

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA name:

Norwalk-La Mirada Unified School District

## CDS code:

19-64840

## Link to the LCAP:

*(optional)*

[Provide link.]

## 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

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

## 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 LCAP. 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 LCAP.

Effective schools and districts coordinate and integrate programs and services by drawing on a wide range of resources such as funding, human, organizational, and facility. At the site level, every school's Single Plan for Student Achievement (SPSA) describes the school's basic educational program and the categorical supplementary programs/services that are designed to support student achievement of each and every student. Parental involvement is a necessary and vital part of developing the SPSA as well as our overall program. At the district level, advisory committees, including parent committees, provide input into each of the site's SPSA and to the District's Local Control Accountability Plan (LCAP).

NLMUSD LCAP describes how the district intends to meet annual goals for all students and to increase or improve services of English learners, foster youth, and low-income students. Title I, Title II, Title III, and Title IV funds supplement both basic core services and additional state-funded services provided for unduplicated pupils. For example, in the NLMUSD LCAP focus area on engaging and responsive climate and culture, LCFF provides health aides and socio-emotional/behavioral support to unduplicated pupils, while Title I fund pays for a community liaison who provides supplemental academic and social learning opportunities to student and families in transition. In the NLMUSD LCAP focus area on parent and community engagement, LCFF provides parent workshops to parents of all schools, while Title I fund pays for a district parent counselor who provides workshops specific to parents of Title I schools based on annual parent interest survey results. In the NLMUSD LCAP focus area on exemplary staff, LCFF pays for instructional coaches who provide PDs to all schools in all academic areas, including ELD, while Title II pays for additional coaching support as needed and Title III provides supplemental coaching support to teachers of ELs.

NLMUSD leaders ensure that all students receive high-quality, research-based core instruction in their regular classroom regardless of receipt of federal funds. During various district-level meetings such as Executive Staff meetings, Superintendent's Cabinet meetings, Principals Leadership meetings, and Educational Services Leadership Team meetings, NLMUSD leaders engage in continuous program evaluation to ensure that federal funds supplement the core instruction using benchmark/district/state level data and stakeholder feedback.

## 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.

NLMUSD makes decision to use federal funds to supplement LCFF activities by conducting ongoing needs assessments/surveys and obtaining feedback via various district-level meetings, such as dual language team meetings, ELD teacher collaborative meetings, Ed Services leadership meetings, principal leadership meetings, Superintendent's Cabinet and Community Council, Superintendent's Student Advisory Committee, DELAC meetings, PAC/ EL PAC meetings, etc. to analyze and prioritize

the areas of great need to provide additional resources and support to increase student achievement. In addition, schools conduct ELAC meetings and SSC meetings to communicate and engage staff, students, and parents and to ensure that school plans are aligned with LEA goals and priorities.

NLMUSD leadership teams continue to monitor and support the full implementation and to evaluate the effectiveness of actions funded by LCFF. The Assistant Superintendents of Elementary and Secondary Educational Services who lead all program/departments regularly meet to discuss progress of action/program implementation and how to best utilize supplemental federal funds to further support the activities funded by LCFF. Directors who are responsible for Title I, Title II, Title III, or Title IV funds review evidence of program implementation and ensure that federal funds are supplementing activities funded through LCFF.

# ESSA Provisions Addressed Within the LCAP

Within the LCAP 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 LCAP 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.

### 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).

### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 ( <i>as applicable</i> )

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## 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 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.

## 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.

# ESSA Provisions Not Addressed in the LCAP

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 LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP 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 responses included in this narrative indicate the percentage of minority students and low-income students for each of our 25 schools and the number of ineffective, out-of-field, and inexperienced teachers for the 2022-23 school year. The data was taken from Data Quest, the District's teacher counts, the districts local management system and the District's free and reduced lunch counts. The narrative also provides a data sampling of two Elementary/Middle/and High School sites which includes the school name, percentage of low-income students, percentage of minority students, as well as the number of Ineffective, Out of Field, and Inexperienced teachers. The schools were chosen as a result of high percentages of Minority and Low-Income students.

