and Special Education staff on supporting students with behavior challenges and understanding the impact of mental health on student behavior.	\$12,000
1.7	Support students’ physical health by providing 16 nurses, one Nurse on Special Assignment, 32 health assistants with bell-to-bell coverage, and 4 health assistant cover positions district-wide.	\$6,373,342

PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 1	 Action / Service	 Amount
	1.8 - Maintain drug and alcohol prevention programs through the OC Sheriff's Department, Step Up in Newport Beach, TUPE grant for secondary sites, and district wide parent education and messaging.	\$93,037
	1.9 - Implement and refine the PBIS program to encourage student behaviors that enhance learning , with Tier 2 focusing on a check-in, check-out process for some students.	N/C
	1.10 - Refine implementations of Restorative Practices , focusing on conflict resolution circles for some students.	N/C
	1.11 - Provide targeted support for students with health challenges through counselors, behavioral specialists, psychologists, speech pathologists, occupational therapists, Tier 2 program coordination, 504 Coordinators, Social Work Interns, and refining the Student Success Team process.	\$340,339
	1.12 - Track and improve attendance for at-risk students through review teams, an attendance platform, family communications, truancy prevention, staff training, attendance supports, home visits, and coordination by the Child Welfare and Attendance Coordinator .	\$64,600
	1.13 - Provide physical health support through a partnership with Share Ourselves Medical Clinic for illness care and extended hours for students and their families.	\$56,000
	1.14 - Provide drug and alcohol support for identified students through California Youth Services/JADE.	N/C
	1.15 - Provide professional development on special education support , legal guidelines, IEP goal writing, IEP meetings, and paraprofessional training.	N/C
	1.16 - Expand and refine Restorative Practices , focusing on Tier 3 for students returning from suspension and formal restorative conferences.	\$200,000
	1.17 - Support schools with high suspension rates through PBIS refresher training, behavior monitoring in AERIES , administrator training on alternative corrections, alternatives to suspension, updated School Plans for Student Achievement, and progress check-ins.	N/C
	1.18 - Improve behavior, mental, and physical health with 4 general education social workers and social worker interns.	\$419,396
	1.19 - Utilize intensive Drug/Alcohol Intervention for identified students to participate in intensive supplemental support through outside agencies.	\$50,000

PLANNED 2024-25 **ACTIONS & EXPENDITURES**

 Goal # 1	 Action / Service	 Amount
1.20	Engage identified students and families in reducing truancy through SARB hearings , District Attorney meetings, social services referrals, and connections to counseling and substance abuse programs.	\$10,000
1.21	Support schools with high absenteeism rates by systematizing progress monitoring with Aeries Analytics , prioritizing training for impacted sites, updating School Plans for targeted support, conducting mid-year data check-ins, and prioritizing home visits at the start of the school year.	N/C
1.22	Support the mental health and well-being of students with special education needs by providing social workers, behavioral specialists, TOSAs, an inclusion specialist, Autism specialists, and an Audiologist.	\$2,616,161
1.23	Provide intensive support through 34.6 school psychologists, 37 speech pathologists, 10 occupational therapists, nursing services per IEP, and contracts for non-public schools, physical therapy, and vision support.	\$18,770,115
1.24	Provide wraparound services in the home setting for students whose disabilities prevent full access to on-site education.	\$100,000
1.25	Streamline and augment enrollment and intake processes with school site case management by “Foster Youth Champions,” including regular check-ins between students, case managers, and district teams	N/C
1.26	Contract with Project Hope Alliance to support homeless students and their families.	\$253,000
1.27	Enhance effectiveness of social-emotional supports and behavior monitoring systems with professional development.	N/C



BROAD GOAL

GOAL #2






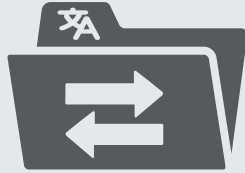


Increase Academic Achievement




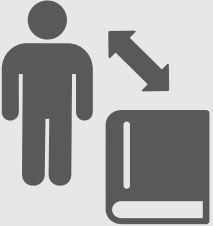





STATE PRIORITIES

- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes







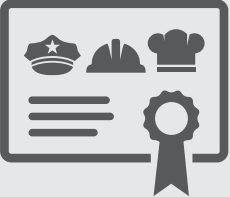

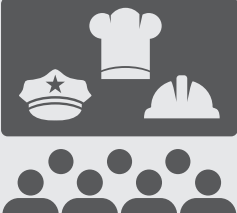
EXPECTED 2024-25 MEASURABLE OUTCOMES

<p>2.1</p>  <p>MAINTAIN SCORES FOR STUDENTS GRADES 3-8 AND 11 ON CAASPP ELA ASSESSMENT</p> <table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>95.86%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>=/↑95%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	95.86%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	=/↑95%	<p>2.2</p>  <p>INCREASE PARTICIPATION FOR SPED STUDENTS GRADE 3-8 AND 11 ON ELA CAA</p> <table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>96.89%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>=/↑95%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	96.89%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	=/↑95%	<p>2.3</p>  <p>INCREASE % OF STUDENTS GRADES 3-8 WHO MEET OR EXCEED STANDARD ON ELA SAB ASSESSMENT</p> <table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>59.15%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑85%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	59.15%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑85%
OBSERVED OUTCOMES																																						
Baseline	95.86%																																					
Year 1	TBD																																					
Year 2	TBD																																					
TARGETED OUTCOME																																						
Year 3	=/↑95%																																					
OBSERVED OUTCOMES																																						
Baseline	96.89%																																					
Year 1	TBD																																					
Year 2	TBD																																					
TARGETED OUTCOME																																						
Year 3	=/↑95%																																					
OBSERVED OUTCOMES																																						
Baseline	59.15%																																					
Year 1	TBD																																					
Year 2	TBD																																					
TARGETED OUTCOME																																						
Year 3	↑85%																																					
<p>2.4</p>  <p>INCREASE % OF STUDENTS GRADES 11 WHO MEET OR EXCEED STANDARD ON ELA SAB ASSESSMENT</p> <table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>57.25%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑85%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	57.25%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑85%	<p>2.6</p>  <p>INCREASE % OF ENGLISH LEARNERS MAKING PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY ON ELPAC</p> <table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>50.3%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑75%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	50.3%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑75%	<p>2.8</p>  <p>INCREASE % OF ENGLISH LEARNERS RECLASSIFIED AS FLUENT IN ENGLISH</p> <table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>14.43%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑18%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	14.43%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑18%
OBSERVED OUTCOMES																																						
Baseline	57.25%																																					
Year 1	TBD																																					
Year 2	TBD																																					
TARGETED OUTCOME																																						
Year 3	↑85%																																					
OBSERVED OUTCOMES																																						
Baseline	50.3%																																					
Year 1	TBD																																					
Year 2	TBD																																					
TARGETED OUTCOME																																						
Year 3	↑75%																																					
OBSERVED OUTCOMES																																						
Baseline	14.43%																																					
Year 1	TBD																																					
Year 2	TBD																																					
TARGETED OUTCOME																																						
Year 3	↑18%																																					




