



Newport-Mesa
Unified School District

Report on the Supplement to the Annual Update to the 2021-22 Local Control & Accountability Plan

February 8, 2022

What is the LCAP?



Newport-Mesa
Unified School District

2019-20 AND 2020-21 ANNUAL UPDATES
2021-24 LOCAL CONTROL AND ACCOUNTABILITY PLAN
2021-22 BUDGETED EXPENDITURES

LCAP Contact:

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Russell Lee-Sung, Superintendent



Newport-Mesa
Unified School District

2021-24 LOCAL CONTROL AND ACCOUNTABILITY PLAN

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June 2021



Newport-Mesa
Unified School District

Plans Adopted Since June 2021



ESSER III EXPENDITURE PLAN

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	Dr. Wesley Smith, Superintendent

October 2021



EDUCATOR EFFECTIVENESS BLOCK GRANT PLAN

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December 2021



Why a One Time Supplement?

Acknowledge additional funding since June LCAP adoption:

- Educator Effectiveness Block Grant (EEBG)
- Elementary and Secondary School Emergency Relief (ESSER III)
- A-G Completion Implementation Grant
- Expanded Learning Opportunities - Program

Provide constituents a mid-year update on available data for:

- expenditures
- student outcomes
- actions/services implementation



LCAP Supplement - Prompt 1

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Plan	Engagement	Board Presentation & Approval
Plan Development: <ul style="list-style-type: none">Local Control and Accountability PlanExpanded Learning Opportunities Grant Plan	March/April, 2021	<ul style="list-style-type: none">Two public forums (AM & PM)Two staff forums (AM & PM)ThoughtexchangeDistrict advisory committee meetings
Expanded Learning Opportunities Grant Plan	May 18, 2021	Board of Education meeting public comments
LCAP	June 15, 2021	Public hearing

Additional Plans & Input

Plan	Engagement	Board Presentation & Approval
Elementary and Secondary School Emergency Relief (ESSER III)	LCAP Engagement (March-April, 2021) Two public forums (AM & PM) (October 14, 2021) Thoughtexchange (October 2021)	10/26/2021
Educator Effectiveness Block Grant	Staff Survey (November 2021) Public Comment (November 2021) Certificated and Classified Advisories (March/April 2022)	11/16 & 12/14/2021
A-G Completion	Secondary Meetings: Administrators, Counselors, Teachers in MESH (January/February 2022) Student Focus Groups (February 2022)	3/9 & 3/29/2022
Expanded Learning Opportunities-Program	Community Forums by Zone (February/March 2022) District Programs Survey (March 2022) Certificated and Classified Advisories (March/April 2022)	6/21/2022
Universal TK & Prekindergarten Planning and Implementation Grant	Community Forums by Zone (February/March 2022) District Programs Survey (March 2022) Certificated and Classified Advisories (March/April 2022)	6/21/2022

LCAP Supplement - Prompt 2

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Concentration grants are provided to state-funded districts when the percentage of low-income, English learner and/or foster youth students is greater than 55 percent. NMUSD does not meet this criterion. As a community-funded district, NMUSD would not receive concentration grant funding from the state, even if it were eligible.



LCAP Supplement - Prompt 3

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Plan	Engagement	Board Presentation & Approval
Elementary and Secondary School Emergency Relief (ESSER III)	<p>LCAP Engagement (March-April, 2021)</p> <ul style="list-style-type: none">• Two public forums (AM & PM)• Two staff forums (AM & PM)• Thoughtexchange• District advisory committee meetings <p>Two public forums (AM & PM) (October 14, 2021) Thoughtexchange (October 2021)</p>	10/26/2021

LCAP Supplement - Prompt 4

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.



