



**Newport-Mesa**  
Unified School District

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## **EDUCATOR EFFECTIVENESS BLOCK GRANT PLAN**

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# EDUCATOR EFFECTIVENESS BLOCK GRANT PLAN SUMMARY

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The Educator Effectiveness Block Grant provides funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

## Plan Development

This document describes Newport-Mesa Unified School District's (NMUSD) plan. It meets all requirements for developing and adopting the plan, and for expending the funds during fiscal years 2021-22, 2022-23, 2023-24, 2024-25, and 2025-26.

NMUSD developed this plan based on survey data, student data, and [Local Control and Accountability Plan](#) (LCAP) goals and priorities:

- The district surveyed teachers, other certificated staff, administrators, and classified staff about professional development needs during fall 2019 and fall 2021. These surveys included questions about the timing of training, frequency, and topics to address.
- The annual LCAP reports data showing successes and challenges in meeting LCAP goals for increased academic achievement and growth in social-emotional behaviors. The district also tracks other student data to provide school sites with ongoing information about their own students.
- Administrators analyzed all the data and formulated this plan to meet the needs of educators and students and to promote the achievement of LCAP goals and priorities.

Teachers, administrators, paraprofessionals who work with students, and classified staff members who interact with students will receive professional development to promote educator equity, quality, and effectiveness. To ensure that professional development meets educator and student needs, NMUSD has encouraged and will continue to encourage school site staffs to identify professional learning topics. The professional learning will meet the following requirements:

- Be content focused, incorporate active learning, support collaboration, use models of effective practice, provide coaching and expert support, offer feedback and reflection, and be of sustained duration.
- Be aligned to academic content standards and the model curriculum adopted by the State of California.

## Expenditure Requirements

This grant allows the use of funds for any of the following categories. A grantee can prioritize categories on which to spend funds to provide the greatest benefits to educators and students.

1. Coaching and mentoring staff
2. Programs for effective, standards-aligned instruction

3. Practices and strategies to advance the learning progress of struggling students
4. Strategies and practices to improve students' well-being
5. Practices leading to a positive school climate
6. Strategies to improve inclusive practices for students with exceptional needs
7. Effective language acquisition programs for English learners
8. New professional learning networks
9. Ethnic studies curricula
10. Early childhood education or child development

# EXPENDITURE PLAN

This section describes how NMUSD plans to spend the total grant amount of \$5,617,937. After analyzing district initiatives already underway, NMUSD elected to focus on actions described in Table 1. In the left-hand column, note that NMUSD has elected to spend funds on eight of the allowable ten categories. Expenditure amounts listed in the right-hand column denote the total amount NMUSD plans to spend over the five-year life of the grant.

**Table 1. Actions and Expenditure Amounts**

Allowable Use of Funds	Planned Actions	Planned Expenditures
<p>1. <b>Coaching and mentoring staff.</b> Coaching and mentoring of staff serving in an instructional setting, including beginning teachers or administrator induction</p>	<p><b>Secondary Teachers and Administrators</b></p> <ul style="list-style-type: none"> <li>Expand, align, and improve the instructional coaching model.</li> </ul> <p><b>Elementary and Secondary Administrators</b></p> <ul style="list-style-type: none"> <li>Provide administrator learning walks training.</li> </ul>	<p>\$508,969</p>
<p>2. <b>Effective standards-aligned instruction.</b> Programs that lead to effective, standards-aligned instruction and improve literacy instruction across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science</p>	<p><b>Elementary Teachers</b></p> <ul style="list-style-type: none"> <li>Math (for example, Cognitively Guided Instruction)</li> <li>Writing</li> <li>Visuals for thinking (for example, Thinking Maps)</li> <li>Engagement and feedback strategies (for example, Digital Tools)</li> </ul> <p><b>Secondary Teachers</b></p> <ul style="list-style-type: none"> <li>English Language Arts (ELA)/English Language Development (ELD) standards training:               <ul style="list-style-type: none"> <li>Align ELA and integrated ELD instructional routines.</li> <li>Train designated ELD teachers in understanding the alignment to ELA standards and curriculum.</li> </ul> </li> </ul> <p><b>Classified</b></p> <ul style="list-style-type: none"> <li>Strategies for working with small groups</li> <li>Working with students who have unique needs</li> <li>Strategies for supporting core instruction and instructional routines</li> <li>Science of reading</li> <li>Three things to remember to support English learner students</li> </ul> <p><b>Administrators</b></p> <ul style="list-style-type: none"> <li>Keynote speakers for professional development at summer training</li> </ul>	<p>\$793,333</p>