EXPECTED 2024-25 MEASURABLE **OUTCOMES**

<p>2.9</p>  <p>INCREASE % OF KINDERGARTNERS AT BENCHMARK FOR FIRST SOUND FLUENCY</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>68%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table> <p>TARGETED OUTCOME</p> <table border="1"> <tr><td>Year 3</td><td>↑75%</td></tr> </table>	Baseline	68%	Year 1	TBD	Year 2	TBD	Year 3	↑75%	<p>2.10</p>  <p>INCREASE % OF KINDERGARTEN STUDENTS SCORING AT OR ABOVE BENCHMARK ON ACADIENCE READING ASSESSMENT</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>72%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table> <p>TARGETED OUTCOME</p> <table border="1"> <tr><td>Year 3</td><td>↑75%</td></tr> </table>	Baseline	72%	Year 1	TBD	Year 2	TBD	Year 3	↑75%	<p>2.11</p>  <p>INCREASE % OF 3-6 GRADE STUDENTS MEETING OR EXCEEDING STANDARD ON STAR READING ASSESSMENT</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>63.4%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table> <p>TARGETED OUTCOME</p> <table border="1"> <tr><td>Year 3</td><td>↑80%</td></tr> </table>	Baseline	63.4%	Year 1	TBD	Year 2	TBD	Year 3	↑80%
Baseline	68%																												
Year 1	TBD																												
Year 2	TBD																												
Year 3	↑75%																												
Baseline	72%																												
Year 1	TBD																												
Year 2	TBD																												
Year 3	↑75%																												
Baseline	63.4%																												
Year 1	TBD																												
Year 2	TBD																												
Year 3	↑80%																												
<p>2.12</p>  <p>INCREASE % OF 7-10 GRADE STUDENTS MEETING OR EXCEEDING STANDARD ON STAR READING ASSESSMENT</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>46.3%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table> <p>TARGETED OUTCOME</p> <table border="1"> <tr><td>Year 3</td><td>↑80%</td></tr> </table>	Baseline	46.3%	Year 1	TBD	Year 2	TBD	Year 3	↑80%	<p>2.13</p>  <p>INCREASE RATE OF 3-8 & 11 GRADE STUDENTS PARTICIPATING IN MATH SBAC ASSESSMENT</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>96.16%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table> <p>TARGETED OUTCOME</p> <table border="1"> <tr><td>Year 3</td><td>↑95%</td></tr> </table>	Baseline	96.16%	Year 1	TBD	Year 2	TBD	Year 3	↑95%	<p>2.14</p>  <p>INCREASE PARTICIPATION OF SPECIAL EDUCATION STUDENTS IN GRADES 3-8 AND 11 ON THE MATHEMATICS CAAS</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>97.5%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table> <p>TARGETED OUTCOME</p> <table border="1"> <tr><td>Year 3</td><td>↑95%</td></tr> </table>	Baseline	97.5%	Year 1	TBD	Year 2	TBD	Year 3	↑95%
Baseline	46.3%																												
Year 1	TBD																												
Year 2	TBD																												
Year 3	↑80%																												
Baseline	96.16%																												
Year 1	TBD																												
Year 2	TBD																												
Year 3	↑95%																												
Baseline	97.5%																												
Year 1	TBD																												
Year 2	TBD																												
Year 3	↑95%																												
<p>2.15</p>  <p>INCREASE % OF STUDENTS GRADE 3-8 MEETING OR EXCEEDING STANDARD ON CAASPP MATH ASSESSMENT</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>51.2%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table> <p>TARGETED OUTCOME</p> <table border="1"> <tr><td>Year 3</td><td>↑80%</td></tr> </table>	Baseline	51.2%	Year 1	TBD	Year 2	TBD	Year 3	↑80%	<p>2.16</p>  <p>INCREASE % OF 11TH GRADE STUDENTS MEETING OR EXCEEDING STANDARD ON MATH CAASPP ASSESSMENT</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>33.05%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table> <p>TARGETED OUTCOME</p> <table border="1"> <tr><td>Year 3</td><td>↑80%</td></tr> </table>	Baseline	33.05%	Year 1	TBD	Year 2	TBD	Year 3	↑80%	<p>2.18</p>  <p>INCREASE % OF STUDENTS GRADES 3-6 MEETING OR EXCEEDING MASTERY LEVEL ON STAR MATH ASSESSMENT</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>46.8%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table> <p>TARGETED OUTCOME</p> <table border="1"> <tr><td>Year 3</td><td>↑80%</td></tr> </table>	Baseline	46.8%	Year 1	TBD	Year 2	TBD	Year 3	↑80%
Baseline	51.2%																												
Year 1	TBD																												
Year 2	TBD																												
Year 3	↑80%																												
Baseline	33.05%																												
Year 1	TBD																												
Year 2	TBD																												
Year 3	↑80%																												
Baseline	46.8%																												
Year 1	TBD																												
Year 2	TBD																												
Year 3	↑80%																												




