

# 2022 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.

Newport-Mesa Unified School District 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 academic, behavior, and social-emotional needs of students is rooted in the evidence-based three-tiered Multi-Tiered Systems of Support (MTSS) approach, which includes a Response to Intervention (RtI) process at school sites throughout the district. Through a data-informed framework, the district's core educational program delivers supports at the classroom level through high quality first best instruction and early intervention strategies in Tier One. Supplemental supports are offered for students who are identified as struggling academically and/or socially through Tier Two and Tier Three, which typically involve specialized support personnel (part-time hourly teachers, full-time credentialed reading teachers, counselors, school psychologists, school social workers, and others) to ensure student success.

NMUSD provides a foundation for academic Tier One instruction through the adoption of high quality, standards-aligned instructional materials and teacher professional development. The district commits state and local resources to the adoption of standards-aligned materials, comprehensive core instructional delivery, and ongoing teacher support throughout the year. These efforts are supplemented by professional development funded through Title II in order to enhance Tier One, with priority consideration given to Title I schools.

For a strong second and third tier of instruction, NMUSD provides elementary part-time hourly teachers for prevention, intervention, and remediation funded through the Local Control Funding Formula (LCFF), and then supplements those assignments for all elementary Title I schools with additional Title I funded full-time reading/support teacher per site. The rationale for this additional staffing is to respond to the number and concentration of students at Title I schools who are reading below grade level in grades 3 and above, as well as to support ongoing efforts to prevent reading and mathematical difficulties at the primary grade levels. Title I sites may elect

to hire additional part-time hourly teachers from Title I funds based on the results of site-based needs assessments.

Four areas on the behavioral and social-emotional side of NMUSD's MTSS vision buttress support: Social-emotional curricula, mental health initiatives, Positive Behavioral Interventions and Supports (PBIS), and Restorative Practices. With respect to behavioral and social-emotional support staff, the district has committed resources to hiring school social workers, behavioral specialists, and school psychologists who are trained in supervising interns who work with students in Tiers Two and Three. One additional behavior specialist is provided through Title IV funds.

NMUSD focuses federal funds to address five main priorities:

- **Prevention, intervention, and remediation in reading and mathematics:**
  - **Elementary small group instruction in literacy and mathematics:** The goal of this ongoing, during-the-day support is to increase and improve student learning that is aligned with prevention, intervention, remediation, and during-the-lesson learning opportunities. Sites use a variety of instructional methods—both pushing into classrooms to support smaller group instruction in the first tier and providing pull-out support for pre-teaching, re-teaching, and teaching concepts differently.
  - **Secondary intervention and remediation in reading and mathematics:** Title I middle and high schools provide Read 180; a reading intervention program a reading intervention program for students who read at least two years below grade level. 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, emergent bilingual students, particularly newcomers, examine themes of identity, culture, language, and community through the lens of young adult novels, poetry, and multicultural, and multilingual children's literature.
- **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 academic areas of English language arts, history/social science, mathematics, and science. These assessments also recognize the need to attend to the whole child through mental health and social-emotional learning in the service of academic growth.
- **Teacher and Administrator Professional Development:** New teacher orientation and Teacher induction supports and develops teachers over their first two years of service in NMUSD. Consultants, substitutes, and extra hourly pay are focused on supplemental professional development in mathematics and reading, prioritizing Title I schools first (as required), and includes alignment of curriculum, instruction, and assessment at the Title I alternative high school.
- **Well-rounded education:** NMUSD prioritizes eliciting and responding to student thinking in its various physical and digital platforms as well as in professional development.

## 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.

NMUSD develops the Local Control and Accountability Plan (LCAP) and LCAP Federal Addendum annually with educational partner input provided by students, parents, certificated and classified staff (including paraprofessionals), English Learner Advisory Committees (ELACs), administrators, and local bargaining units. These efforts are documented in the Educational Partner Engagement section of the LCAP.

