

# 2019-20 Local Control and Accountability Plan (Local Control and Accountability Plan)

## Every Student Succeeds Act (ESSA)

### Federal Addendum Template

#### LEA name:

Newport-Mesa Unified School District

#### CDS code:

3066597-6089460

#### Link to the Local Control and Accountability Plan:

(optional)

<http://web.nmusd.us/lcap>

#### For which ESSA programs will your LEA apply?

Choose from:

##### **TITLE I, PART A**

Improving Basic Programs Operated by State and Local Educational Agencies

##### **TITLE I, PART D**

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

##### **TITLE II, PART A**

Supporting Effective Instruction

##### **TITLE III, PART A**

Language Instruction for English Learners and Immigrant Students

##### **TITLE IV, PART A**

Student Support and Academic Enrichment Grants

*(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A  
Title II, Part A  
Title III, Part A  
Title IV, Part A

*In the following pages, ONLY complete the sections for the corresponding programs.*

# Instructions

The Local Control and Accountability Plan Federal Addendum is meant to supplement the Local Control and Accountability Plan to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The Local Control and Accountability Plan Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the Local Control and Accountability Plan Federal Addendum annually with their Local Control and Accountability Plan, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the Local Control and Accountability Plan Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's Local Control and Accountability Plan, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the Local Control and Accountability Plan Federal**

**Addendum should not drive Local Control and Accountability Plan development.** ESSA funds are supplemental to state funds, just as the Local Control and Accountability Plan Federal Addendum supplements your Local Control and Accountability Plan. LEAs are encouraged to integrate their ESSA funds into their Local Control and Accountability Plan development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the Local Control and Accountability Plan Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This Local Control and Accountability Plan Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The Local Control and Accountability Plan planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's Local Control and Accountability Plan.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's Local Control and Accountability Plan. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the Local Control and Accountability Plan.

N-MUSD develops the Local Control and Accountability Plan on an annual basis. District-funded actions and services are then augmented by federally funded actions and services. The district's vision for responding to both academic and behavior needs of students is rooted in a Multi-Tiered System of Supports (MTSS) philosophy, which includes a Response to Intervention (RtI) process at school sites throughout the district. The district's core educational program delivers supports at the classroom level through high quality first instruction in Tier One. Supplemental supports are offered for students through Tiers Two and Tier Three, which typically involve specialized support personnel (tutors, counselors, school psychologists, school social workers, and others) to ensure student success.

N-MUSD continuously refines its first tier of instruction through the adoption of high quality, standards-aligned instructional materials and teacher professional development. For a strong second and third tier of instruction, N-MUSD provides targeted assignment of elementary part-time hourly teachers and instructional aids for Response to Intervention through LCFF, and then augments those assignments for Title I schools with additional part-time hourly teachers. Secondary schools receive additional support through per-pupil site allocations of LCFF, which are targeted to the needs of student groups based on findings from the annual needs assessment process.

With respect to social-emotional supports, the district has committed resources to the hiring of school social workers and school psychologists who are trained in supervising interns that work with students in Tiers Two and Three. The district has also identified four areas on the behavioral side of its MTSS vision to buttress support: Social-emotional curricula, mental health initiatives, Positive Behavior and Interventions Systems (PBIS) and restorative practices.

N-MUSD commits state and local resources to the adoption of standards aligned materials, comprehensive core instructional delivery, and ongoing teacher support throughout the year.

N-MUSD focuses federal funds on six main priorities:

- **Elementary teacher professional development:** The district prioritizes the youngest and neediest students for the highest levels of support. Professional development is delivered primarily through the work of Elementary Teachers on Special Assignment.
  - Title I funds provide five literacy focused Teachers on Special Assignment, assigned to two schools each, therefore supporting ten schools. The goal of this ongoing, job embedded teacher support is to increase and improve first, best instruction for the students while also enhancing teachers' abilities to differentiate and support students in intervention, remediation, and enrichment.
  - Title II funds support a mathematics Teacher on Special Assignment providing support throughout the district
  - Title III funds support three elementary Teachers on Special Assignment to provide professional support in delivering high quality Designated and Integrated English Language Development (ELD). One secondary and two of the elementary Teachers on Special Assignment are assigned to focus on literacy, and the remaining elementary Teacher on Special Assignment focuses on professional support in mathematics instruction for English Learners.
- **New teacher orientation and Induction:** New teacher orientation and induction supports and develops teachers over their first two years of service in N-MUSD
- **Small group instruction in literacy and mathematics:** The goal of this ongoing, during-the-day support is to increase and improve student learning within intervention, remediation, and during-the-lesson learning. Sites use a variety of instructional methods—both pushing into classrooms to support smaller group instruction in the first tier, and also providing pull-out support for pre-teaching, re-teaching, and teaching concepts differently.
- **Secondary intervention and remediation in reading and mathematics:** Title I middle schools are provided class sections for reading intervention from district Title I funds, as well as funding to provide Read 180, a reading intervention program based on individual student reading levels. All secondary sites have elected to use site based funds according to need, primarily to support additional reading and mathematics intervention.
- **Increased language exposure and enrichment for English Learners:** During Summer Language Academy, newcomers/new Americans, English Learners, and emergent bilingual students—and their teachers—examine themes of identity, border crossing, language, and community through the lens of young adult novels, poetry, and multicultural, multilingual children's literature. At the end of the program, students present their own digital story, using images and words to represent themselves, their communities, and their journeys.
- **Schoolwide services based on site needs assessments:** Title I schools conduct an annual needs assessment based on evaluation of their programs. These needs assessments lead sites to develop plans to address how to improve outcomes for students within the core areas of English-Language Arts, Mathematics, Science and History/Social Science, while also recognizing the need to attend to the whole child in service of academic growth.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

N-MUSD develops the Local Control and Accountability Plan annually with stakeholder input provided by students, parents, certificated and classified staff (including paraprofessionals), English learner advisory committees, administrators, and local bargaining units. These efforts are documented in the Stakeholder Engagement section of the LCAP.