EXPECTED 2024-25 MEASURABLE **OUTCOMES**

<p>2.20</p>  <p>INCREASE % OF 5, 8, 10-12 GRADE STUDENTS MEETING OR EXCEEDING STANDARD ON CAST ASSESSMENT</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>37.29%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> <tr><td colspan="2">TARGETED OUTCOME</td></tr> <tr><td>Year 3</td><td>↑80%</td></tr> </table>	Baseline	37.29%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑80%	<p>2.21</p>  <p>MAINTAIN A-G COMPLETION RATE FOR SENIORS ENROLLED IN AVID</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>99%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> <tr><td colspan="2">TARGETED OUTCOME</td></tr> <tr><td>Year 3</td><td>=95%</td></tr> </table>	Baseline	99%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	=95%	<p>2.22</p>  <p>MAINTAIN % OF ELEMENTARY INDICATORS MEETING AVID IMPLEMENTATION EXPECTATIONS</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>97%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> <tr><td colspan="2">TARGETED OUTCOME</td></tr> <tr><td>Year 3</td><td>=/↑90%</td></tr> </table>	Baseline	97%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	=/↑90%
Baseline	37.29%																																		
Year 1	TBD																																		
Year 2	TBD																																		
TARGETED OUTCOME																																			
Year 3	↑80%																																		
Baseline	99%																																		
Year 1	TBD																																		
Year 2	TBD																																		
TARGETED OUTCOME																																			
Year 3	=95%																																		
Baseline	97%																																		
Year 1	TBD																																		
Year 2	TBD																																		
TARGETED OUTCOME																																			
Year 3	=/↑90%																																		
<p>2.23</p>  <p>INCREASE % OF STUDENTS SCORING A 3 OR HIGHER ON ANY AP EXAM</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>76%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> <tr><td colspan="2">TARGETED OUTCOME</td></tr> <tr><td>Year 3</td><td>↑85%</td></tr> </table>	Baseline	76%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑85%	<p>2.24</p>  <p>INCREASE % OF STUDENTS SUCCESSFULLY COMPLETING A-G REQUIREMENTS</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>54.6%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> <tr><td colspan="2">TARGETED OUTCOME</td></tr> <tr><td>Year 3</td><td>↑75%</td></tr> </table>	Baseline	54.6%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑75%	<p>2.25</p>  <p>INCREASE % OF STUDENTS COMPLETING CTE PATHWAYS</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>10.19%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> <tr><td colspan="2">TARGETED OUTCOME</td></tr> <tr><td>Year 3</td><td>↑25%</td></tr> </table>	Baseline	10.19%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑25%
Baseline	76%																																		
Year 1	TBD																																		
Year 2	TBD																																		
TARGETED OUTCOME																																			
Year 3	↑85%																																		
Baseline	54.6%																																		
Year 1	TBD																																		
Year 2	TBD																																		
TARGETED OUTCOME																																			
Year 3	↑75%																																		
Baseline	10.19%																																		
Year 1	TBD																																		
Year 2	TBD																																		
TARGETED OUTCOME																																			
Year 3	↑25%																																		
<p>2.26</p>  <p>INCREASE % OF STUDENTS COMPLETING BOTH A-G REQUIREMENTS AND CTE PATHWAYS</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>8.8%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> <tr><td colspan="2">TARGETED OUTCOME</td></tr> <tr><td>Year 3</td><td>↑25%</td></tr> </table>	Baseline	8.8%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑25%	<p>2.27</p>  <p>INCREASE % OF HIGH SCHOOL STUDENTS IN "PREPARED" LEVEL OF CCI</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>52.4%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> <tr><td colspan="2">TARGETED OUTCOME</td></tr> <tr><td>Year 3</td><td>=/↑65%</td></tr> </table>	Baseline	52.4%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	=/↑65%	<p>2.28</p>  <p>INCREASE ROP STUDENT ENROLLMENT</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>966</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> <tr><td colspan="2">TARGETED OUTCOME</td></tr> <tr><td>Year 3</td><td>↑1,000</td></tr> </table>	Baseline	966	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑1,000
Baseline	8.8%																																		
Year 1	TBD																																		
Year 2	TBD																																		
TARGETED OUTCOME																																			
Year 3	↑25%																																		
Baseline	52.4%																																		
Year 1	TBD																																		
Year 2	TBD																																		
TARGETED OUTCOME																																			
Year 3	=/↑65%																																		
Baseline	966																																		
Year 1	TBD																																		
Year 2	TBD																																		
TARGETED OUTCOME																																			
Year 3	↑1,000																																		




EXPECTED 2024-25 MEASURABLE OUTCOMES

<p>2.29</p>  <p>POSITIVE REPORTS ON LCAP EDUCATION PARTNER FEEDBACK (BROAD COURSE OF STUDY, MATERIALS, ETC.)</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>TBD</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table> <p>TARGETED OUTCOME</p> <table border="1"> <tr><td>Year 3</td><td>TBD</td></tr> </table>	Baseline	TBD	Year 1	TBD	Year 2	TBD	Year 3	TBD	<p>2.30</p>  <p>INCREASE RATING OF ACADEMIC CONTENT STANDARDS ON SELF-REFLECTION TOOL</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>4 Full Implementation</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table> <p>TARGETED OUTCOME</p> <table border="1"> <tr><td>Year 3</td><td>↑ 5 Full Implementation and sustainability</td></tr> </table>	Baseline	4 Full Implementation	Year 1	TBD	Year 2	TBD	Year 3	↑ 5 Full Implementation and sustainability	<p>2.31</p>  <p>POSITIVE REPORTS ON LCAP EDUCATION PARTNER FEEDBACK (WELCOMING ENVIRONMENTS, ETC.)</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>TBD</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table> <p>TARGETED OUTCOME</p> <table border="1"> <tr><td>Year 3</td><td>TBD</td></tr> </table>	Baseline	TBD	Year 1	TBD	Year 2	TBD	Year 3	TBD
Baseline	TBD																												
Year 1	TBD																												
Year 2	TBD																												
Year 3	TBD																												
Baseline	4 Full Implementation																												
Year 1	TBD																												
Year 2	TBD																												
Year 3	↑ 5 Full Implementation and sustainability																												
Baseline	TBD																												
Year 1	TBD																												
Year 2	TBD																												
Year 3	TBD																												




PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 2	 Action / Service	 Amount
2.1	Provide staffing for universal academic support , including TOSAs, music, PE, and science specialists, educational technology TOSAs, secondary instructional coaches, and floater teachers for professional development.	\$22,631,670
2.2	Implement SchoolLinks software for students and families to explore and plan post-high school education and career options .	\$58,365
2.3	Continue funding staff and program costs for AP classes and the IB program for all students.	\$105,325
2.4	Continue funding staffing and program costs for Career Technical Education (CTE) to prepare students for post-secondary education and careers.	\$4,327,995
2.5	Offer Paper Tutoring Services to grades 7-12 students at Early College and Monte Vista, with existing staff providing tutorials at other secondary schools.	\$15,750
2.6	Provide professional development , coaching, consultants, and conferences to support high-quality instruction and implementation of district adoptions, especially in English language arts, history, math, and science.	\$1,119,173
2.7	Provide a teacher induction program with new teacher training , coaching, and consultation for high-quality instruction, and administrator leadership training.	\$718,000




PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 2	 Action / Service	 Amount
	2.8 - Continue implementing Mr. Elmer/Intervention Compass to document interventions and assist in monitoring student academic and behavioral progress.	\$85,000
	2.9 - Provide staffing and materials for universal assessment and data analysis, including benchmark assessment, state testing, software, and data analysis tools.	\$1,247,656
	2.10 - Provide digital platforms like ClassLink, Schoology, Seesaw, and Zoom for accessing course content, submitting work, and giving feedback on student learning.	\$275,000
	2.11 - Provide field trips for students in grades K-6 and 6th grade science camp.	\$940,430
	2.12 - Enhance Tier 2 academic support with teacher training and intervention systems, including TOSAs, secondary instructional coaches, and English language development TOSAs.	\$746,389
	2.13 - Support English learners with program staffing, instructional specialists , materials, initial language assessment, professional development, ELPAC testers, reclassification monitoring, and ELD TOSAs.	\$1,395,855
	2.14 - Staff and promote Early College High School to enable students, especially low-income and English learners, to complete college classes while in high school .	\$2,559,070
	2.15 - Continue providing classified elementary instructional assistants for instructional and technology support to low-income, English learner, and foster students.	\$1,066,971
	2.16 - Provide small-group and individual academic support at all elementary schools, prioritizing English learner, special education, and below-grade-level students.	\$1,817,376
	2.17 - Ensure staffing and materials for assessment and data analysis to improve services for struggling students , including benchmark assessments, software, English learner reclassification, and Mr. Elmer/Intervention Compass .	N/C
	2.18 - Continue using Mr. Elmer/Intervention Compass for intervention documentation and communication, helping sites track and monitor students' academic and behavioral progress.	\$85,000
	2.19 - Provide instructional intervention staffing and materials for targeted elementary students, including full-time and part-time reading and math intervention teachers at all schools, plus a Literacy Coach at Whittier Elementary.	\$5,503,285




PLANNED 2024-25 ACTIONS & EXPENDITURES

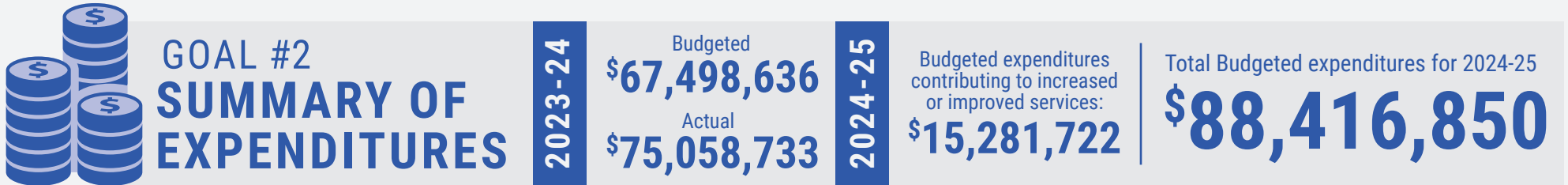
 Goal # 2	 Action / Service	 Amount
	2.20 - Provide transitional kindergarten teachers and instructional assistants at Title I early learning elementary schools .	\$2,540,378
	2.21 - Provide instructional intervention staffing and materials for targeted secondary students, including Read 180, credit recovery , math interventions, and graduation coaching.	\$1,530,963
	2.22 - Provide additional credit recovery and intervention classes to ensure secondary students meet graduation or promotion requirements and improve college eligibility, supported by administrative interns and academic intervention staffing.	\$3,801,400
	2.23 - Provide instructional intervention staffing and materials , including full-time reading teachers at Title I schools , 19.5-hour support teachers, and site-directed services based on needs assessments. Conduct annual program evaluations with a consultant.	\$3,843,564
	2.24 - Implement Coastline ROP interagency agreement to provide a shared college and career counseling position for Back Bay and Early College High Schools and increase counseling hours from 25 to 40 per week at Estancia High School.	\$2,152,578
	2.25 - Improve college and career readiness by offering AVID and AVID Excel as elective options for secondary students and expanding the school wide AVID program to Rea Elementary and five additional schools.	\$1,164,877
	2.26 - Offer summer 2024 programs to address learning loss , including elementary, middle, and high school academic and enrichment programs with support staff and transportation for students with IEPs.	\$2,954,220
	2.27 - Provide After School Education & Safety (ASES) for elementary students, with the Expanded Learning Opportunities Program (<i>ELO-P</i>) provided alongside the existing ASES program.	\$6,577,983
	2.28 - Provide additional bilingual office staff at elementary schools with after-school ELO programs to assist with office functions, activities, and communication with non-English speaking families .	\$120,534
	2.29 - Identify struggling elementary readers and provide interventions . Implement inclusive practices, co-teaching models at secondary schools, and training on co-teaching and Universal Design for Learning (UDL) .	N/C
	2.30 - Identify academic practices to support special education students , focusing on dyslexia-related reading skills, co-teaching strategies, and training paraprofessionals in data and behavior interventions.	N/C

PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 2	 Action / Service	 Amount
2.31	Continue providing fee waivers for low-income students to participate in college assessments and proctoring ACT/SAT exams at high schools.	\$35,000
2.32	Provide one elementary and one secondary ELD TOSA for professional development and coaching for teachers of newcomer English learners, funded by federal funds. Offer a Secondary Summer Language Academy and Saturday Academy for newcomer English learners .	\$470,385
2.33	Assign two full-time elementary support teachers and bilingual instructional assistants to support Newcomer English Learners.	\$734,560
2.34	Conduct quarterly goal-setting for LTEL students , monitor progress, and update learning plans. Implement co-teach models for ELA and ELD instruction, and offer professional development on academic language support for Integrated ELD.	N/C
2.35	Elementary counselors and secondary administrative interns will monitor foster youth academic outcomes and participate in Student Success Teams as needed.	N/C
2.36	Devote resources to specific needs: Compass Program for social-emotional challenges, self-contained classrooms for moderate-severe and autism needs, and 4 Adaptive PE teachers .	\$16,325,501
2.37	Provide intensive individualized intervention for elementary students struggling with reading, delivered by the Dyslexia Specialist Team .	\$566,701
2.38	Offer extended school year for elementary and secondary students as recommended by IEPs.	\$679,258
2.39	Provide work experience and job coaching for high school and adult transition students through a partnership with WorkAbility .	\$220,638
2.40	Provide training and support for student needs, including coaching for Unique Learning Systems implementation and principal data reports to monitor student growth.	N/C
2.41	Support schools with low ELA and College/Career Indicator performance by systematizing progress monitoring, updating School Plans, conducting check-ins, developing curriculum maps, and facilitating student goal setting and mentoring.	N/C

PLANNED 2024-25 **ACTIONS & EXPENDITURES**

 Goal # 2	 Action / Service	 Amount
2.42	Support schools with low math performance by monitoring progress, updating School Plans, conducting check-ins, developing curriculum maps , and facilitating goal setting and mentoring. Implement co-teaching plans and review homeless student mentoring referrals.	\$N/C
2.43	Support schools with low College/Career Indicator performance by providing additional career counseling and student recruitment for CTE courses , updating School Plans for targeted support, and conducting mid-year and monthly check-ins.	N/C



Newport-Mesa
Unified School District

MAINTENANCE GOAL

GOAL #3



Provide Quality Instruction and Resources

STATE PRIORITIES

- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

EXPECTED 2024-25 MEASURABLE OUTCOMES

3.1

INCREASE % OF APPROPRIATELY ASSIGNED AND FULLY CREDENTIALLED TEACHERS

OBSERVED OUTCOMES	
Baseline	99.6%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 100%

3.2

MAINTAIN % OF STUDENTS WITH ACCESS TO STANDARDS ALIGNED MATERIALS

OBSERVED OUTCOMES	
Baseline	100%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	= 100%

3.3

MAINTAIN % OF FACILITIES MAINTAINED IN GOOD REPAIR

OBSERVED OUTCOMES	
Baseline	100%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	= 100%

3.4

INCREASE NUMBER OF CLASSES FOR DUAL IMMERSION LANGUAGE PROGRAMS

OBSERVED OUTCOMES	
Baseline	29
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 41

3.5

INCREASE % OF 7-12TH GRADE STUDENTS ENROLLED IN VAPA CLASSES

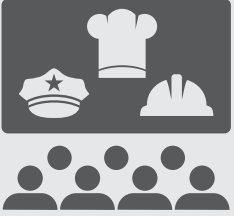

OBSERVED OUTCOMES	
Baseline	52.2%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	=/↑ 55%

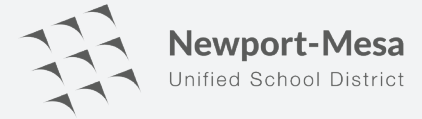
3.6

INCREASE % OF STUDENTS ENROLLED IN AP CLASSES

OBSERVED OUTCOMES	
Baseline	35.8%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	=/↑ 40%

EXPECTED 2024-25 MEASURABLE OUTCOMES




<p>3.7</p>  <p>MAINTAIN NUMBER OF CTE PATHWAYS OFFERED IN GRADES 9-12</p>	OBSERVED OUTCOMES		<p>3.8</p>  <p>INCREASE SCHOOL RATINGS OF EFFECTIVENESS FOR LCFF CONCENTRATED SUPPORTS FOR UNDUPLICATED STUDENTS</p>	OBSERVED OUTCOMES	
	Baseline	100%		Baseline	75%
	Year 1	TBD		Year 1	TBD
	Year 2	TBD		Year 2	TBD
	TARGETED OUTCOME			TARGETED OUTCOME	
Year 3	= 100%	Year 3	↑ 90%		