The section below explains how the Property Tax-LCFF Supplemental funds reflect the educational partner inputs and are aligned to providing 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 staffing and academic support:** The district provides improved support for English learners and struggling students through staffing to support teacher collaboration, assessment and data analysis, and instructional coaching. 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, through LCFF Supplemental funds, the district provides part-time hourly support at each school. Instructional assistants and bilingual instructional assistants are assigned at sites in rank order, from highest concentration of pupils in the unduplicated count (87%) through mid-range level concentration (53%). This is an effective use of funds targeted to the neediest students. It provides increased access to academic 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 hourly teachers, district and site Title I funds are allocated to additional full-time and part-time 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: a) additional part-time hourly teachers, b) additional sections of Read 180 and math intervention classes, c) supplemental counselors (either part- or full-time positions), d) field trips for low-income students to make content area connections and build background knowledge, and e) supplemental high interest, accessible reading materials for struggling readers.

- **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 funds provide two Teachers on Special Assignment (TOSAs), one elementary and one secondary, to support newcomer students and enhance (develop and conduct) parent/family education for family members. Parent education, coordinated by district funded School Community Facilitators, is also funded through Title III. Additionally, Title III LEP funds provide a Summer Language Academy targeted to secondary newcomer English learners.

- Increased and improved professional development: NMUSD staffs elementary Teachers on Special Assignment (TOSAs) to provide ongoing, job-embedded professional development and teacher support in the areas of English language arts and English language development, as well as two secondary Teachers on Special Assignment (TOSAs) in the areas of English language development and Science. Three TK-12 Teachers on Special Assignment address Educational Technology. These TOSAs are multi-funded through General Fund and LCFF in order to support professional development in service of all students, as well as targeted to the needs of some and few students.
- How federal funds support this work: In addition to the elementary and secondary professional development provided by district funds, Title II funds are allocated to new teacher orientation, Teacher induction to support and develop teachers over their first two years of service in NMUSD, and AVID training for secondary sites and Rea Elementary school. Consultants, substitutes, and extra hourly pay are focused on supplemental professional development in mathematics and reading, prioritizing Title I schools first (as required); and alignment of curriculum, instruction, and assessment at the Title I alternative high school. Title III funds provide one elementary TOSA and one secondary TOSA focused on instructional support for Newcomer English learner students.

## 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 Acadience Reading (formerly 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 Assessments 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 Acadience 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 (such as 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:** NMUSD has identified Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) for supporting foundational skills attainment in grades K-6, fluency routines through the use of Heggerty curriculum, and ongoing data reviews with principals to examine evidence of challenges and successes.
  - b. **Secondary:** Based on input from sites, secondary sites have implemented summer math bridge and re-teach classes to support struggling students. In response to learning loss due to school campus closures, additional credit recovery classes and summer classes have been added at each comprehensive high school. Read 180 classes, instructional materials, and teacher training for reading support grades 7-12 is also provided.
  - 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 <i>(as applicable)</i> |

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.** In typical school years, particular attention would be paid to the schools identified in Red (high risk) and Orange (at risk) status of the California School Dashboard; however, data for 2019-20, 2020-21, and 2021-22 are unavailable due to pandemic related school campus closures and subsequent interruptions in data collection and reporting. This data source will be reviewed when it is fully functional.
- Offer trainings to administrators on the use of the California Dashboard (when available), the district-created Suspension Dashboard, and the analysis of data at critical benchmarks throughout the school year.
- Align training on Restorative Practices with next steps for the Positive Behavioral Interventions and Supports initiative in the district.

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

The last time district level student groups were identified in Red and Orange performance levels on the California School Dashboard was in 2018-19. At present, the California Department of Education’s DataQuest reports data for the 2020-21 school year. This data represents schooling conducted in three different formats: distance learning, then hybrid learning, and then in-person. As such, the rates of suspension do not represent typical schooling experiences for students. The suspension rate of 0.60% includes 140 total suspensions for 117 unique students in an enrollment of 19,395.