This section explains how Property Tax-LCFF Supplemental funds provide services that are principally directed to meeting goals for low-income, English learner, foster youth and homeless pupils and how federal funds support this work.

- **Increased and improved instructional materials:** Property Tax-LCFF Supplemental Funds partially fund instructional materials **in core content areas**.
- **How federal funds support this work:** Elementary Title I schools provide professional development for teachers to more effectively use the core materials with supports targeted to struggling students. The five Title I funded TOSAs support Title I schools in effectively planning, delivering, and reflecting on instruction that benefits students in Tiers One, Two and Three. Title II funds support elementary teachers in mathematics, and Title III funds support teachers in Integrated and Designated English Language Development. Secondary Title I schools have implemented Read 180 to provide reading intervention and support to students who are not reading at grade level, including English learners.
- **Increased and improved staffing and academic support:** The district provides improved support for English learners and struggling students through staffing to support district level assessment, data analysis, program evaluation and design. Certain sites will increase or maintain increased staffing of intervention teachers, coordinators, counselors, and/or coaches to provide interventions and graduation coaching. These positions are spread throughout the secondary schools according to site-determined need, which is explained in each school site's School Plan for Student Achievement. These are effective uses of funds, as they meet student needs identified by individual school sites, with a focus on unduplicated pupils, with outcomes and a description of effectiveness reported annually in the sites' Annual Evaluation of Planned Improvements. At the elementary level, the district provides (LCFF Supplemental funded) part-time hourly support at each school. Instructional Assistants, Bilingual Instructional Assistants, and Reading Resource Technicians are assigned at sites in rank order: from highest concentration of pupils in the unduplicated count (96%) through mid-range level concentration (30%). This is an effective use of funds targeted to the neediest students. It provides increased access to Tier One, while augmenting access to Tiers Two and Three with targeted support, particularly in developing literacy skills.
- **How federal funds support this work:** On top of the district Property Tax-LCFF Supplemental funded part-time interventionists, district and site Title I funds are allocated to additional teachers based on the number and concentration of eligible students. Title I funded schools determine supplemental services based on the Annual Evaluation and Comprehensive Needs Assessment in the School Plan for Student Achievement. Some of the services include summer math classes, a 50% counselor, field trips for low-income students to make content area connections and build background knowledge, and supplemental high interest, accessible reading materials for struggling readers.
- **Increased and improved staffing:** The focus of the Coordinator of K-12 Curriculum and Instruction is to simultaneously support the refinement of the district's core instructional science, math, visual and performing arts, and physical education programs, and the enhancement of supplemental supports.

- **How federal funds support this work:** Federally funded TOSAs work in conjunction with the Coordinator of K-12 Curriculum and Instruction, the Director of K-12 Curriculum and Instruction, the EL Coordinator, the Director of Early Childhood Education, and the Director of Special Projects in order to align activities funded by state, local, and federal funds.
- **Increased and improved support services:** The district continues to provide supports for and outreach to parents of low-income, foster youth, and English learner students through School Community Facilitators and targeted communications efforts, including increased translation and interpretation services at school sites. School Community Facilitators provide critical home-school communication and parent education to all parents throughout the district.
- **How federal funds support this work:** Title III Immigrant funds provide School Smarts parent education, delivered by district funded School Community Facilitators. Title III LEP funds provide support for coaching and co-delivery of some lessons provided by one of the district level School Community Facilitators. Additionally, Title III LEP funds provide a Summer Language Academy targeted to secondary newcomer English Learners.

# ESSA Provisions Addressed Within the Local Control and Accountability Plan

Within the Local Control and Accountability Plan an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable Local Control and Accountability Plan it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students’ progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

(A) **Well-rounded program of instruction:** Sites provide annual analysis of performance on state and local assessments. The district further analyzes the results of Smarter Balanced Assessment in English Language Arts and Mathematics, outcomes in DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills) assessments for students in grades K-2, STAR Reading assessments in grades 3-10, and English Language Proficiency Assessment for California (ELPAC) results for English Learners.

(B) **Identifying students at risk for academic failure:** Students are identified for intervention support based on district-wide criteria. In elementary schools, the DIBELS Next Student Profile sheet is used to identify students in need of foundational skills and other reading support. Secondary students are identified for risk by grades and teacher recommendation.

(C) **Additional educational assistance:** Sites determine services for Tiers Two and Three intervention and remediation, and push-in Tier One instruction. This includes small group instruction in foundational skills, reading comprehension, and mathematics fluency and conceptual understanding at the elementary level, as well as additional class offerings (like reading and mathematics) at the secondary level.

(D) **Instructional and other strategies to strengthen academic programs and improve school conditions for student learning:**

- a. **Elementary:** N-MUSD has identified Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) and SIPPS Plus for supporting

foundational skills attainment in grades K-6, guided reading for grades K-6, intensive support through materials like the Fountas & Pinnell Leveled Literacy Intervention System (LLI), and twice a year data chats with principals to bring evidence of challenges and successes.