**Table 1. Actions and Expenditure Amounts**

Allowable Use of Funds	Planned Actions	Planned Expenditures
<p>3. <b>Re-engaging students and accelerating learning.</b> Practices and strategies that re-engage students and lead to learning progress for students who are struggling academically or who have fallen behind their peers (accelerated learning)</p>	<p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>• Administrative intern training: Strategies to support students on their caseloads using the secondary matrix of key success metrics</li> <li>• Secondary Intervention, co-teaching, and push-ins</li> <li>• Secondary credit recovery training: enhancing engagement and acceleration practices</li> <li>• Travel and conference when health conditions permit (anticipated 2022-23 and beyond)</li> </ul>	\$753,333
<p>4. <b>Improving student well-being.</b> Strategies and practices to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve students' well-being</p>	<p><b>Teachers, Counselors, and Classified Staff</b></p> <ul style="list-style-type: none"> <li>• RULER Training (2023-24 and beyond, as needed)</li> <li>• Second Step</li> </ul>	\$793,333
<p>5. <b>Practices leading to a positive school climate.</b> Practices and strategies to create a positive school climate, including, but not limited to, restorative justice programs, implicit bias training, providing positive behavioral supports, implementing multi-tiered systems of support, transforming a school site's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation</p>	<p><b>Teachers and Classified Staff</b></p> <ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Behavior management: Elementary and secondary Positive Behavior Interventions and Supports Teams</li> <li>• Multi-Tiered Systems of Support: Navigating the tiers of academics, behavior, social-emotional learning, and mental health</li> <li>• Implicit bias and anti-bias training</li> <li>• Civic engagement</li> </ul> <p><b>Administrators</b></p> <ul style="list-style-type: none"> <li>• How to support parent and family engagement</li> </ul>	\$753,333

**Table 1. Actions and Expenditure Amounts**

Allowable Use of Funds	Planned Actions	Planned Expenditures
<p>6. <b>Inclusive practices.</b> Strategies to improve inclusive practices for students with exceptional needs, including, but not limited to, Universal Design for Learning, best practices for early identification, and development of individualized education programs</p>	<p><b>Elementary and Secondary Teachers</b></p> <ul style="list-style-type: none"> <li>• Accessing core content and removing barriers: Universal Design for Learning</li> <li>• Co-teaching and push-in models</li> </ul> <p><b>Preschool Teachers</b></p> <ul style="list-style-type: none"> <li>• Early Identification strategies and processes for preschool teachers</li> <li>• Early literacy and dyslexia</li> </ul>	\$753,333
<p>7. <b>Effective language acquisition.</b> Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas and building and strengthening capacity to increase bilingual and biliterate proficiency</p>	<p><b>Elementary and Secondary Teachers and Administrators</b></p> <ul style="list-style-type: none"> <li>• Elementary English Language Development (ELD)</li> <li>• Secondary ELD and ELA: co-teaching and push-in models</li> <li>• Consultants to support teacher-leader and administrator professional development (CABE)</li> <li>• Travel and conference when health conditions permit (anticipated 2022-23 and beyond)</li> </ul>	\$753,333
<p>10. <b>Early childhood.</b> Instruction, education, and strategies for certificated and classified educators in early childhood education or child development</p>	<p><b>Preschool to Grade 3 Teachers</b></p> <ul style="list-style-type: none"> <li>• Developmentally appropriate practices for pre-kindergarten (PK), transitional kindergarten (TK), and kindergarten (K)</li> <li>• Professional development for PK and TK teachers on the expected updates of the Preschool Learning Foundations</li> <li>• Professional development opportunities for TK teachers who need to complete the Early Childhood Education/Child Development qualifications</li> <li>• Preschool teacher credentialing</li> <li>• Preschool through 3<sup>rd</sup> grade (P-3) alignment, including early literacy</li> <li>• High quality learning environments</li> <li>• Effective teacher-child interactions</li> <li>• Supporting English learners in early childhood</li> <li>• Accessing core content and removing barriers: Universal Design for Learning in early childhood settings</li> </ul>	\$508,970

**Table 1. Actions and Expenditure Amounts**

Allowable Use of Funds	Planned Actions	Planned Expenditures
	<p><b>Classified Staff</b></p> <ul style="list-style-type: none"> <li>• Professional development for other staff: early childhood instructional assistants and after-school instructional assistants</li> <li>• Meaningful play</li> <li>• Kindergarten readiness</li> </ul>	
	<b>Total Planned Expenditures</b>	<b>\$5,617,937</b>

# INTEGRATED PROFESSIONAL DEVELOPMENT FOR STUDENTS' SUCCESS

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The chosen funding categories support the Multi-Tiered Systems of Support (MTSS) model that NMUSD uses to determine actions and services to help students achieve at grade level or above. MTSS is an integrated, comprehensive framework that does the following:

- Aligns systems necessary to all students' academic, behavioral, and social success, including struggling, high achieving, and gifted students. The NMUSD implementation emphasizes academic achievement, behavior that promotes a better learning environment, and the well-being of students through social-emotional learning and supports for good mental health.
- Implements continuous improvement processes at all levels of the systems.