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## 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.

- **Teacher Orientation, Training, and Induction:** NMUSD provides orientation and training to provide a positive and supportive launch to teachers who are new to the district. The NMUSD 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, observations, and reflections. This work is grounded in delivering high quality, first, best instructional delivery of challenging state academic standards.
- **Consultant Services:** Title II funds pay for consultant services to support high quality mathematics instruction. Coaches provide site-based, ongoing, job-embedded professional development throughout the year in service of Cognitively Guided Instruction (CGI), mathematical fluency, and in refining implementation of Illustrative Mathematics (IM) grades 6-12. Starting in 2021-22, a consultant provided year-long

support to Back Bay High School, the district's alternative high school, to support updating standards-aligned curriculum, instruction, and assessment. This work will continue in 2022-23.

- **Instructional Coach Training:** Secondary Instructional Coaches will attend training and conferences on the districtwide focus of “Eliciting and responding to student thinking” to support teachers at all NMUSD middle and high schools with ongoing job embedded coaching and professional development.
- **Administrator Training:** Site and district administrators will receive training in leadership skills.

## 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

NMUSD promotes parent, family, and community engagement in the education of English learners by providing:

- School Community Facilitators to act as liaisons among school, community resource agencies, and parents.
- School Community Facilitators and District Translator services, including English learner meeting support, materials, presentations, and translations for English Learner Advisory Committees (ELACs), School Site Councils (SSCs), PTA/PFO, and school events throughout the year.
- Enrollment and registration occur at the school sites. Schools provide bilingual support for online processes, explanation of required documents, and access to community and school resources.
- Grupo Crecer workshops are provided to strengthen the parent/guardian role in their child’s academic success among families of English learners.
- Two Teachers on Special Assignment (TOSAs) support engagement of parents/families of English learners through district and site level support.
- Continued communication with parents concerning student performance and attendance (Truancy Prevention and Intervention process) is a priority.
- An online Local Control and Accountability Plan survey, various virtual Thoughtexchanges and in-person or virtual community forums conducted in English and Spanish, with outreach through ELAC, DELAC, PTA, and community organizations are available.

# 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.

Traditionally, student participation in the Free and Reduced-Price Meals Program (FRPM) has been used to determine poverty and allocate funds to Title I schools. Since 2020-21, the state provision of free and reduced-price meals has impacted collection of FRPM applications. Additionally, in 2022-23, all NMUSD Title I schools will become eligible for a waiver under the Community Eligibility Provision; therefore, the NMUSD poverty criteria will be a combination of FRPM applications and data from the Alternate Income Eligibility Forms collected during the annual registration and data confirmation process.

# 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)]

| Categories            | Data Definition  |
|-----------------------|--|
| Inexperienced Teacher | A teacher who has two or fewer years of teaching experience  |
| Out-of-field Teacher  | A credentialed out-of-field teacher is:<br>A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field: <ul style="list-style-type: none"><li>• General Education Limited Assignment Permit (GELAP)</li><li>• Special Education Limited Assignment Permit (SELAP)</li><li>• Short-Term Waivers</li><li>• Emergency English Learner or Bilingual Authorization Permits</li><li>• Local Assignment Options</li></ul> |

## Ineffective Teachers

An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned);
- An individual who holds no credential, permit, or authorization to teach in California.
- Under this definition, teachers with the following limited emergency permits would be considered ineffective:
  - Provisional Internship Permits,
  - Short-Term Staff Permits
  - Variable Term Waivers
  - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record

## THIS ESSA PROVISION IS ADDRESSED BELOW:

To analyze educator equity data, a Newport Mesa Credential Coordinator extracts data from the district employee information system (HR 2.0) to identify inexperienced, ineffective, and out-of-field teachers by school site. The IT department extracts aggregated student demographic data from the student information system (Aeries) and enters both data sets in a spreadsheet mirroring the CDE sample. For this analysis, 33 sites are divided into quartiles based on the percentage of low-income and minority students\*: Quartile 1: 0 - 24%, Quartile 2: 24 - 49%, Quartile 3: 50 - 74%, Quartile 4: 74 - 100%. 2021-22 school year analysis occurred in October 2021.