- b. **Secondary:** Math 1B and 2B provide differentiated support in math during an extended year. Based on input from sites, secondary sites have implemented summer math bridge and re-teach classes to support struggling students and Read 180 materials and training for reading support grades 7-12.
- c. **Intervention Compass (Mr. Elmer) System:** The district is implementing an online data warehouse that simultaneously provides intervention documentation and a communication system to assist sites in identifying and monitoring student academic and behavioral progress.
- d. **Administrator Support:** Every other month Title I Principals' Professional Learning Community (PLC) meetings provide collaboration across school sites and partner in data analysis and strategy review.

## Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (as applicable)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

### Reduce overuse of Discipline Practices that remove students from the classroom:

- Increase awareness of suspension data among site principals at various administrator meetings, including ongoing monitoring of data, particularly with the schools identified in Red and Orange status of the California School Dashboard.
- Offer trainings to administrators on the use of the California Dashboard, the district Suspension Dashboard, and the analysis of data at critical benchmarks throughout the school year.
- Begin implementation of training classroom teachers on effective classroom management strategies.
- Align training on restorative practices with next steps for the Positive Behavior and Intervention Systems Initiative in the district.
- Offer trainings on Tier One interventions for classroom teachers who teach grades 7-12.

### Students with High Rates of Discipline (district Level):

The following district level student groups were identified in the Red and Orange performance levels on the California School Dashboard.

- Red: "Very High" suspension rate that increased: Homeless (10.2%)
- Orange: "High" suspension rate that increased: African American (7.2%), Students with Disabilities (5.5%)
- Orange: "Medium" suspension rate that increased: Hispanic (4%), Pacific Islander (3.9%),

### Students with High Rates of Discipline (School Level):

The following schools were identified in the Red and Orange Performance Levels for School Suspension Rate Data in the 2018 California School Dashboard:

- Red: “Very High” suspension rate that increased: Back Bay (Continuation school)
- Orange: “High” suspension rate that increased: TeWinkle Middle
- Orange: “Medium” suspension rate that increased: Costa Mesa High, Estancia High, Ensign Intermediate, Whittier Elementary

### District Suspension Rate Data from the 2018 California School Dashboard:

Student Group	Suspension Rate
Homeless - 88 students	Red (10.2%), increased 3.7 percentage points
African American - 194 students	Orange (7.2%), increased 1.8 percentage points
Students with Disabilities - 2,608 students	Orange (5.5%), increased 0.3 percentage points
Hispanic - 9,911 students	Orange (4%), increased 0.5 percentage points
Native Hawaiian or Pacific Islander - 103 students	Orange (3.9%), increased 2 percentage points

### School Suspension Rate Data in the 2018 California School Dashboard:

Name	School or district Type	Color	Status Level	Change Level	CURRENT STATUS - 2017-18 Suspension Rate	CHANGE - Difference between 2017-18 Suspension Rate and 2016-17 Suspension Rate	Number of Students Suspended in 2017-18	Number of Students Enrolled in 2017-18	Number of Students Suspended in 2016-17	Number of Students Enrolled in 2016-17
Back Bay High	HS	Red	Very High	Increased Significantly	25.70%	4.70%	66	257	59	281
Tewinkle Middle	MS	Orange	High	Increased	11.10%	4.00%	75	673	51	710
Estancia High	HS	Orange	Medium	Increased	5.80%	1.70%	77	1,328	55	1,350
Costa Mesa High	HS	Orange	Medium	Increased	5.60%	2.10%	109	1,943	68	1,933
Ensign Intermediate	MS	Orange	Medium	Increased	5.00%	1.10%	61	1,210	48	1,218
Whittier Elementary	ES	Orange	Medium	Increased	2.60%	1.80%	18	697	6	730

# TITLE II, PART A

## Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

- Title II funds pay for one full-time Elementary Math Teacher on Special Assignment, Elementary Instructional Support Specialist. The Math TOSA supports elementary teachers in effectively planning, delivering, and reflecting on instruction in mathematics that is aligned to the challenging state mathematics standards.
- Teacher Orientation and Induction: The N-MUSD teacher induction program is designed to support and retain new teachers. Induction builds on pre-service foundations and is based on the California Standards for the teaching professions (CSTPs.) Induction is a two-year program that includes meeting with mentor teachers, an Individual Learning Plan, observation and reflection. All of this work is grounded in delivering high quality, first, best instructional delivery of challenging state academic standards.

# TITLE III, PART A

## Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 <i>(as applicable)</i>

Describe how the eligible entity will promote parent, family, and community engagement in the education of English Learners.

### **Promote parental and community participation in programs for English Learners**

N-MUSD will continue to provide School Community Facilitators to act as liaisons among school, community resource agencies, and parents.

- School Community Facilitators and district Translators provide English Learner meeting support; the Departments of Student Services and Special Projects jointly oversee support including materials, presentations, and translations for School Site Council, PTA/PFO, and school events throughout the year.
- School Smarts, a PTA developed program, is provided for families of immigrant students, as well as other families of English Learners.
- The district continues its communication with parents concerning student performance and attendance (Truancy Prevention and Intervention process).
- An online Local Control and Accountability Plan survey is annually conducted in English and Spanish, with outreach through ELAC, DELAC, PTA, and community organizations.
- Sites are involved in developing site plans to increase the number of parents who complete the annual Local Control and Accountability Plan survey, particularly families of English Learner students.
- N-MUSD's Welcome Center facilitates enrollment in the district and initial language assessment of English Learners. This includes bilingual support for online enrollment, explanation of required documents to be presented at the school site, a "one stop shop" for transportation and meal plan enrollment, and access to community and school resources.

# ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

## TITLE I, PART A

### Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Student participation in the Free and Reduce Price Meals Program is used to determine poverty and allocate funds to Title I schools.

# ESSA Provisions Not Addressed in the Local Control and Accountability Plan

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the Local Control and Accountability Plan Federal Addendum should not drive Local Control and Accountability Plan development. ESSA funds are supplemental to state funds, just as the Local Control and Accountability Plan Federal Addendum supplements your Local Control and Accountability Plan. LEAs are encouraged to integrate their ESSA funds into their Local Control and Accountability Plan development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the Local Control and Accountability Plan Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. [(N/A if your LEA is a charter school or COE, or your district's educator equity data does not demonstrate disparities)]

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

**The N-MUSD process for identifying disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers:**

1. Human Resources and IT departments work together to generate data regarding teacher assignments after Census Day in October. Reports are generated, allowing the team to compare the number and percentages of low-income and minority student enrollments to the number and percent of ineffective, inexperienced, and out of field teachers by school site.
2. A team from Human Resources and the Department of Special Projects reviews the data.
3. Results are reported to the Executive Cabinet. Based on findings, next steps are determined.

**How N-MUSD will address any disparities found during the identification process:**

1. As of the most recent data collection for 2018-19, no disparities were identified. As no gaps were identified, there was no issue to report at this time.
2. Should disparities occur in the future, a review of hiring and placement practices would be conducted.

3. Additionally, should disparities be identified in the future, stakeholders would be consulted to address discovered equity gaps. Such stakeholders could include, but not be limited to: site and district administrators, parent representatives from DELAC and SPAC and CAC, and the certificated employee association.

## Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

#### Parent and Family Engagement

- A. LEA Parent and Family Engagement Policy:** The LEA (district) Parent and Family Engagement policy was developed jointly with parents and family members of participating children, is periodically reviewed, and is updated, as needed. It is distributed annually during the student registration process as well as in the School Student-Parent Handbook.
- B. Reservation of Funds:** In accordance with program requirements, the district reserves 1% of the Title I allocation for parent and family engagement. The entire 1% is allocated to school sites on a per-pupil basis.
- C. School Parent and Family Engagement Policy:** The School Parent and Family Engagement Policy is annually reviewed by School Site Councils, included in the School Plan for Student Achievement, and distributed in the School Student-Parent Handbook.
- D. School-Parent Compact:** The School-Parent Compact is periodically reviewed and updated with input from students, parents, and teachers at each Title I school. The schools individually distribute, collect, and monitor the implementation of the School-Parent Compact.

#### Additional Activities:

- E. District and Site Committees:** Maintain the functionality of the District English Language Advisory Committee (DELAC), the Community Advisory Committee (CAC), the Superintendent's Parent Advisory Committee (SPAC), the site English Language Advisory Committees (ELACs), and the School Site Councils (SSCs), as documented by district records of efforts to seek parent input in district and school decisions and committee records. (*These committees include parents of low-income, foster youth, and English Learner students, and students with disabilities, as well as parents of a variety of ethnic and cultural backgrounds.*)
- F. Parent Feedback and Informed Participation:** The district provides an annual Local Control and Accountability Plan survey in English and Spanish for all parents to provide feedback on district and site activities, programs and curricula; services for low-income and English Learner students and students with disabilities; and school safety and connectedness. Title I sites conduct additional stakeholder input to inform decisions on how best to use their allocations of Title I Parent and Family Engagement funds. Depending on the topic, additional parent feedback is also collected through systems like Thought Exchange. Information is translated for parents and families as required by state and federal regulations, and is provided in a format, to the extent practicable, in a language parents understand.

## School-wide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

All 15 of the Title I schools in Newport-Mesa Unified operate School-wide Programs. There are no Targeted Assistance programs, and N-MUSD is not eligible for Programs for Neglected or Delinquent Children.

#### All Schoolwide Programs

- Sites conduct an Annual Evaluation of Planned Improvements in the School Plan for Student Achievement. This informs the annual needs assessment. Both processes are run through the School Site Council, with input from the English Learner Advisory Committee.

#### Based on data analysis, elementary and secondary School-wide Programs typically include:

- **Small group instruction in literacy and mathematics:** The goal of this ongoing, during-the-day support is to increase and improve student learning within intervention, remediation, and during-the-lesson learning. Sites use a variety of instructional methods – both pushing into classrooms to support smaller group instruction in the first tier, and also providing pull-out support for pre-teaching, re-teaching, and teaching concepts differently.
- **Secondary intervention and remediation in reading and mathematics:** Title I middle schools are provided class sections for reading intervention from district Title I funds, as well as funding to provide Read 180, a reading intervention program based on individual student reading levels. All secondary sites have elected to use site based funds according to need, primarily to support additional reading and mathematics intervention.
- **Schoolwide services based on site needs assessments:** Title I schools conduct an annual needs assessment based on evaluation of their programs. These needs assessments lead sites to develop plans to address how to improve outcomes for students within the core areas of English Language Arts, mathematics, science and history/social science, while also recognizing the need to attend to the whole child in service of academic growth. Sites rely on this needs assessment to plan for student experiences that build background knowledge in service of connecting to rigorous, grade level complex text. These experiences include field trips and training in visual and performing arts.