Question: Are minority students and low-income students taught at higher rates than other students by ineffective/mis-assigned teachers? Response: According to the data, there were Thirteen (7) ineffective/mis-assigned teachers (i.e., 1.51%) at schools with a higher rate of minority and low-income students and four (4) ineffective/mis-assigned teachers (i.e., 1.69%) at the other schools. Therefore, minority and low-income students were taught at slightly lower rates than other students by ineffective/mis-assigned teachers.

Question: Are minority students and low-income students taught at higher rates than other students by out-of-field teachers? Response: According to the data, there were fifty-nine (59) out-of-field teachers (i.e., 12.74%) at schools with a higher rate of minority and low-income students and twenty-two (25) out-of-field teachers (i.e., 10.59%) at the other schools. Therefore, minority and low-income students are taught at slightly higher rates than other students by out-of-field teachers.

Question: Are minority students and low-income students taught at higher rates than other students by inexperienced teachers? Response: According to the data, there are thirty-five (35) inexperienced

teachers (i.e., 7.55%) at schools with a higher rate of minority and low-income students and six (9) inexperienced teachers (3.81%) at the other schools. Therefore, minority and low-income students are taught at higher rates than other students by inexperienced teachers.

Two ELEMENTARY Schools, high percentage of MINORITY students: 1. Glazier - Currently, Glazier has 435 students with 62.06% / 270 total minority students. The number and percentage of ineffective teachers is 0 or 0.00%. The number and percentage of Out of Field teachers is 0 or 0.00%. The number and percentage of Inexperienced teachers is 1 or 6.25%. 2. SANCHEZ ELEM - Currently, Sanchez has 291 students with 49.14% / 143 total minority students. The number and percentage of ineffective teachers is 0 or 0.00%. The number and percentage of Out of Field teachers is 0 or 0.00%. The number and percentage of Inexperienced teachers is 3 or 25%.

Two ELEMENTARY Schools with high percentage of LOW-INCOME students: 1. EDMONSON ELEM- Currently, Edmondson has 435 students with 297 / 68.27% low-income students. The number and percentage of ineffective teachers is 0 or 0.00%. The number and percentage of Out of Field teachers is 0 or 0.00%. The number and percentage of Inexperienced teachers is 3 or 18.75%. 2. MOFFITT ELEM- Currently, Moffitt has 568 students with 370 / 65.14% low-income students. The number and percentage of ineffective teachers is 0 or 0.00%. The number and percentage of Out of Field teachers is 0 or 0.00%. The number and percentage of Inexperienced teachers is 2 or 9.52%.

Two MIDDLE Schools, high percentage of HIGH MINORITY AND HIGH LOW-INCOME students (SAME TOP 2 SCHOOLS): 1. Currently, LOS ALISOS has 1035 students with 78.74% / 815 total minority students AND 727 / 70.24% low-income students. The number and percentage of ineffective teachers is 1 or 2.08%. The number and percentage of Out of Field teachers is 11 or 31.42%. The number and percentage of Inexperienced teachers is 0 or 0%. 2. Currently, WAITE has 570 students with 73.5% / 419 total minority students AND 430 / 75.43% low-income students. The number and percentage of ineffective teachers is 0 or 0.00%. The number and percentage of Out of Field teachers is 1 or 5%. The number and percentage of Inexperienced teachers is 1 or 5%.

Two HIGH Schools, high percentage of MINORITY AND HIGH LOW-INCOME students (SAME TOP 2 SCHOOLS): 1. Currently, Glenn has 1031 students with 69.25% / 714 total minority students and 739 / 71.67% low-income students. The number and percentage of ineffective teachers is 0 or 0%. The number and percentage of Out of Field teachers is 4 or 9.52%. The number and percentage of Inexperienced teachers is 1 or 2.38%. 2. Currently, Norwalk has 2007 students with 79.17% / 1589 total minority students and 1343 / 66.91% low income. The number and percentage of ineffective teachers is 0 or 0%. The number and percentage of Out of Field teachers is 17 or 25%. The number and percentage of Inexperienced teachers is 4 or 5.88%.