*\* For this analysis, Cloud Campus Elementary and Secondary are treated as separate campuses.*

### Minority Students & Inexperienced vs. Experienced teachers:

Quartile 1: 1 school, 4.55% inexperienced (1 out of 22 teachers); 95.45% experienced (21 of 22)

2: 13 schools, 0.64% (3 out of 467) vs. 98.29% (459 of 467)

3: 8 schools, 3.66% (6 out of 164) vs. 96.34% (158 of 164)

4: 11 schools, 4.00% (15 out of 375) vs. 96.00% (360 of 375)

There is a 2.47 percentage point difference between the percentages of inexperienced teachers at schools with the lowest amount of minority students (Quartiles 1 and 2) compared to the schools that serve higher percentages (Quartiles 3 and 4).

### Low-Income Students & Inexperienced vs. Experienced teachers:

Quartile 1: 12 schools, 2.09% inexperienced (8 out of 382 teachers); 97.09% experienced (374 of 382)

2: 11 schools, 3.63% (12 out of 331) vs. 96.37% (319 of 331)

3: 10 schools, 3.17% (10 out of 315) vs. 96.83% (305 of 315)

4: 0 schools

There is a -2.55 percentage point difference between the percentages of inexperienced vs. experienced teachers at schools with the lowest number of low-income students as compared to the schools that serve the highest numbers.

#### **Minority Students & Ineffective vs. Effective teachers:**

Quartile 1: 1 school, 0.00% ineffective (0 out of 22 teachers); 100.00% effective (22 of 22)

2: 13 schools, 0.43% (2 out of 467) vs. 99.60% (465 of 467)

3: 8 schools, 0.00% (0 out of 164) vs. 100.00% (164 of 164)

4: 11 schools, 0.80% (3 out of 375) vs. 99.20% (372 of 375)

There is a 0.37 percentage point difference between the percentages of inexperienced teachers at schools with the lowest amount of minority students compared to the schools that serve higher percentages. None of the four quartiles employed high percentages of ineffective teachers.

#### **Low-Income Students & Ineffective vs. Effective teachers:**

Quartile 1: 12 schools, 0.52% ineffective (2 out of 382 teachers); 97.09% effective (380 of 382)

2: 11 schools, 0.60% (2 out of 331) vs. 99.40% (329 of 331)

3: 10 schools, 0.32% (1 out of 315) vs. 99.70% (314 of 315)

4: 0 schools

There is a -0.81 percentage point difference between the percentages of inexperienced teachers at schools with the lowest amount of minority students compared to the schools that serve higher percentages. None of the four quartiles employed high percentages of ineffective teachers.

#### **Minority Students Out-of-Field vs. In-Field Teachers:**

Quartile 1: 1 school, 0.00% out-of-field teachers (0 out of 22); 100% in-field (22 of 22)

2: 13 schools, 2.57% (12 out of 467) vs. 97.43% (455 of 467)

3: 8 schools, 0.00% (0 out of 164)

4: 11 schools, 0.53% (2 out of 375) vs. 99.47% (373 of 375)

There is a -2.04 percentage point difference between the percentages of out of field teachers at schools with the lowest percentage of minority students as compared to the schools that serve

the highest percentage of minority students. None of the four quartiles employed high percentages of out-of-field teachers.

### **Low-Income Students & Out-of-Field vs. In-Field Teachers:**

Quartile 1: 12 schools, 1.83% out-of-field teachers (7 out of 382); 98.17% in-field (375 of 382)

2: 11 schools, 1.51% (5 out of 331) vs. 98.49% (326 of 331)

3: 10 schools, 0.63% (2 out of 315) vs. 99.37% (313 of 315)

4: 0 schools

There is a -2.71 percentage point difference between the percentages of out of field teachers at schools with the lowest number of low-income students as compared to the schools that serve the highest percentage of low-income students. None of the four groups employed a high percentage of out-of-field teachers.