## **Homeless Children and Youth Services**

### **ESSA SECTION 1112(b)(6)**

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

#### **Enrollment**

N-MUSD has created a centralized enrollment process for families to be enrolled in the homeless program at N-MUSD. New students are identified through initial enrollment at the Welcome Center by staff through the initial enrollment questionnaire. Once it has been determined that they qualify for McKinney-Vento, the Welcome Center staff conduct an initial needs assessment for families/students. The needs assessment reviews current status and resources needed by the family (internal and external) and transportation is arranged (if that is a need). Welcome Center staff then communicate to the District McKinney-Vento Liaison that the student has enrolled, and the family is given information to reach out for any additional support. For current students who have a change in their living situation and are now experiencing homelessness during the school year, students will either go to the Welcome Center on their own to update their information, or they are identified by school staff who refer families to the McKinney-Vento Liaison. All families are asked to go to the Welcome Center to ensure all families are being treated equally, complete the needs assessment, and are provided the appropriate resources (including transportation).

#### **Attendance**

During the 2017-18 school year school staff were trained on identifying families experiencing homelessness and encouraged to keep a special watch on their attendance. If a student begins to have attendance issues, administrators at the sites are asked to conduct a preliminary meeting with families and discuss barriers to attending school, either through parent meeting, a Student Study Team (SST), or a School Attendance Review Team (SART) meeting. If the attendance issues persist, families are referred to the District McKinney-Vento Liaison for additional supports, including reviewing transportation needs and connecting them to additional resources. School sites can also request a home visit be conducted by the McKinney-Vento Liaison and the Child Welfare and Attendance Investigator if the most recent location of the family is known. N-MUSD generally does not refer families to the School Attendance Review Board (SARB) process until all other interventions have been tried and exhausted. Additionally, School Community Facilitators have played an instrumental role in supporting McKinney-Vento families, including follow-up with the families to inquire about resources and reasons for tardies/absences and collaborating with the school site to provide additional recommendations, interventions, and resources.

#### **Success of Homeless Students**

While all McKinney-Vento families have the same access to resources, N-MUSD recognizes that there is more that can be done to ensure their success. First, in reviewing suspension data, the district has identified the need for alternatives to suspension for students experiencing homelessness. Student Services staff is working with principals and assistant principals and providing them support in the area of discipline. Next, for the upcoming school year, the McKinney-Vento Liaison will create a system to track student success for all McKinney-Vento students and will work with the school sites to identify needs and provide interventions. Additionally, N-MUSD will continue to utilize the resources provided by community partners and will continue to seek partnerships that will contribute to students' success, including academic and tutoring supports.

## Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

N-MUSD does not plan to allocate Title I funds for these activities.

## Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

N-MUSD does not plan to allocate Title I funds for these activities.

# TITLE II, PART A

## Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

#### Systems of Professional Growth

##### Teachers

##### Induction for teachers:

The N-MUSD teacher induction program is a two-year program designed to support and retain new teachers. Induction builds on pre-service foundations, is based on the California Standards for the teaching professions (CSTPs) and includes the following activities:

**Year 1 Induction includes:** One triad meetings with mentor, candidate, and site administrator; Co-assessment; developing an Individual learning plan (ILP), Two Mentor observations, Two Focus teacher observations, Lesson series (4 days), and an end of year ILP reflection and review.

**Year 2 Induction includes:** One triad meeting with mentor, candidate, and site administrator; Co-assessment; Individual learning plan (ILP); One-day lesson, analysis, and reflection; Two Mentor observations; Two Focus teacher observations; Inquiry (7 lesson series); End of year ILP reflection and review; Exit presentation and colloquium

##### Building Teacher Capacity Throughout Teacher Careers

Teachers throughout the district refine both core and supplemental instruction through four dedicated days of professional development. The district determined the need for these supports with the onset of the adoption of new state standards in 2010 and has continued this commitment to professional growth. Additionally, site provide early release and late start days with time allocated to ongoing professional development.

##### Elementary:

- English Language Arts
  - Professional development for teachers to prepare them to understand and use instructional materials and foundational skills instruction (embedded in Wonders and through SIPPS in Tiers Two and Three)
  - Foundational skills instruction: SIPPS and DIBELS Next assessment training
  - Elementary Instructional Support Specialists assigned to Title I sites focused on literacy
- English Language Development
  - Elementary Instructional Support Specialists focused on English Language Development

- Math
  - Professional development for teachers to understand and use mathematics instructional materials, including Bridges in Mathematics (Grades TK-5) and Illustrative Mathematics (Grade 6).
  - Cognitively Guided Instruction, Mathematical Fluency, and Math Fellows training.
  - Support provided by two Elementary Math Instructional Support Specialists, one focused on all students and one focused on outcomes for English Learners
- Science
  - Under the direction of the Coordinator, K-12 Curriculum of Instruction Science Teacher on Special Assignment provides ongoing, job embedded professional development and coaching for Science Specialists
- Technology
  - Education Technology professional development through site-based Digital Fellows, site-based PD modules and site-based “Office Hours” hosted by Education Technology Teachers on Special Assignment.
- Gifted and Talented Education is provided during the summer

**Building Teacher Capacity - Secondary:**

- English Language Arts
  - Two district Teachers on Special Assignment (one middle, one high school) and site level coaches with an increased focus on English Learners.
  - Professional development and collaboration on writing based on continued use of Revision Assistant and common writing in quarters 2 and 3
- English Language Development
  - Two district Teachers on Special Assignment (one middle, one high school) to support teachers in all content areas with an increased focus on English Learners
- Math
  - Two district Teachers on Special Assignment (one middle, one high school) and site level coaches with an increased focus on English Learners
  - Professional development and collaboration guided by external consultants to support implementation of Illustrative Mathematics
- History/Social Science
  - Two district Teachers on Special Assignment (one middle, one high school) and site level coaches with an increased focus on English Learners.
  - Professional development using consultants, travel to conferences, and district-coordinated training
- Science
  - Two district Teachers on Special Assignment (one middle, one high school) and site level coaches with an increased focus on English Learners