Successes

- Staffing
- High quality in-person instruction
- Additional resources for the “whole child”

Challenges

- Staffing
- Ongoing health concerns
- Substitute shortage
- Adapting to influx of resources

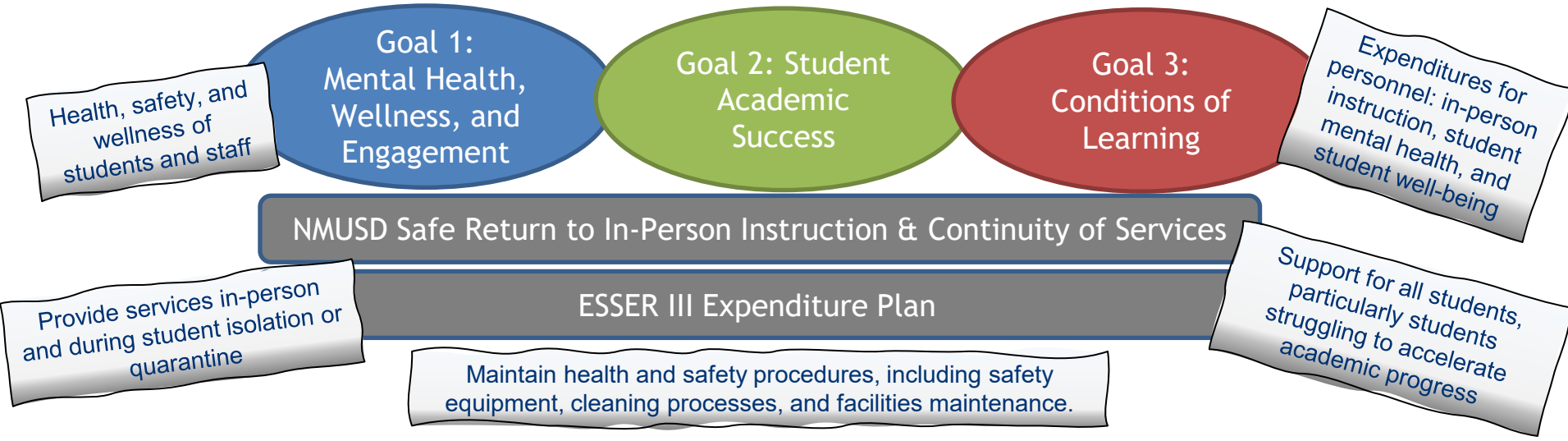


LCAP Supplement - Prompt 5

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

NMUSD leverages its existing LCAP to inform the development and implementation of plans funded by other sources.

NMUSD continues this approach by relating fiscal resources used to implement various plans to the LCAP goals and actions.



2021-22 Mid-year LCAP Update



Newport-Mesa
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2021-24 LOCAL CONTROL AND ACCOUNTABILITY PLAN

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MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)



A District-Wide Approach



Newport-Mesa
Unified School District

2021-2022 through 2023-2024 Local Control and Accountability Plan Goals

Goal 1: Mental Health, Wellness, and Engagement

Address student health and wellness. Engage students and families in programs that support behaviors that contribute to a better learning environment. Involve families in decision-making and in programs that support student wellness and academic achievement.

Goal 2: Student Academic Success

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

Goal 3: Conditions of Learning

To support all students in learning to the best of their abilities, students will continue to learn from instructional materials aligned to state standards, have access to a broad course of study, and receive instruction provided by credentialed teachers in facilities in good repair.

2021-2022 LCAP Presentation and Public Hearing: June 15, 2021

Board Approval: June 22, 2021

2021-22 NMUSD Local Control & Accountability Plan Actions and Services



Actions/ Services	Goals
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ALL	<ul style="list-style-type: none"> • Po: • Su • Re: • Co • Bu • Ele • prc • Un • Re • de • Un • Pre
Universal	

SOME	Targeted supplemental support	Positive Behavior Intervention and Support (PBIS) Schoolwide	Targeted student supports, teacher	English Language Development (ELD)
	FEW Intensive supplemental support	<ul style="list-style-type: none"> • Restorative Practices (Tier 3): Return from Suspension and Formal Restorative Conference • Drug and Alcohol Intervention and Support (Intensive) • Attendance and Truancy Prevention (Intensive): School Attendance & Review Board (SARB), District Attorney and parent meetings, referrals to Probation and social services • Parent Education: SARB • Supplemental Counseling Support at Back Bay HS • Supplemental Nutrition Contribution: Free and Reduced Price Meal nutrition augmentation • Intensive support provided by: <ul style="list-style-type: none"> o 32 School Psychologists o 18 Speech Pathologists and 8 Occupational Therapists • Special Education Staffing: <ul style="list-style-type: none"> o Two Special Education Social Workers o Two Special Education Behavior specialists o Two Special Ed Mild/Moderate TOSA o One Special Ed Mod/Severe TOSA • Karen Kendall Welcome Center homeless student and family services • Homeless Family Support: Project Hope Alliance • Community Advisory Committee 	<ul style="list-style-type: none"> • Classified staff to meet needs of low-income, EL, and/or foster students • Graduation coaching and intervention • 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 • Parent/family education provided by consultants and ELD TOSAs with support from School Community Facilitators and Student Services staff • Secondary Summer Language Academy 	<ul style="list-style-type: none"> • Unique Learning in moderate-severe programs