## **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:**



- ❖ 1111(d) Sites who are identified for Comprehensive Support and Improvement support undergo a needs assessment that includes meeting with all stakeholders (teachers, staff, students, parents, and district office personnel) to identify root causes for having been identified as a CSI site. Once a root cause analysis has been completed, together with all stakeholder groups, the team identifies researched based solutions that are mutually agreed upon, implemented and monitored. Quarterly, data is reviewed for effectiveness of the plan and stakeholders are re-engaged for revising plan. Site and district teams regularly consult with our county office of education for updates and guidance on implementation.
- ❖ 1116 District and School Parent and Family Engagement Policies and Compacts: Each Title I school in NLMUSD is required to develop a written Parent and Family Engagement Policy. This policy describes how the school will support and increase parent involvement in the following areas: policy involvement; shared responsibilities for high student achievement; building capacity for involvement; and accessibility. The Parent and Family Engagement Policy is developed with parents and reviewed annually during Title I school parent meeting(s) to update the parental involvement policy with parent input. District Office conducts a district-level parent involvement policy evaluation annually with LCAP Parent Advisory Committee, DELAC, and SSC member consultations: (1) to evaluate the content and effectiveness of the district parent involvement policy to improve the academic quality of the schools served; (2) to identify barriers to greater participation by parents in Title I activities; (3) to understand the needs of parents and family members to assist with the learning of their children; (4) to involve parents in the decisions regarding how the fund reserved for parental involvement is allotted for parental involvement activities; (5) to use the findings of the evaluation to design strategies for more effective parental involvement; and if necessary, (6) to revise the Title I parent involvement policies. The school-parent compact is jointly developed with and distributed to parents of Title I students annually during parent-teacher conferences and annual Title I school parent meeting(s). The school-parent compact outlines how parents, the entire school staff, and students will share the responsibilities for improved student academic achievement and describes the means by which the school and parents will build and develop a partnership to help children achieve the state content standards. The policies and compact are written in English and in Spanish to encourage informed participation of parents of EL students.
- ❖ In order to implement the policies, all 16 NLMUSD Title I schools develop a schedule of activities to build parent capacity in the beginning of each school year to implement throughout the year. These activities include, but not limited to, the annual Title I school parent meeting(s), ELAC meetings, SSC meetings, parent education workshops, family literacy/math nights, AVID parent information night(s), migrant education parent meetings, technology classes, ESL classes, PowerSchool parent trainings, etc. Title I schools utilize the results school-level parent surveys, EL parent needs assessment, and LCAP parent surveys to obtain parent input regarding school programs and ways to educate teachers/instructional support personnel/principal/other school staff to work with parents as equal partners.
- ❖ District Office also provides various parent education workshops throughout the year based on parent needs assessment results. The workshops include, but not limited to, the following topics: leadership for parents, English classes, computer classes, socio-emotional needs of children/teens, and literacy workshops.

## **Schoolwide 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:**

- ❖ Section 1114 School-wide Programs (SWP): All 16 Title I SWP schools in Norwalk-La Mirada Unified School District have revised their SWP plans based on a comprehensive needs assessment of the entire school in relation to state standards to reflect the provisions of ESSA and alignment with the California State “School Plan for Student Achievement.” Each School Site Council (SSC) developed their plan in consultation with parents, teachers, and advisory committees. District administrators provide the following technical assistance annually: (1) provide a checklist along with SPSA template that addresses all required elements needed to upgrade the entire school’s academic program; (2) Hold Title I School Principals’ meetings throughout the year to provide necessary tools and guidance to carry out federal requirements under Title I program; (3) Conduct school visits throughout the year to monitor implementation of effective instructional strategies, to provide professional development sessions, to lead comprehensive analysis of data, and to provide additional support for struggling students; (4) Provide workshops for site administrators and teacher leaders on data analysis, program evaluation, development of action steps, and alignment of resources; and (5) Train SSC members on their roles and responsibilities in developing the SPSA.
- ❖ Community Day School Program for Neglected or Delinquent Children: N/A
- ❖ Section 1115 Targeted Assistance School (TAS): N/A – All NLMUSD Title I schools are SWP schools.