MTSS organizes and focuses the district on actions and services it provides to all students, some students, and few students.

- **All** students receive basic actions and services that promote social-emotional health and academic achievement, and the conditions necessary for that health and achievement, such as a standards-based curriculum. This tier is commonly referred to as Universal.
- **Some** students receive targeted actions and services. These actions and services, such as reading interventions, primarily benefit English learners, foster youth, and low-income students, but also benefit all struggling students. This tier is commonly referred to as Supplemental.
- **Few** students receive intensive actions and services. These actions and services are intensive interventions that address specific needs for individual students, such as special education resources and complex behavioral needs. This tier is commonly referred to as Intensified.

Table 2 shows the relationships between what NMUSD emphasizes in its MTSS implementation and the professional development topics that will support a coordinated and consistent MTSS implementation. Professional development sessions will address actions and services to provide for all, some, and few students.

The right-hand columns denote the school years during which the professional development courses will be offered. The funds will be expended over four years, starting in 2022-23. Table 2 is not an exhaustive list but includes themes for training. The information was included in the presentation to the public at the Board of Education meeting on November 16, 2021. Although funding was made available for the 2021-22 school year, NMUSD took this school year to establish a cohesive plan.

**Table 2. Relationships of Professional Development to District MTSS Implementation**

MTSS Implementation	Professional Development Topic	22-23	23-24	24-25	25-26
<b>Academic Achievement</b>					
Effective standards-aligned instruction	<b>Secondary</b>	X	X	X	X
	• Eliciting and responding to student thinking				
	• Instructional coaching and co-teaching		X	X	X
	<b>Elementary</b>	X	X	X	X
	• Math (Cognitively Guided Instruction)				
	• Writing	X	X	X	X
	• Visuals for students (for example, thinking maps)	X	X	X	X
	• Engagement and feedback (for example, Digital Tools)		X	X	X
Coaching and mentoring staff	<b>Early Childhood</b>		X	X	X
	• PK-3 literacy continuum and early literacy				
	• PK/K training and certifications	X	X	X	X
Coaching and mentoring staff	<b>Secondary</b>	X	X	X	X
	• Content area-specific training				
	• Providing high-quality feedback	X	X	X	X
Coaching and mentoring staff	<b>Early Childhood</b>	X	X	X	X
	• Early literacy and numeracy				
<b>Behavior Programs and Practices</b>					
Practices leading to a positive school climate	<b>Secondary</b>	X	X	X	X
	• Restorative Practices				
	• Behavior management	X	X	X	X
	<b>Elementary</b>		X	X	X
	• Restorative Practices				
	• Behavior management	X	X	X	X
	• Positive Behavior Interventions and Supports (PBIS)	X	X	X	X
<b>Early Childhood</b>		X	X	X	
• Parent involvement					

**Table 2. Relationships of Professional Development to District MTSS Implementation**

MTSS Implementation	Professional Development Topic	22-23	23-24	24-25	25-26
	<ul style="list-style-type: none"> <li>High quality learning environments</li> </ul>		X	X	X
<b>Social-Emotional Learning and Mental Health</b>					
Improving student well-being	<b>Secondary</b> <ul style="list-style-type: none"> <li>Mental health topics</li> </ul>		X	X	X
	<b>Elementary</b> <ul style="list-style-type: none"> <li>RULER (Recognizing, Understanding, Labeling, Expressing, Regulating), a social-emotional learning program that teaches students to process emotions and develop healthful methods of communications</li> </ul>	X	X	X	X
	<ul style="list-style-type: none"> <li>Mindfulness</li> </ul>		X	X	X
	<ul style="list-style-type: none"> <li>Mental health topics</li> </ul>		X	X	X
	<b>Early Childhood</b> <ul style="list-style-type: none"> <li>Effective teacher-child interactions</li> </ul>	X	X	X	
	<ul style="list-style-type: none"> <li>Developmentally appropriate practices</li> </ul>		X	X	X
	<ul style="list-style-type: none"> <li>Meaningful play</li> </ul>	X	X	X	