### **School Level Results:**

The district reviews data for all its elementary and secondary schools. The samples below included three elementary and three secondary schools with the highest populations of minority students and low-income students.

Rea Elementary: 92.24% minority & 57.14% low-income students; 4.3% Inexperienced, 0% Ineffective, 0% Out-of-Field teachers

Wilson Elementary: 91.16% minority & 59.39% low-income students; 0.0% Inexperienced, 0% Ineffective, 0% Out-of-Field teachers

Pomona Elementary: 90.30% minority & 66.06% low-income students; 0.0% Inexperienced, 0% Ineffective, 0% Out-of-Field teachers

TeWinkle MS: 85.63% minority & 55.97% low-income students; 8.8% Inexperienced, 0% Ineffective, 0% Out of Field teachers

Estancia HS: 84.82% minority & 61.09% low-income students; 2.0% Inexperienced, 0% Ineffective, 0% Out of Field teachers

Costa Mesa MS/HS: 79.45% minority & 50.09% low-income students; 3.45% Inexperienced, 1.1% Ineffective, 0% Out of Field teachers

### **Overall Findings:**

The district finds there are no significant 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, therefore, the district will take no action at this time, and the district will continue to engage in existing recruitment, selection, and retention strategies.

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

#### **Educational Partner Engagement**

Should disparities occur in the future, a review of hiring and placement practices will be conducted. Additionally, educational partners would be consulted to address equity gaps. Such partners would include: site and district administrators, parent representatives from the District English Learner Advisory Committee, Superintendent's Parent Advisory Committee, and Community Advisory Committee (representing Special Education), and the certificated employee association.

Consultation would include creating a common starting point to familiarize all stakeholders with the task at hand, the historical context within the district, and common definitions. Next, the group would establish expectations, set norms for collaboration, and assign duties to members within the group. A review of equity data would follow, including a review of numbers and percentages of out-of-field, ineffective, and inexperienced teachers by site, as well as visualizations, within the context of using data-driven dialogue protocols. The group would conduct a root cause analysis, and then develop a plan to address the inequities.

## **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:**

**Site Planning:** Parents and family members are involved in the educational partner input process when developing site plans. This includes the School Plan for Student Achievement. Should schools be identified for Comprehensive Support and Improvement Plans (CSI) or Targeted Support (ATSI) and Improvement Plans, educational partners would also be involved in the planning process. At present, NMUSD does not have any schools identified for CSI or ATSI. Input occurs after budget development begins each spring and continues throughout fall until approval of the plans. This includes input in the school needs assessment, review of parent and family engagement activities, and support for student learning at school and at home. All plans are developed with, and then subsequently reviewed and approved by, each School Site Council, which includes parent and family representatives.

**District and Site Committees:** The district maintains the functionality of various advisory committees and relies on two-way communication for feedback and input on district parent and family engagement programs, activities, and services. These committees include District English Learner Advisory Committee (DELAC), the (Special Education) Community Advisory Committee (CAC), the Superintendent's Parent Advisory Committee (SPAC), the site English Learner 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.)

**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. The district conducts in-person and online District Plan Input Forums (recently conducted in March and April 2022). Title I sites conduct additional educational partner 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 such as Thoughtexchange. 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. An annual English Learner Program needs assessment is conducted as a way for ELACs to provide input on the development of the School Plan for Student Achievement and to provide relevant and engaging topics at site ELAC meetings. Through these various forms of educational partner input, the district prioritizes providing other reasonable support for parental involvement activities parents may request, based upon the number of parents and number of sites requesting such activities. Consideration is also given to designing effective delivery methods, which may include site-based offerings, district-led training, or online learning opportunities.