Goal 1 Outcomes

Metric	Baseline	Outcome as of January 14, 2022
Attendance rate for all K-12 students, based on district data	95.5% (2019-20)	93.0% (August through December 2021)
Chronic absenteeism rate for grades TK-8 students, based on district data	8.3% (2019)	23.8% (2,053 students) (August through December 2021)
Percentage of the following district and site committees convening at least quarterly, as documented by committee and district records and school calendars: District English Language Advisory Committee (DELAC), Community Advisory Committee (CAC), Superintendent's Parent Advisory Council (SPAC), site English Language Advisory Committees (ELACs), and School Site Councils (SSCs). These committees provide input and involve parents/families in decision-making.	95% (2021-22)	93% (Quarters 1 and 2, 2021-22)
Number of district-level parent education sessions to promote parental participation in programs for low-income, foster youth, and English learner students and to promote parental participation in programs for individuals with exceptional needs, as documented by district records	7 (2020-21)	3 (2021-22)

Goal 1: Data on the Horizon

Mid-year data does not exist for the following measurements but will be available at the end of the year:

- Suspension rates
- Expulsion rate
- Dropout rates
- Graduation rate
- Participation in the California Healthy Kids Survey

Goal 1 Implementation

Action #	Action/Service Title	Planned Expenditures	Expenditures to Date	Percent Implemented	Notes
1	PBIS Tier 1	\$39,776	\$6,716	16.9%	Due to a lack of a Coordinator of Student Services, this work has not progressed as planned. Currently the Principal on Special Assignment supports sites that would like to apply for PBIS State Recognition.
2	Restorative Practices Tier 1	\$112,776	\$6,716	6.0%	Five cohorts of trainings are scheduled for this spring, the first of which were on January 14 and 19. This training was held virtually with a hope for future trainings to be held in person. The audience for this training includes anyone who does not require a substitute.
3	Social-Emotional Learning Program	\$175,000	\$-	0.0%	This training will take place in February/March 2022.
4	Staff Student Behavior and Engagement	\$5,153	\$1,166	22.8%	11 elementary counselors were hired and began work as planned. 6 behavior specialists were hired and began work as planned. 4 elementary social workers and interns are working on completing training and support such as completing training, mental health awareness training, and educational and professional universal resources for students, parents, and staff.
5	Attendance and Truancy Prevention Supports	\$15,000	\$3,294	22.0%	The district has suspended the use of the chronic absenteeism letters for the 2021-22 school year to promote families keeping their students home if they are ill or need to quarantine. Truancy letters continue to be sent out.
6	Professional Development Health, Behavior, and Engagement	\$2,100	\$3,100	2.0%	The district has a 2021-22 professional development includes the following: Training of trainees on Restorative Practices for staff members and MTSS conference. Coaching for the 2021-22 and 2022-23 school years include the following: Student mental health, Dealing with trauma, Mindfulness
7	Physical Health	\$3,655,782	\$639,740	17.5%	The district hired 18.8 nurses and 36 health assistants.

For detailed mid-year implementation, go to the LCAP webpage.