**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:**

The Title I, Part A set aside funding designated for our Homeless Education program is utilized to pay for 2 tutorial positions at two school sites with high concentration of homeless students. The McKinney-Vento tutorial program has been successful in assisting homeless students to keep up the same state standards, graduation rates, and addressing the much-needed academic support. Aside from tutorial support, homeless students are provided with basic academic tools that include backpacks, school supplies, shoes, and school uniforms. In addition, transportation services to and from school of origin is provided to students living outside of the district boundaries. These services and resources have been instrumental in removing barriers in terms of enrollment, attendance, and academic success.

The LEA’s homeless liaison leads more than 40 community service agency collaboratives that specializes in serving homeless youth and families. Some of the areas of service include transitional

and permanent housing, medical and mental health, legal advocacy, family support, drug and alcohol treatment, employment services, and other services that are unique to the needs of youth and families in transition.

## 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:

- ❖ NLMUSD Head Start program uses the following procedures to ensure proper transition services and related supports for students transiting into a local elementary school: (a) During classroom parent committee meetings, parents discuss transition from a preschool classroom to kindergarten; (b) Teachers present a variety of activities throughout the year to support transition, including drawing pictures and discussing feelings about going to kindergarten, reading books about kindergarten, and conducting dramatic plays related to kindergarten as well as the last curriculum unit of study focused on transitioning to kindergarten; (c) Preschool parents who have age-eligible children are provided with a “Getting School Ready” pamphlet with guidelines to help with transition to kindergarten; (d) Children and their parents are provided the opportunity to participate in field trips to kindergarten classes at their feeder school; (e) Parents are provided training in ways to become involved in decision-making at their child’s elementary school, including PTA and other decision-making bodies; (f) A transition Think Tank with Pre-K and TK/K teachers is held two to three times a year to discuss areas of curricular strengths and possible gaps for students making the transition to kindergarten; (g) Kindergarten teachers attend a preschool transition day, in which they come and visit preschool students; (h) Common children’s literacy materials are provided to both the preschool and all kindergarten teachers in the district to support the preschool students’ transition, in that children entering kindergarten see familiar items; (i) Kindergarten teachers are provide a completed “Child Summary Form” for each incoming student; (j) All parents of children going to kindergarten will receive a copy of their child’s “Participant Health Summary” (Child Plus Report #3030) that includes any identified medical conditions prior to the end of the school year; (k) NLMUSD Special Education Department staff will be informed of any children with severe medical needs, which may require an IEP or a 504 Plan; (l) All parents of children with special dietary needs will be sent a letter, regarding meal accommodations in elementary schools; and (m) The

Disabilities Coordinator coordinates with the Education Coordinator/staff to include all children with disabilities in all kindergarten transition services as appropriate.