### **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 and is periodically reviewed and updated, as needed. It is distributed annually during the student registration process and is included 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.

## 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 NMUSD is not eligible for Programs for Neglected or Delinquent Children. A brief summary follows:

#### 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 - pushing into classrooms to support smaller group instruction in the first tier and providing pull-out support for pre-teaching, re-teaching, and teaching concepts differently.
- **Secondary intervention and remediation in reading and mathematics:** Title I middle and high schools provide class sections for reading intervention, 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.
- **School-wide 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 may 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**

NMUSD has developed and implemented policies and practices to ensure students/families experiencing homelessness are identified and enrolled immediately in the district and its homeless education program. A comprehensive system for identification, referral, and support of students/families who meet the criteria for the homeless education program has been developed. A housing questionnaire is embedded in all student enrollment and registration processes, which allows staff to immediately identify and enroll students/families that may meet the criteria for the homeless education program and are in need of support. Personnel have also received sensitivity training on how to identify, refer, and support students experiencing homelessness. This comprehensive identification and referral system is utilized district-wide.

##### **Attendance**

During the 2020-2021 school year, staff were trained on how to identify, refer, and support students and families experiencing homelessness. Early identification and intervention strategies were established to identify students at risk for attendance issues due to major challenges, such as homelessness. 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 a 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. NMUSD 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 work with families/students to address attendance barriers and provide support. NMUSD will continue to identify and eliminate barriers that prevent students from participating in school fully.

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

Once a student/family has been identified, an initial needs assessment is conducted to determine needs and gaps in services. The needs assessment reviews current status and identifies resources needed by the student/family (internal and external). Based upon the outcome of the needs assessment, the student/family may receive school supplies, free meals, transportation, academic support, counseling, or be linked to agencies that can assist with housing, health care, and jobs.

In reviewing suspension data, the district has identified the need for alternatives to suspension for students experiencing homelessness. Student Services staff continues to work with school site administrators and provide them support in the area of discipline. The McKinney-Vento Liaison will continue to work with the school sites to identify needs and 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:**

NMUSD 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:**

NMUSD 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 for Teachers

##### Induction for Teachers:

The NMUSD 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 meeting with a 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 a 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; and 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, sites provide early release and late start days with time allocated to ongoing professional development.

- Elementary and Secondary Education 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.
- Elementary English Language Arts
  - Individual, grade level, school site, zone, and district-wide training provided by Elementary Teachers on Special Assignment focused on 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 Acadience assessment training
- Elementary English Language Development

- Individual, grade level, school site, zone, and district-wide training provided by Elementary Teachers on Special Assignment focused on English language development.
- Elementary 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.
- Secondary Schools
  - English Language Arts, English Language Development, and Science TOSAs focus on the district theme of Eliciting and Responding to Student Thinking in each of the related content areas.
  - Instructional Coaches: Secondary Instructional Coaches support teachers at all NMUSD middle and high schools with ongoing job embedded professional development focused on “Eliciting and responding to student thinking.”

### **Systems of Professional Growth and Improvement for Principals**

- Principals’ Growth and Improvement:
  - New Principals: Monthly meetings support new principals in the early years of their administrative experience in NMUSD. These meetings support principals’ leadership development while navigating districtwide systems.
- Principals’ Meetings:
  - Monthly district-wide TK-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
- 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:**

No schools have been identified for comprehensive support and improvement or targeted support and improvement.

Sites with the highest percentage of low-income students are served at the district's 15 Title I schools. Consultant services are focused on supplemental professional development in mathematics and reading, prioritizing Title I schools first (as required), and alignment of curriculum, instruction, and assessment at the Title I alternative high school. Additionally, the majority of new teachers supported by induction are part-time interventionists, whose focus is the youngest and neediest students on NMUSD 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**

NMUSD 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. Educational partner 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.