Goal 1: Mid-year Highlights

- Staffing has been provided to support mental health, student wellness, and unique student needs, including:
 - Elementary counselors, Behavior specialists, additional health assistant hours and four cover positions, an additional Special Education TOSA
- Mental and behavioral staff have been hired. Expenditure costs appear low due to the timing of budget cycles and mid-year reporting.
- Some training has been delayed. Planned training will continue in the spring without subs.
- Parent/family education has occurred at the district level, while site-based events have been delayed.
- Services have been provided to foster youth and homeless students with district personnel and through community partnerships.
 - This includes a McKinney-Vento social worker, Foster Youth behavior specialist, contract with Project Hope Alliance, and MOUs with community partners

Goal 2 Outcomes

Metric	Baseline	Outcome as of January 14, 2022
Percentages of K-2 students scoring at or above benchmarks on trimester 2 Acadience Reading assessments	Kindergarten: 71.6% Grade 1: 73.5%. Grade 2: 79.8%. (Trimester 2, 2019-20)	Kindergarten: 70.0% Grade 1: 53.0% Grade 2: 78.0% (Trimester 1, 2021-22)
Percentages of grades 3-6 students reading at or above grade level on trimester 2 Star IRL assessments	Grade 3: 60.6% Grade 4: 53.1% Grade 5: 48.8% Grade 6: 44.0% (Spring 2020)	Grade 3: 55.7% Grade 4: 51.3% Grade 5: 47.2% Grade 6: 44.0% (Trimester 1, 2021-22)
Percentages of grades 7-10 students reading at or above grade level on quarter 2 Star IRL assessments, according to district records	Grade 7: 34.5% Grade 8: 40.6% Grade 9: 49.3% Grade 10: 58.0% (January 2020)	Grade 7: 43.5% Grade 8: 40.6% Grade 9: 26.0% (516 students untested) Grade 10: 45.7% (363 untested) (November 2021)
Percentage of grade 11 students who meet or exceed standards on English Language Arts SBAC (state) assessments, as reported by the California Department of Education	All students: 63.67% English learners: 8.04% Low-income students: 48.64% Students with disabilities: 15.32% (2019)	All students: 62.43% English learners: 13.69% Low-income students: 54.36% Students with disabilities: 14.40% (2021)

Goal 2 Outcomes

Metric	Baseline	Outcome as of January 14, 2022
Percentage of grade 3-8 students who meet or exceed standards on Mathematics SBAC (state) assessments, as reported by the California Department of Education	All students: 55.59% English learners: 16.75% Low-income students: 36.80% Students with disabilities: 19.74% (2019)	All students: 48.01% English learners: 10.49% Low-income students: 42.41% Students with disabilities: 13.41% (2021)
Percentage of grade 11 students who meet or exceed standards on Mathematics SBAC (state) assessments, as reported by the California Department of Education	All students: 40.28% English learners: 3.95% Low-income students: 19.46% Students with disabilities: 5.98% (2019)	All students: 34.60% English learners: 2.45% Low-income students: 20.57% Students with disabilities: 5.0% (2021)
The A-G completion rate for admission to UC and CSU universities for all graduating seniors, as reported by the California Department of Education (five-year cohort rate)	All graduating seniors: 49.9% English learners: 19.8% Low-income students: 36.5% Students with disabilities: 16.8% (2019)	All graduating seniors: 62.8% English learners: 18.5% Low-income students: 44.9% Students with disabilities: 16.0% (2021)
Number of students completing Career Technical Education pathways, as reported by the California Department of Education	173 (2020)	186 (2021)

Goal 2: Data on the Horizon

Mid-year data does not exist for the following measurements:

- English language arts and math SBAC (state) participation rates for grades 3-8, grade 11, and special education students in grades 3-8 and 11 with significant disabilities.
- Percentages of students in grades 3-8 who meet or exceed standards on the SBAC (state) English language arts.
- Percentage of English learners making progress in English proficiency on English Language Proficiency Assessments for California (ELPAC).
- Percentage of students who score at least a 3 (passing) on any Advanced Placement (AP) exam.
- Implementation rating of academic content standards, as measured in areas 1-4 on the district self-reflection tool developed by the California Department of Education.



Goal 2: Mid-year Highlights

- Staffing has been provided to assist in academic support and training including:
 - 4 elementary English language arts and 4 elementary English language development Teachers on Special Assignment (TOSAs), 15 elementary music specialists and 1 music TOSA, 7 elementary physical education (PE) specialists and 1 PE lead, 15 elementary science specialists and 1 science lead, 4 elementary and secondary educational technology TOSAs and Secondary instructional coaches. 4 elementary math TOSAs were not filled.
- Tutorial support has been provided through Paper.
- Assessment staffing, digital platforms, and Mr. Elmer/Intervention Compass have been provided, as planned.
- Due to staffing shortages and hiring challenges, staffing for instructional assistants and bilingual instructional assistants has fallen short of planned allocations.
- Additional sections of secondary credit recovery and intervention have been provided, as planned.
- A robust summer program was provided June through August 2021 as planned, with elementary academic and enrichment programs, bridge programs at middle school site, and credit recovery at high school sites.