PLANNED 2024-25 ACTIONS & EXPENDITURES

Goal # 3	Action / Service	Amount
3.1	Provide standards-aligned instructional materials and cover licensing fees to support a broad course of study, including English language arts, math, history/social science, and science.	\$5,907,500
3.2	Increase academic achievement by hiring and assigning fully credentialed teachers and qualified paraprofessionals.	\$117,872,504
3.3	Maintain the technology infrastructure by staffing IT personnel , providing employee devices, and ensuring connectivity with wireless access points .	\$7,635,059
3.4	Support students' academic achievement by providing access to devices , such as Chromebooks and Hotspots.	\$1,685,263
3.5	Maintain all school facilities in good repair to support instruction.	\$19,192,286
3.6	Maintain staffing, equipment, supplies, and protocols to support instruction and health and safety , including security systems, training, custodial staffing, safety equipment, and district wide security cameras and alerting systems.	\$6,097,363
3.7	Supply standards-aligned physical and digital designated English language development materials to support English learner students in becoming fluent in English.	\$48,000

PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 3	 Action / Service	 Amount
3.8 -	Supply standards-aligned instructional materials and access to supplemental software to support the academic achievement of students in elementary dual language immersion programs .	\$350,000
3.9 -	Supply Early College High School with standards-aligned instructional materials to enable students to complete college classes while still in high school.	\$13,000
3.10 -	Provide supplemental enhancements to create the strongest learning environments and opportunities, addressing the needs of the whole child.	\$1,128,735
3.11 -	Supply standards-aligned English language arts materials, Unique Learning Systems , and News 2 You to support the academic achievement of K-12 students with moderate to severe disabilities.	\$75,000
3.12 -	Provide assistive technology for students as per IEP recommendations.	\$105,000
3.13 -	Provide low-incidence equipment and materials, such as Brailers, enlargers, and Hoyer lifts, for students per IEP recommendations .	\$29,843



GOAL #3 SUMMARY OF EXPENDITURES

2023-24

Budgeted
\$152,492,451
Actual
\$152,855,043

2024-25

Budgeted expenditures contributing to increased or improved services:
\$1,141,735

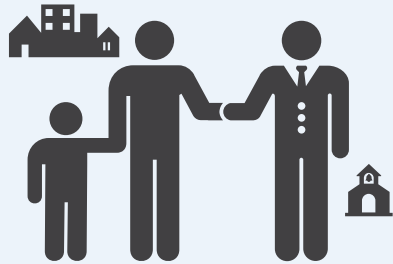
Total Budgeted expenditures for 2024-25
\$160,139,553



Newport-Mesa
Unified School District

BROAD GOAL

GOAL #4



Engage Families and Cultivate Partnerships

STATE PRIORITIES

- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

EXPECTED 2024-25 MEASURABLE OUTCOMES

4.1

INCREASE % OF DISTRICT AND SITE COMMITTEES CONVEYING AT LEAST QUARTERLY

OBSERVED OUTCOMES	
Baseline	94.5%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 100%

4.2

MAINTAIN OR IMPROVE NUMBER OF DISTRICT-LEVEL PARENT EDUCATION SESSIONS

OBSERVED OUTCOMES	
Baseline	5
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	=/↑ 5

4.3

INCREASE % OF POSITIVE RESPONSES TO "PARENTS ARE GIVEN THE INFORMATION, RESOURCES, TRAINING, & ASSISTANCE THEY NEED TO SUPPORT THEIR CHILD'S LEARNING"

OBSERVED OUTCOMES			
Baseline	68% ELA	83% ELD	66% Math
Year 1	TBD		
Year 2	TBD		
TARGETED OUTCOME			
Year 3	=/↑ 85% ELA	85% ELD	85% Math

4.4




MAINTAIN QUALITATIVE INPUT FROM ADVISORY COMMITTEES

OBSERVED OUTCOMES	
Baseline	100%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	= 100%






Newport-Mesa
Unified School District

PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 4	 Action / Service	 Amount
	4.1 - Offer five district-wide virtual parent education sessions based on topics from an annual needs assessment.	N/C
	4.2 - Provide site-based parent education and information meetings at elementary schools about academics, behavior, and social-emotional well-being.	\$24,200
	4.3 - Hold site-based parent education and information meetings at Title I elementary and secondary schools based on input from an annual needs assessment.	\$34,766
	4.4 - Continue providing parent/family communications via newsletters, social media, district webpage, and messaging system, and ensure access to student grades and assessment results through the Aeries Parent Portal.	\$62,697
	4.5 - Continue conducting an annual LCAP survey inviting all parents/families to provide feedback on district goals and program implementations.	\$14,000
	4.6 - Continue supporting general parent advisory committees , including the Superintendent’s Parent Advisory Committee and School Site Councils, to involve parents in education and gather feedback on programs and processes.	N/C
	4.7 - Provide online and in-person opportunities for input and feedback through forums and focus groups.	N/C
	4.8 - Standardize data shared in progress reports, support teachers in partnering with parents through resources, training, and tools, and connect report card language to reinforce positive behaviors and build student resilience.	N/C
	4.9 - Continue providing 28 School Community Facilitators to support English and non-English-speaking families , liaise between schools, community agencies, and parents, communicate about student performance and attendance, and conduct parent education and outreach.	\$3,018,796
	4.10 - Support non-English-speaking families with site-based translation and interpretation , two district translators for Spanish written materials, and one district translator for Russian written materials.	\$451,522
	4.11 - Provide English fluency assessments for English learners and support families in understanding the purpose, format, and results through parent conferences in primary languages, including discussions on EL program services, implications, and options.	N/C

PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 4	 Action / Service	 Amount
	4.12 - Maintain support for parent advisory committees, including the District English Language Advisory Committee (DELAC) and site English Language Advisory Committees (ELACs), to involve parents in education and gather feedback on programs and processes.	\$50,000
	4.13 - Provide special education translation and interpretation services .	\$392,447
	4.14 - Offer services for homeless students and families by contracting with Project Hope Alliance to help homeless students succeed .	N/C
	4.15 - Support the Community Advisory Committee's meetings and activities to assist special education students .	N/C
	4.16 - Implement the Alternative Dispute Resolution (ADR) process to engage families in resolving IDEA (disability category) disagreements.	\$29,307
	4.17 - Provide parent education about attendance and truancy through the School Attendance and Review Board (SARB) .	N/C



GOAL #4 SUMMARY OF EXPENDITURES

2023-24

Budgeted
\$3,994,616
Actual
\$3,867,445

2024-25

Budgeted expenditures contributing to increased or improved services:
\$3,544,518

Total Budgeted expenditures for 2024-25
\$4,077,735



Newport-Mesa
Unified School District

MULTIPLIER

GOAL #5



Increase Student Engagement and Career Pathways Back Bay High School

STATE PRIORITIES

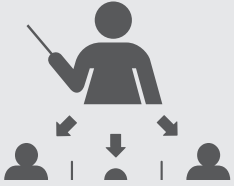
- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

EXPECTED 2024-25 MEASURABLE OUTCOMES

<p>5.1</p> <p>INCREASE ATTENDANCE RATE</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>71.9%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>=/↑ 85%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	71.9%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	=/↑ 85%	<p>5.2</p> <p>DECREASE SUSPENSION RATES</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>17.4%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>=/↓ 6%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	17.4%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	=/↓ 6%	<p>5.3</p> <p>INCREASE GRADUATION RATE</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>87.7%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>=/↑ 95%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	87.7%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	=/↑ 95%
OBSERVED OUTCOMES																																									
Baseline	71.9%																																								
Year 1	TBD																																								
Year 2	TBD																																								
TARGETED OUTCOME																																									
Year 3	=/↑ 85%																																								
OBSERVED OUTCOMES																																									
Baseline	17.4%																																								
Year 1	TBD																																								
Year 2	TBD																																								
TARGETED OUTCOME																																									
Year 3	=/↓ 6%																																								
OBSERVED OUTCOMES																																									
Baseline	87.7%																																								
Year 1	TBD																																								
Year 2	TBD																																								
TARGETED OUTCOME																																									
Year 3	=/↑ 95%																																								
<p>5.4</p> <p>INCREASE % OF STUDENTS PREPARED ON COLLEGE/ CAREER INDICATOR</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>2.5%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑ 55%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	2.5%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑ 55%	<p>5.5</p> <p>DECREASE DISTANCE FROM STANDARD ON ELA SBA ASSESSMENT</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>-257.4</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑ 0</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	-257.4	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑ 0	<p>5.6</p> <p>DECREASE DISTANCE FROM STANDARD ON MATH SBA ASSESSMENT</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>-305.6</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑ 0</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	-305.6	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑ 0
OBSERVED OUTCOMES																																									
Baseline	2.5%																																								
Year 1	TBD																																								
Year 2	TBD																																								
TARGETED OUTCOME																																									
Year 3	↑ 55%																																								
OBSERVED OUTCOMES																																									
Baseline	-257.4																																								
Year 1	TBD																																								
Year 2	TBD																																								
TARGETED OUTCOME																																									
Year 3	↑ 0																																								
OBSERVED OUTCOMES																																									
Baseline	-305.6																																								
Year 1	TBD																																								
Year 2	TBD																																								
TARGETED OUTCOME																																									
Year 3	↑ 0																																								

EXPECTED 2024-25 MEASURABLE **OUTCOMES**

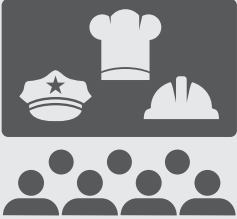
5.7



INCREASE STUDENT PARTICIPATION IN OUT-OF-CLASS EXPERIENCES

OBSERVED OUTCOMES	
Baseline	New Metric No Baseline
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	3 Experiences per Student per Year


5.8



INCREASE STUDENT ENROLLMENT IN CTE COURSES

OBSERVED OUTCOMES	
Baseline	90 Students
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	125 Students


5.9



INCREASE TEACHER RETENTION RATE

OBSERVED OUTCOMES	
Baseline	94%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	=/↑85%

5.10






MAINTAIN % OF EXPERIENCED, EFFECTIVE, AND IN-FIELD TEACHERS

OBSERVED OUTCOMES	
Baseline	100% Experienced 94.1% In-Field 100% Effective
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	85% Experienced =/↑ 85% In-Field 95% Effective



Newport-Mesa
Unified School District

PLANNED 2024-25 **ACTIONS & EXPENDITURES**

 Goal # 5	 Action / Service	 Amount
	5.1 - Hire a full-time Graduation Coach to manage academic cases, support behavior, co-facilitate intake, and coordinate student goal setting.	\$180,000
	5.2 - Conduct site-based parent education and information meetings on academics, behavior, and social-emotional well-being.	\$500
	5.3 - Provide two sections of new Career and Technical Education (CTE) courses .	\$60,000
	5.4 - Provide field trips focused on academic and career development .	\$2,000