- Calibration of scoring and delivery of Common Assessments
- Technology
  - Provide Education Technology professional development through the Education Technology Teachers on Special Assignment
  - Digital Citizenship, “Expedition,” training through online, self-paced professional learning

## **Principals**

- Principals’ Growth and Improvement:
  - New Principals: An experienced consultant is partnered with new principals in Year 1 and 2 of their administrative experience in N-MUSD
- Principals’ Meetings:
  - Monthly district-wide K-12 Meetings focused on site leadership
  - Monthly Elementary/Secondary Principals’ Meetings focused on Curriculum, Assessment, and Instructional Leadership
  - Bi-monthly Title I Elementary and Secondary Principals’ Meetings focused on leadership at Title I schools
- Elementary and Secondary Executive Director site visits, focused discussion about principals’ leadership goals, and supports needed to achieve priorities
- District sponsorship to the professional organization of the principals’ choice

## **Prioritizing Funding**

### **ESSA SECTION 2102(b)(2)(C)**

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Two schools have been identified for comprehensive support and improvement: Monte Vista High School for its two-year graduation rate and Back Bay High School, which is included in the lowest-performing five percent of Title I schools in California, based on three red ratings and one yellow rating on state indicators. Although the two schools have different program designs, both schools are housed on the same campus and led by the same administrative team, often share staff members, and serve unique populations of students. District administrators, including directors of the departments of Special Projects, Students Services, and Assessment and Data Analysis, met with administrators of Monte Vista and Back Bay to assist with data collection and analysis, and to develop procedures and methods for the comprehensive needs assessments. Meetings with district leadership and all secondary principals contextualized the district-wide systems at each middle and high school that may contribute to student credit deficiency, poor attendance, and other risk factors. As the site and district leadership teams

continuously develop and review the schools' needs assessments, they will collaboratively identify areas for professional growth that Title II funds may support; however, it is important to recognize that all secondary sites contribute to the composition of the student populations at Back Bay and Monte Vista High Schools. A key priority is to focus on monitoring these district-wide contributing factors. Any Title II funded professional development for the staff members of Back Bay and Monte Vista may be supportive of increased student outcomes, but it will not resolve the issues of credit deficiency, poor attendance, and other risk factors facing students.

Sites with the highest percentage of low-income students are served at the district's 15 Title I schools. Title I elementary schools receive priority in assigning Title II funded Teacher on Special Assignment mathematics support. Additionally, the majority of new teachers supported by Induction are part-time interventionists, whose focus is the youngest and neediest students on N-MUSD campuses.

## **Data and Ongoing Consultation to Support Continuous Improvement**

### **ESSA SECTION 2102(b)(2)(D)**

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

#### **Measuring and Evaluating Improvement in Systems of Professional Growth**

N-MUSD analyzes responses and input from staff surveys, principal meetings, student, parent, and staff advisory committee feedback, and, where appropriate, observation tools (e. g., during Teacher Induction) to determine program needs and evaluate improvement of the systems of professional growth. Participant evaluations of trainings provide valuable qualitative feedback to trainers and district leaders so the teams can make adjustments and continuously ensure improvement within the system. Stakeholder input is gathered through the LCAP and LCAP Federal Addendum development process and used to continually update and improve activities supported by state, local and federal funds.

# TITLE III, PART A

## Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

In alignment with the District system for professional growth and improvement, teachers, classified staff, principals, and other leaders participate in professional learning experiences to support increased performance for all students, including English learners. Title III professional development aligns with the District's system of professional learning and involves a focus on instruction, assessment, and instructional strategies to increase learning for English learners. Professional learning will be in the form of training, development, modeling, coaching, reflecting, collegial planning, and data analysis. In the coming year, the District will continue to build upon professional capacity as it strengthens connections between School Plan for Student Achievement and the Local Control and Accountability Plan, including the District and site responsibility to the ESSA Plan as part of the California State Accountability and Continuous Improvement Plan.

Title III Funds provide four English Learner Instructional Specialists—Teachers on Special Assignment to provide coaching. The EL Instructional Support Specialists will support teachers of English Learners in implementing instructional strategies for EL students in both Integrated ELD and Designated ELD settings. These teacher supports include data analysis, refined assessment practices leading to differentiation (also known as scaffolding) for English learner students, lesson modeling, and pre-teaching and re-teaching strategies.

Additionally, effective professional development is provided to classroom teachers, principals and other school leaders, and administrators through state and local funds. This includes:

- Districtwide professional development
- Read 180
- ELPAC—placement

Data indicates a need for increased support for English learners in regard to English Language Development, as well as state academic content standards. Therefore, professional development will focus on improving teacher capacity to address the academic needs of English learners at a high level of rigor, while still supporting proficiency in English. In particular, training in Designated as well as Integrated ELD for all content areas will remain a focus at all grade levels and all levels of English proficiency. Based on the District system for professional development and data analysis, Title III professional development will maintain sufficiency and duration. Site-based, district-wide training and support will be ongoing, sequential, and built on needs of students and teachers. In general, a cycle will be followed including whole group training, facilitated planning, modeling and co-teaching.

- Professional development evaluation includes teacher input, reflection, and data analysis of the impact on student learning. In planning professional development activities for English learners, sustainability connected to student learning outcomes is considered.
- Based on this evaluation, next steps are determined to continue, modify, or eliminate training. Newport-Mesa Unified School District will continue to support the use of data to

drive decisions about what is best for students, especially targeting students in identified subgroups, including English learners.