Ongoing consultation relative to Title II funding occurs through the LCAP development process. This includes correspondence and annual meetings with teacher representatives, site principals, classified and certificated bargaining unit meetings (including paraprofessionals), students, parents, certificated and classified staff, and English learner advisory committees. Title II funded professional development is closed with presenter feedback/evaluations, as well as through informal dialogue with participants and follow-up email protocols.

Data is analyzed in the fall during the program evaluation process and in the spring in preparation for annual updates and future plan development. This data includes state assessment results (SBA and ELPAC), new teacher surveys, district-wide certificated and classified staff surveys, student, parent, and staff advisory committee feedback, and, where appropriate, observation tools. Conclusions from SBAC and ELPAC analysis show that elementary and secondary students are not making expected progress in mathematics, particularly current and former English learner students. Teacher and administrator input on surveys and from advisory committee feedback reflects the need for professional learning with an emphasis on deep, ongoing, job-embedded support.

In regard to how the district coordinates its Title II, Part A activities with other related strategies, programs, and activities: as mentioned in the Alignment section of the LCAP Federal Addendum, NMUSD staffs Teachers on Special Assignment (TOSAs) provide ongoing, job-embedded professional development and teacher support in the areas of English language arts, English language development, and mathematics. These TOSAs are multi-funded through General Fund and LCFF to support professional development in service of all students, as well as targeted to the needs of some and few students. Title II funds support teachers in mathematics, and Title III funds support teachers in English language development with a focus on newcomers and engagement of parents of English learners. 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. Additionally, Title II funds support administrator leadership training, teacher induction, new teacher training, and professional growth in understanding student progress monitoring and intervention data. Ultimately, Title II funds supplement and do not supplant the work being provided in Title I sites and through Title III funded activities.

# 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 the 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.

For 2022-23, district funds will provide four English Learner (EL) Teachers on Special Assignment (TOSA) to provide coaching. The EL TOSAs 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 and scaffolding for English learner students, lesson modeling, and pre-teaching and re-teaching strategies.

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

- Districtwide professional development
- Read 180
- ELPAC—analysis, placement, and instructional implications
- Designated and Integrated ELD support
- Newcomer support

Data indicates a need for increased support for English learners in English language development as well as in 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.

Aspects of this process follow below:

- 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. NMUSD will continue to support the use of data to drive decisions about what is best for students, especially targeting students in identified student groups, including English learners.
- The district and sites will continue to implement action steps to focus on student outcomes including: a) monitoring progress and revising plans during the year as necessary, and b) updating the next year's plan as part of the continuous improvement process geared to closing 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.

NMUSD meaningfully engages all educational partners in the development of the Local Control and Accountability Plan. Annually, NMUSD 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 are identified to enhance instructional opportunities beyond the core curriculum. The focus of these sustainable opportunities is to 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 are used to fund Grupo Crecer across the district. Grupo Crecer workshops provide culturally tuned family-strengthening workshops. These workshops are designed to strengthen the roles parents have in their child's academic success.

## 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 (ELs). Through data review and educational partner 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 (LCAP) and School Plans for Student Achievement (SPSA) with active, meaningful, and outcome-based programs. Educational partner consultation for English learner programs occurs during Local Control and Accountability Plan (LCAP) input sessions. This process includes varied educational partners (i.e., EL 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 educational partner 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 (SPSA) with goals, objectives, and actions aligned to the district Local Control and Accountability Plan. Through the frame of meaningful plans on behalf of English learners, 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 student group: newcomers, at-risk long-term English learners, and long-term English learners (L-TELS). Progress monitoring for ELs, specifically L-TELS has been identified as a specific area of need and remains a focus for the upcoming year. In planning activities for ELs, sustainability connected to students' learning outcomes is essential. English learner progress is measured through the English Language Proficiency Assessments 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 ELs, 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 to grades 8-11 in two classrooms with four NMUSD teachers and a language development coach. Funds include consultation and professional development with California State University, Fullerton, instructional materials, teacher and classified staff salaries and benefits, and student transportation to the program.
- Elementary supplemental materials and Carousel of Ideas to support small group and individual instruction for newcomer English learners are among the kits made available for each of the 22 elementary schools and continue to be replenished, as needed.