Goal 3 Outcomes

Metric	Baseline	Outcome as of January 14, 2022
Percentage of appropriately assigned and fully credentialed teachers	99.9% (2019-20)	99.91% (2020-21)
Percentage of students who have access to standards-aligned instructional materials	100% (2019-20)	100% (2021-22)
Percentage of facilities maintained in good repair	100% (2019-20)	100% (2021-22)
Number of classes for dual immersion language programs, according to master schedules	6 grade levels at College Park and Whittier elementary schools (K-5) (2019-20)	7 grade levels at College Park and Whittier elementary schools (2021-22)
Number of grades 7-12 student enrollments in Visual and Performing Arts (VAPA) classes, according to enrollment records	12,394 (Spring 2020)	10,813 (Fall 2021)
Number of students enrolled in Advanced Placement (AP) classes, according to enrollment records	All students: 2,311 English learners: 56 Low-income students: 527 Students with disabilities: 79 (2020-21)	All students: 2,284 English learners: 87 Low-income students: 487 Students with disabilities: 130 (2021-22)
Number of Career Technical Education pathways offered in grades 9-12, according to master schedules	16 (2019-20)	16 (2021-22)

Goal 3: Mid-year Highlights

- Standards-aligned materials continue to be purchased and provided on a regular cycle, including standard-aligned physical and digital elementary and secondary designated English language development materials, materials for dual immersion, and specialized materials for students on an IEP.
- The district continues to hire and assign fully credentialed teachers.
- The district continues to maintain the technology infrastructure and provide access to devices. The majority of purchases are made after October 31, 2021 making the expenditures in this report appear artificially low.
- The district continues to maintain school facilities in good repair.

Updated 2021-22 Budget Overview for Parents

Budget Item	Projected 2021-22 Budget Amount	Actual 2021-22 Budget Amount (First Interim)	Difference
Total Local Control Funding Formula (LCFF) funds	\$316,698,824	\$317,456,362	+\$766,538
LCFF supplemental and concentration grants	\$15,865,379	\$15,763,674	-\$101,705
All other state funds	\$40,275,726	\$34,209,658	-\$6,066,068
All local funds	\$4,022,417	\$6,272,606	+\$2,250,189
All federal funds	\$13,317,284	\$25,108,760	+\$11,791,476
Total projected revenue	\$374,305,251	\$383,047,386	+\$8,742,135
Total budgeted general fund expenditures	\$365,881,349	\$372,939,478	+\$7,058,129

2021-22 District Plan Development



Plan	Board Presentation & Approval
Expanded Learning Opportunities-Grant	5/18/2021
ESSER III Expenditure Plan	10/26/2021
Educator Effectiveness Block - Grant	11/16 & 12/14/2021
A-G Completion Improvement Grant	3/8 & 3/29/2022
Expanded Learning Opportunities - Program	6/21/2022
LCAP, Local Indicators, & LCAP Federal Addendum	6/14 & 6/21/2022
Universal TK & Prekindergarten Planning and Implementation Grant	6/21/2022



Where Can I Find the LCAP?

Go to "I want to..." and choose the last option, Local Control and Accountability Plan

Newport-Mesa Unified School District

Select Language | Search

Newport-Mesa Unified School District

f t i a I want to... Q

HOME ABOUT US SCHOOLS DEPARTMENTS CALENDARS

QUICK LINKS

- > Request Student Records (Transcripts)
- > Request Special Education Records
- > Request A Public Record
- > Student Enrollment
- > Get A Bus Pass
- > Student Meals
- > Mental Health and Outreach Services
- > School Transfers
- > Inter-district transfers (Change School Districts)
- > Work Permits
- > Facilities Use Request
- > Transfer of Equipment
- > View Required Notices
- > View District Policies
- > File A Complaint
- > School Accountability Report Cards (SARC)
- > Local Control And Accountability Plan (LCAP)