GOAL #5 SUMMARY OF EXPENDITURES

2023-24

Budgeted
\$0
Actual
\$0

2024-25

Budgeted expenditures
contributing to increased
or improved services:
\$0

Total Budgeted expenditures for 2024-25
\$242,500



Newport-Mesa
Unified School District

MULTIPLIER

GOAL #6



Increase Student Engagement and Career Pathways Monte Vista Independent Study

STATE PRIORITIES


- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

EXPECTED 2024-25 MEASURABLE OUTCOMES

<p>6.1</p> <p>INCREASE ATTENDANCE % OF STUDENTS COMPLETING FULL APPOINTMENT</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>50% of required weekly workload</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑ 80% of required weekly workload</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	50% of required weekly workload	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑ 80% of required weekly workload	<p>6.2</p> <p>DECREASE CHRONIC ABSENTEEISM RATE FOR TK-8TH GRADE STUDENTS</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>25.6%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↓ 10% or less</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	25.6%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↓ 10% or less	<p>6.3</p> <p>INCREASE GRADUATION RATE</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>84.6%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑ 85%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	84.6%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑ 85%
OBSERVED OUTCOMES																																									
Baseline	50% of required weekly workload																																								
Year 1	TBD																																								
Year 2	TBD																																								
TARGETED OUTCOME																																									
Year 3	↑ 80% of required weekly workload																																								
OBSERVED OUTCOMES																																									
Baseline	25.6%																																								
Year 1	TBD																																								
Year 2	TBD																																								
TARGETED OUTCOME																																									
Year 3	↓ 10% or less																																								
OBSERVED OUTCOMES																																									
Baseline	84.6%																																								
Year 1	TBD																																								
Year 2	TBD																																								
TARGETED OUTCOME																																									
Year 3	↑ 85%																																								
<p>6.4</p> <p>DECREASE DISTANCE FROM STANDARD ON MATHEMATICS SBA ASSESSMENT</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>-99.2 HIS -110.8 SED</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↓ 0 HIS 0 SED</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	-99.2 HIS -110.8 SED	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↓ 0 HIS 0 SED	<p>6.5</p> <p>INCREASE STUDENT PARTICIPATION IN TRADITIONAL LEARNING EXPERIENCES</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>New Metric No Baseline</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑ 2 Experiences per Student per Year</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	New Metric No Baseline	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑ 2 Experiences per Student per Year	<p>6.6</p> <p>MAINTAIN % OF TEACHERS MEETING INDEPENDENT STUDY CERTIFICATION</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>100%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>= 100%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	100%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	= 100%
OBSERVED OUTCOMES																																									
Baseline	-99.2 HIS -110.8 SED																																								
Year 1	TBD																																								
Year 2	TBD																																								
TARGETED OUTCOME																																									
Year 3	↓ 0 HIS 0 SED																																								
OBSERVED OUTCOMES																																									
Baseline	New Metric No Baseline																																								
Year 1	TBD																																								
Year 2	TBD																																								
TARGETED OUTCOME																																									
Year 3	↑ 2 Experiences per Student per Year																																								
OBSERVED OUTCOMES																																									
Baseline	100%																																								
Year 1	TBD																																								
Year 2	TBD																																								
TARGETED OUTCOME																																									
Year 3	= 100%																																								

EXPECTED 2024-25 MEASURABLE **OUTCOMES**

6.7



MAINTAIN TEACHER RETENTION RATE

OBSERVED OUTCOMES	
Baseline	100%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	=/↑85%



Newport-Mesa
Unified School District

PLANNED 2024-25 **ACTIONS & EXPENDITURES**

🎯 Goal # 6	🔨 Action / Service	💰 Amount
6.1 - Staff a full-time Graduation Coach for academic and behavioral support and increase the School Community Facilitator's hours to five days per week .		\$225,000
6.2 - Provide site-based parent education and information meetings on academics, behavior, and social-emotional well-being.		\$2,000
6.3 - Implement twice-a-year goal setting to increase student participation and engagement.		N/C
6.4 - Contract with Project Kinship to increase attendance and work completion among at-risk youth.		\$45,000
6.5 - Provide specialist support and external providers for arts, science, music, and physical education .		\$15,000



GOAL #6 SUMMARY OF EXPENDITURES

2023-24

Budgeted
\$0
Actual
\$0

2024-25

Budgeted expenditures contributing to increased or improved services:
\$0

Total Budgeted expenditures for 2024-25
\$287,000

Abbreviations: *ADR* (Alternative Dispute Resolution), *ASES* (After School Education & Safety), *AP* (Advanced Placement), *AVID* (Advancement Via Individual Determination), *CAA* (California Alternative Assessment), *CAASPP* (California Assessment of Performance and Progress), *CTE* (Career and Technical Education), *DCC* (District Consultation Committee), *DELAC* (District English Learner Advisory Council), *EL* (English Learner), *ELA* (English-Language Arts), *ELAC* (English Learner Advisory Committee), *ELD* (English Language Development), *ELPAC* (English Language Proficiency Assessment for California), *ELO-P* (Expanded Learning Opportunities Program), *EO* (English Only), *FY* (Foster Youth), *LCAP* (Local Control Accountability Plan), *LCFF* (Local Control Funding Formula), *LI* (Low Income), *LTEL* (Long Term English Learners), *IEP* (Individualized Educational Plan), *MDTP* (Mathematics Diagnostic Testing Project), *PBIS* (Positive Behavioral Interventions & Supports), *PBL* (Project-Based Learning), *PD* (Professional Development), *PLC* (Professional Learning Communities), *PreK* (Preschool), *SARB* (School Attendance Review Board), *SED* (Socioeconomically Disadvantaged), *NMUSD* (Newport-Mesa Unified School District), *SWD* (Students With Disabilities), *TBD* (To Be Determined), *TOSA* (Teacher on Special Assignment), *VAPA* (Visual and Performing Arts).

Legend	
↑ - Increase	= - Maintain
↓ - Decrease	=/↑ - Maintain/Increase
+ - Increase BY	↘ - Baseline
- - Decrease BY	✓ - Completed
	🕒 - In progress



Newport-Mesa
Unified School District

For More Details

This infographic provides a high-level summary only and is based on the full

 **162**
page text LCAP

Have questions or feedback related the LCAP? Scan the QR code or email us at LCAPFeedback@nmusd.us.



Newport-Mesa Unified School District, 2985 Bear Street, Building A, Costa Mesa, CA 92626; (714) 424-5000; www.nmusd.us; CDS#3066597000000
Superintendent: Wesley Smith, EdD, Email: LCAPFeedback@nmusd.us