- ❖ WEB (Where Everybody Belongs) and Link Crew are transition support programs on every middle and high school campus. Student leaders are chosen, trained, and guided in befriending the incoming (6<sup>th</sup>/9<sup>th</sup> grade) students intentionally to help make the transition on a new campus easier. Student leaders organize events, initiate contact with their designated group, invite students to school functions, inquire about progress reports, and lead lessons on academic success strategies.
- ❖ The Jump Start program supports students transitioning from middle school to high school. The program is facilitated by both teachers and counselors at the three comprehensive high school sites and takes place over the summer.
- ❖ Students are provided access to the California College Guidance Initiative (CCGI) resource for college and career planning. The information on CCGI follows students from the middle school to the high school.
- ❖ The AVID elective class exposes students to a variety of college and career exploratory opportunities. Students study career paths and the higher education required to meet those demands. Student interest and skills are surveyed to provide appropriate support. The AVID students are encouraged to enroll in higher-level courses such as honors, AP, and/or dual enrollment. The AVID program integrates goal setting and organization and study skills, guest speakers, college information/visits, and career field volunteer hours.
- ❖ The NLMUSD middle school magnet programs are connected to the high school career pathways. The following high school career pathways represent a variety of industry sectors: Academy of Career in Education; Academy of Careers in Entrepreneurship; Academy for Prospective Leaders in Education; Arts, Media and Production; Automotive; Biomedical; Computer Science; Culinary Arts; Engineering; Pharmacy; Public Services; Sports Medicine; eSports; Visual and Performing Arts; and Welding. The career pathways include a coherent sequence of courses, A-G, work-based learning, and opportunities to earn college credit.
- ❖ The NLMUSD has a strong partnership with Cerritos College to offer students the opportunity to participate in dual enrollment courses throughout the school year. Students earn college credit and many of the courses are transferable to the UC/CSU schools. The President Scholar Academy students earn up to 22.5 college units while attending high school. Students are also given the opportunity to take an Ethnic Studies dual enrollment course through Cal State University Long Beach. This course is available in all three high schools. The NLMUSD has an Early College program at NHS going into its third year, and will be expanding the program to LMHS beginning in the 2023-2024 school year. The ECP allows students to graduate from high school having met all of the general education requirements for the UCs and CSUs. The NLMUSD offers a robust catalog of dual enrollment courses students can participate in during the summer as well including Mathematics, Art, Sociology, Psychology, and Music History.
- ❖ The District also hosts an annual College and Career Expo. In 2022-2023 school year, the event was conducted in person, in which 40 postsecondary schools and businesses participated. The colleges shared about their school programs, majors, financial aid, entrance requirements, and campus culture and activities. The businesses were represented within a variety of industry sectors to discuss different types of occupations, education requirements, certification requirements, salary range, and skills needed in a range of occupations within the industry sectors.

- ❖ In addition, NLMUSD provides the following activities to increase student access to college and career opportunities: internships with local businesses; mock interviews for high school students; Career Technical Education student leadership and competitions via SkillsUSA; and participation in the Norwalk Education Alliance comprised of various partners such as City of Norwalk, Cerritos College, Norwalk Chamber of Commerce, and Southeast Los Angeles Workforce Development Board, with a focus of preparing students for college and career success.

## **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:**

Norwalk-La Mirada Unified School District (NLMUSD) does not use Title I, Part A Reservation to assist schools in identifying and serving gifted and talented students. NLMUSD does not use Title I, Part A Reservation to assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. District Title I allowable reservations are used in the following areas:

- Professional Development for Title I Schools – District administrators and TOSAs provide workshops and support for Title I school site administrators and teacher leaders on data analysis, program evaluation, development of action steps, and alignment of resources. In addition, NLMUSD provides PD to teachers of Title I, Part A students in private schools.
- Transportation – NLMUSD has students who previously transferred to another public school prior to the 2018-2019 and reserved Title I, Part A funds for Choice-related transportation until the student completes the highest grade in the school.