- The District and sites will continue to implement action steps to focus on student outcomes; monitor progress and revise plans during the year as necessary; and update the next year's plan as part of the continuous improvement process geared to close the achievement gap. School sites engage in School Plan for Student Achievement mid-year and end-of-year evaluation reviews to critically analyze professional learning, goal progress, and impact on student learning outcomes.

## **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Newport-Mesa Unified School District is committed to serving immigrant children and families.

N-MUSD meaningfully engages all stakeholders in the development of the Local Control and Accountability Plan. Annually, N-MUSD reviews data for its immigrant population, including languages represented at each school site, time in the United States, and academic levels. Based on this data, services and resources will be determined to enhance instructional opportunities beyond the core curriculum. The focus of these sustainable opportunities will support students' transition to U.S. schooling and culture, basic interpersonal communication skills (BICS), and primary language support to successfully access the core curriculum.

Title III funds will be used to fund School Smarts across the district. School Smarts is a research-based program proven to foster parent engagement in schools, support parents as children's first teachers, and develop parent leaders. The main focus is to help parents understand the U.S. education system to better support their children in acquiring English proficiency and knowledge of the state academic standards.

## **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English Learners increase their English language proficiency and meet the challenging State academic standards.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Newport-Mesa Unified School District designs Title III funded activities to increase English language proficiency and meet state academic standards for all English Learners. N-MUSD district and site level data analysis drives decisions about what is best for all students, including English Learners. Through data review and stakeholder engagement, the district is committed to developing, implementing, monitoring, and evaluating a comprehensive system of support. This

system, based on student need, is guided by the Local Control and Accountability Plan and School Plans for Student Achievement as active, meaningful, and outcome-based.

Stakeholder consultation for English Learner programs occurs during Local Control and Accountability Plan input sessions. This process includes varied stakeholders (i.e., English Learner parents, teachers, paraprofessionals, etc.) from across the district who are informed through multiple methods (i.e., website, Blackboard Connect email and phone messages, and surveys). Plan development, through stakeholder engagement, prioritizes federal funds, including Title III, to maximize the impact on students most in need of support.

Each site develops a School Plan for Student Achievement with goals, objectives, and actions to meet the needs of student groups and learning levels aligned to the district Local Control and Accountability Plan. This includes English Learners. Through the frame of meaningful plans, particularly mid- and end-of-year evaluations, a continuous cycle of action, reflection, and improvement drives state and federally funded actions.

Programs and services also address the needs of populations within the EL subgroup: newcomer; at-risk long-term English Learners; and long-term English Learners. Progress monitoring for English Learners, specifically long-term English Learners has been identified as a specific area of need and remains a focus for the upcoming year. In planning activities for English Learners, sustainability connected to students' learning outcomes is essential. English Learner progress is measured through the English Language Proficiency Assessment for California (ELPAC), Smarter Balanced Assessment in English Language Arts and Mathematics, a district universal screener, and curricular measures. Title III English Learner funds supplement services and programs for English Learners, including immigrant students, primarily through additional instructional support. Through professional development and coaching, English Learner TOSAs implement strategies to support and scaffold English language development and successful access to the state academic content standards.

#### **Additional activities funded through Title III Funds:**

- The Secondary Summer Language Academy for newcomer English Learners supports up to 60 students incoming grades 8-11 in three classrooms with three N-MUSD teachers, three N-MUSD bilingual aides, and three student teachers from California State University, Fullerton. Funds include consultation and professional development with CSUF, instructional materials, teacher and classified staff salary and benefits, and student transportation to the program.
- Elementary supplemental materials, Carousel of Ideas, support small group and individual instruction for Newcomer English Learners. Kits are available for each of the 22 elementary schools and continue to be replenished, as needed.
- Funds also support professional development through the hiring of three elementary English Language Development Instructional Support Specialists.

#### **Core Educational Programs not provided by Title III Funds**

N-MUSD implements a robust language and literacy program for its TK-12th grade students.

- Elementary McGraw-Hill Wonders ELA/ELD provides English Language Development materials for grades K-6, including English Language Development scaffolds integrated into English Language Arts materials, as well as Designated English Language Development, teacher support, and ancillary materials.
- Secondary students continue to receive designated ELD courses Levels 1-3. Instructional Materials are Cengage's Inside/Edge 2009 adoption. The district will explore a pilot and an adoption in 2019-20.

- For grades TK through 5, Tier One core instruction foundational skills is provided through Wonders ELA materials. SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is used in grades K-3 for Tier Two foundational reading instruction. SIPPS Challenge and SIPPS Plus was introduced in grades 4-6 for Title I schools in 2016-17. SIPPS Challenge and SIPPS Plus continue to be used as an intervention for students in grades 4-8.
- An elementary Spanish dual immersion is offered at Whittier Elementary School and Mandarin dual immersion is offered at College Park Elementary School, offered in grades K-4 in 2019-20.

### **N-MUSD implements a robust mathematics program for TK-12th grade students.**

- The district-adopted, standards-aligned elementary mathematics program for students in grades TK-5 is Bridges in Mathematics. This program contains embedded supports for English Learner students, as well as activities that engage students in using the productive, collaborative, and interpretative modes of the English Language Development standards. Students in grades 6-8 are provided Illustrative Mathematics, which also includes embedded scaffolds and supports for English Learners and language rich, meaningful tasks that are aligned to and supported by the ELD standards.
- Two Title I high schools, Costa Mesa HS and Estancia HS, offer Math 1B and Math 2B as a summer school replacement course. This includes bilingual support for English Learner students through translated materials and a bilingual aide.