- Funds also support professional development through the hiring of two elementary English Language Development Instructional Support Specialists, focused on newcomer supports and parent/family engagement.

**Core educational programs not provided by Title III funds:**

NMUSD implements a robust language and literacy program for its TK-12th grade students, as follows:

- 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 2014/2017 version. In 2021-2022, the district updated materials to include full digital resources including Comprehension Coach, a tool to assist with listening, speaking, and comprehension.
- For grades TK-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 Tiers One and Two foundational reading instruction.
- A K-6 elementary Spanish dual immersion is offered at Whittier Elementary School and Mandarin dual immersion is offered at College Park Elementary School.
- A middle school Spanish dual immersion is offered at Ensign Intermediate School and Mandarin dual immersion is offered at Costa Mesa Middle School.

NMUSD implements a robust mathematics program for grades TK-12 students, as follows:

- 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 and also 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.

## 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 (SPSA) 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 (LCAP). Plan development, through educational partner engagement, prioritizes federal funds, including Title III, to maximize impact on students most in need of support. Educational partner engagement for Title III English learner programs occurs during Local Control and Accountability Plan (LCAP) input sessions. This process includes varied educational partners (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).

NMUSD 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 educational partner 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 LCAP and SPSAs with active, meaningful, and outcome-based programs. 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 educational partners and reviewed at the district level.

Evaluation and performance progress includes populations with the English learner subgroup: newcomers, 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 Assessments 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:** NMUSD has elected to focus its funds on B, C and D below.

**(B) Well-rounded education:** Seesaw is a TK-6 digital platform for students to submit evidence of their reading, writing, speaking, and mathematical thinking and achievement. Teachers can respond in writing, but also by recording comments and feedback. Parents can observe and participate in their child's learning in a deeper way.

**(C) Activities related to supporting safe and healthy students:** Over the past two years, NMUSD has increased Behavior Specialist staffing using increased federal funding. Until 2021-22, Title IV funds were allocated to support two behavior specialists at the elementary level for specialized prevention and intervention services for students to address at-risk activities, physical and emotional dysfunctions, and to support safe and healthy students as defined in Section 4108. The RULER curricula, research proven social-emotional learning tools, will drive overall Tier 1 expectations and support. Behavior specialists and elementary counselors work in tandem to support socialization, health, attendance, peer interactions, positive behavior reinforcements, and positive peer interaction development among students in the district's elementary schools. Due to a reduction in funding, Title IV funds will continue to support one behavior specialist with the other position supported by different federal funds.

**(D) Activities related to supporting the effective use of technology in schools:** Effective use of technology will be supported by training staff and students in digital citizenship. Virtual and in-person training will support teachers in understanding digital citizenship and promoting it in classrooms to inform instruction, support teacher collaboration, and personalize learning throughout the district.

**(E) Program objectives and how the LEA periodically evaluates 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 uses a variety of collaborative mechanisms to determine the need for behavior specialists, digital platforms, and for digital citizenship professional development. This includes educational partner input from the LCAP Survey, meetings with Community Alliance partners (which include more than 25 community agencies that support students and families through their outreach programs), agendaized conversations at regularly scheduled principals' meetings, and discussions among high level district leaders, including members of the Superintendent's Cabinet. For the safe and healthy student aspects of the Title IV program design, the Office of Student Services previously 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.

In addition to qualitative data shared by principals at meetings throughout the year, the district reviews existing survey data and educational partner input from site and district advisory groups to affirm these needs. Analysis for safe and healthy students includes a review of the California Healthy Kids Survey, administered every two years by the NMUSD, attendance data aligned to the California State Dashboard (when available), 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 be provided only by behavior specialists and counselors. Student discipline indicators will continue to be central to the analysis of outcomes concerning the use of Title IV funds.