## 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:

- ❖ The district provided a virtual new teacher orientation to all new teachers on August 5, 2022 and August 8, 2022. This day of learning focused on onboarding teachers and welcoming them to NLMUSD. We also provided training on our districtwide SEL as a Lever for Equity work. Preparing. New teachers are supported through the district's PD offerings that introduce beginning teachers to the district's curriculum and instructional framework.
- ❖ Two Instructional TOSAs are funded through Title II to support district wide professional development efforts in science and social studies. They receive training from outside consultants and by attending conferences regularly.
- ❖ Leadership coaching is provided for individual principals and principals attend monthly professional development sessions to increase their leadership and instructional capacity.
- ❖ We continue to fund professional development for private schools in our district boundaries.
- ❖ During the 2022-23 school year, NLMUSD provided professional development in the area of mathematics to all TK, Kinder and TK-2 special education teachers focused on Cognitively guided instruction. We also provided professional development and support to develop collective teacher efficacy with all secondary mathematics teachers.
- ❖ During the 2022-23 school year, we held districtwide PD for all teachers in the area of Social and Emotional Learning (SEL) as a Lever for Equity. All teachers focused on self-management through an equity and trauma-informed lens. We continued to build upon the self-awareness and growth mindset work from 2022-23. Professional development was provided virtually, both synchronously and asynchronously.
- ❖ The district provides opportunities for teachers, teacher leaders, and principals to provide feedback after each professional growth opportunity. This feedback and evaluation are used to design subsequent professional development opportunities. This year, the feedback was reviewed weekly by the Curriculum, Instruction and Assessment (CIA) team to inform professional development for the upcoming week.
- ❖ Teachers were provided personalized professional development through monthly BLAST (Blended Learning and Support for Teachers) opportunities. These are asynchronous modules.

### 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:**

Our district has identified our focus as Social Emotional Learning and Academic Rigor and Relevance in our “Pillars for Success.” We use these focus areas to identify the key actions and services that will support our students, especially in the schools with the highest number of students who are socioeconomically disadvantaged. Our TOSAs and some site teachers provided synchronous and asynchronous options weekly. We also utilized some consultants. Our principals report that the training and direct support to students at the site level are the most effective in helping them meet the needs of all students and in particular students who are socioeconomically disadvantaged. Principals have reported that Professional Learning Communities have increased the collaboration of their staff and helped teachers to target their instruction to meet the needs of socioeconomically disadvantaged students. The additional support for socioeconomically disadvantaged students provided by intervention specialists such as counselors and intervention teachers has helped the principals to increase the time spent on instructional improvement.

We have continued to support our Site Leadership Teams that were developed and supported throughout the 2022-23 school year. Those teams engage in the cycle of inquiry to support student achievement.

## **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:**

Based on stakeholder consultation and student achievement data analysis, NLMUSD will implement and modify the following programs and activities: (a) Supporting all students in reading through our Reader by 9 Initiative; (b) Support the implementation of a professional development plan for mathematics that will focus on empowering student thinking through mathematical identity, shifts in instruction, equitable access to higher level math courses, culturally responsive pedagogy in math and reimagining our math classrooms in preparation for the adoption of instructional materials; (c) Provide coaching to principals to develop their leadership capacity; (d) provide additional coaching and support for science and social studies teachers; (e) Provide opportunities for science teachers to increase their capacity and understanding of the Next Generation Science Standards and STEM education; (f) Provide support to schools to train teachers to work in Professional Learning Communities; (g) Provide teachers with technology and content integration through the BLAST (Blended Learning and Support for Teachers); (h) Support all middle school students so prepare for high school by providing teachers with additional training on Focused Notes; and (i) Support private schools in our attendance boundaries to provide professional development for their teachers. Title II Part A funds in conjunction with state-based funding provide resources for all stakeholders in the above areas.

NLMUSD continues to improve and modify Title II, Part A activities by meaningfully consulting with teachers, principal, other school leaders, paraprofessionals, Instructional TOSAs, parents, and community partners via parent meetings, Principal Leadership Meetings (bi-monthly), Ed. Services Meetings (weekly), Parent Advisory Committee (PAC) meetings (monthly), and other district/school-wide meetings. The Ed Services Team participated in the cycle of inquiry using SBAC, ELPAC, i-Ready, IABs, Attendance, Suspension Rate, and Parent Surveys 3 times during 2022-23.

NLMUSD assesses the impact of PD on instruction by conducting administrative walkthroughs and Site Leadership Team Walkthroughs, collecting and analyzing data from participants (teachers) and analyzing data such as SBAC, i-Ready Data, grades (D & F rates), attendance, and FIAB/IAB data.