## **English Proficiency and Academic Achievement**

### **ESSA SECTIONS 3116(b)(2)(A-B)**

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English Learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The intent of all Title III programs and activities implemented in the Newport-Mesa Unified School district is to increase English language proficiency and meet state academic standards for all English Learners. Each site develops a School Plan for Student Achievement with goals, objectives, and actions to meet the needs of student subgroups and learning levels aligned to the district’s Local Control and Accountability Plan. Plan development, through stakeholder engagement, prioritizes federal funds, including Title III, to maximize impact on students most in need of support. Stakeholder engagement for Title III English Learner programs occurs during Local Control and Accountability Plan input sessions. This process includes varied stakeholders (i.e., English Learner parents, teachers, paraprofessionals) from across the district who are informed through multiple methods (i.e., website, Blackboard Connect email and phone messages, surveys.)

Newport-Mesa Unified School district continues to support district and site data analysis to use data to drive decisions about what is best for all students, including English Learners. Through data analysis and stakeholder engagement, the district is committed to developing, implementing,

monitoring, and evaluating a comprehensive system of student support. This system, based on student need, is guided by the Local Control and Accountability Plan and School Plan for Student Achievement as active, meaningful and outcome-based. Through the frame of meaningful plans, particularly mid- and end-of-year evaluations, a continuous cycle of action, reflection, and improvement is grounded in student learning evidence. During these ongoing evaluations, sites will be required to measure progress in English Learner proficiency in English and state standards. Such progress is reported to stakeholders and reviewed at the district level.

Evaluation and performance progress includes populations with the English Learner subgroup: newcomer, at-risk long-term English Learners, and long term English Learners. Progress monitoring for English Learners, specifically long-term English Learners, has been identified as a specific area of need; therefore, this will be a focus for the upcoming year. English Learner progress is measured through English Learner Proficiency Assessment for California (ELPAC) and Smarter Balanced Assessment (SBA), a district universal screener, and curricular measures.

# TITLE IV, PART A

## Title IV, Part A Activities and Programs

### ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

**(A) Partnerships:** N-MUSD will partner with Parent Institute for Quality Education (PIQE) to provide training for parents in each of the four zones in service of supporting well-rounded education for students. PIQE has a demonstrated record of success for over 30 years in California, as well as within the past four years in N-MUSD.

**(B) How funds will be used for activities related to supporting well-rounded education:** The purpose of PIQE is to “educate, empower, and transform parents to actively engage in their children’s education and strengthen parent-school collaboration in order to improve the academic success of students.” N-MUSD will partner with Parent Institute for Quality Education (PIQE) to provide training for parents in each of the four zones in service of supporting well-rounded education for students. Each training will be open to parents through the elementary, middle and high school feeder patterns and available in English and Spanish.

**(C) How funds will be used for activities related to supporting safe and healthy students:** The use of one behavior specialist and three part-time certificated counselors at the Elementary level will allow for specialized prevention and intervention services for students to address at-risk activities, physical and emotional dysfunctions, and to support safe and health students as defined in Section 4108. The Second Step Curriculum and Zones of Regulation curricula, research proven social emotional learning tools, will drive small group counseling as well as support the delivery and absorption of the core curriculum in elementary classrooms. The behavior specialist and part-time counselors will be responsible for socialization, health, attendance, peer interactions, positive behavior reinforcements, and positive peer interaction development among students the in the District’s Elementary schools.

**(D) How funds will be used for activities related to supporting the effective use of technology in schools:** Effective use of technology will be supported by training staff in digital citizenship. Virtual and in-person training will support teachers in understanding digital citizenship and promoting it in classrooms throughout the district.

**(E) Program Objectives and How the LEA Periodically evaluate the effectiveness of the activities:** The district's annual review of school program effectiveness with members of the Board of Education gave the Directors of Student Services and Special Programs the necessary direction to determine the best use of Title IV resources in the coming school year. The district team used a variety of collaborative mechanisms to determine the need for parent education, hiring a behavior specialist and part-time certificated counselors at the elementary level, and for digital citizenship professional development. This included stakeholder input from the LCAP Survey, meetings with Community Alliance partners (which include over 25 community agencies that support students and families through their outreach programs), agendaized conversations at regularly scheduled principal meetings, and discussions among high level District leaders including members of the Superintendent's Cabinet. For the Safe and Healthy Students aspects of the Title IV program design, the Office of Student Services formed a small task force of elementary school principals to offer input on the best ways to address social, emotional and behavioral issues in elementary schools.

Qualitative data shared by principals at meetings throughout the year established a need for augmented parent education, digital citizenship training, and for additional behavior supports for elementary students across the district. The District reviewed existing survey data and stakeholder input from site and district advisory groups to affirm these needs. Additional analysis for safe and healthy students included a review of California Health Kids Survey, administered every two years by the NMUSD, attendance data aligned to the California State Dashboard, and school level data on office referrals, suspensions and expulsions. In particular, the district determined the need for additional social, emotional, and behavioral supports for students, especially at the elementary level. Particular attention was also given to the presence and use of controlled substances by students and attempts by schools to address this scourge. The District analyzed a variety of certificated classifications so that the alignment of services was consistent with the specialized roles that could only be provided by behavior specialists and counselors.

Student discipline indicators will continue to be central to the analysis of outcomes regarding the use of Title IV funds, as will attendance at PIQE and digital citizenship trainings, and evaluative feedback from participants.