# 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:

- ❖ Continue to fund EL TOSA who provides additional coaching to all teachers of ELs
- ❖ EL TOSA will provide ongoing high-quality professional development to all teachers of ELs. Topics include, but not limited to: ELA/ELD framework; ELD standards; integrated ELD; designated ELD; SDAIE; ELPAC; dual/multi language instruction; ELs in special education (ELD goals, alternate language assessment tools, ELPAC, ELD instruction, reclassification, etc.).
- ❖ EL TOSA will provide training activities to parents, including Road to Reclassification workshop, on how they can be involved and become active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and to meet challenging state academic content and achieve standards expected of all students.
- ❖ NLMUSD will continue to provide parents of English Learners opportunities to attend workshops/seminars.
- ❖ Continue to fund State and Federal Programs TOSA to work with the EL TOSA and principals to provide supplementary training on EL strategies, instruction, and assessment. This TOSA will also work with the District Parent Educator/Counselor to provide ongoing family literacy and parent outreach opportunities.

## 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:

N/A – NLMUSD does not have Title III immigrant program

## 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:



NLMUSD currently has 16% English Learners with the top language spoken as Spanish.

NLMUSD continues to improve and modify Title III, Part A activities by meaningfully consulting with teachers, principals, other school leaders, paraprofessionals, EL TOSAs, parents, and community partners via EL parent meetings, Principal Leadership Meetings (PLM), Ed Services meetings, Superintendent's Cabinet meetings, and other district/school-wide meetings. NLMUSD has also formed an Emerging Multilingual Learner Task Force in Spring 2022 to use the principles of Improvement Science to find meaningful solutions to support the achievement of our English Learners. The Multilingual Task Force met throughout 2022-23.

Based on stakeholder consultation and EL data analysis, NLMUSD will implement and modify the following programs and activities: (a) Implement Structured English immersion (SEI) program with following program components: integrated ELD and designated ELD. All teachers of ELs will provide integrated ELD to ELs throughout the school day and across all subjects. The CA ELD Standards will be used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English. Skilled teachers will provide Designated ELD during a protected time during the regular school day. Teachers will use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical language ELs need for content learning in English; (b) Implement NLMTALKS, a framework used for increasing academic discourse and student talk; (c) Implement SDAIE strategies in all content instruction; (d) Provide *English 3D* as a core text for Long Term English Learners; (e) Provide *Into the USA* for all newcomers; (f) Implement dual language instruction at Dollard, Edmondson, and Los Alisos, and plan for adding an additional school; and (g) Integrate college and career readiness skills and opportunities for ELs to participate in CTE, AVID, work-based learning, and STEAM programs.

## **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:**

- ❖ NLMUSD will ensure that all ELs are receiving integrated and designated ELD and provide supplementary materials (reading materials, technology tools, intervention materials, primary language support books, etc.) to promote language acquisition and academic progress.
- ❖ Teachers will provide additional intervention/tutoring opportunities to struggling ELs.
- ❖ District Office and NLMUSD schools will offer multiple opportunities e.g., computer class, EL Parent Meetings, iReady workshops, parent portal workshops, etc., for parents of EL students to acquire skills and strategies needed to support their children at home, in addition to DELAC and ELAC meetings.
- ❖ Principals, EL TOSA, State and Federal Programs TOSA, and Director of Title III programs will conduct walkthroughs of school sites to monitor the implementation and fidelity of ELD instruction. Based on the data collected, an EL TOSA will provide additional coaching support.

- ❖ Consistency is built by ensuring that all Elementary Schools are using *Benchmark Advance* for integrated and designated ELD. Middle Schools and High Schools use *English 3D* for LTELs or *Into the USA* for Newcomers.
- ❖ Monitoring of Potential L-TELEs and L-TELEs: Principals at each elementary school will ensure that support for potential L-TELEs and L-TELEs are monitored by ongoing data analysis and will provide additional support for struggling ELs.
- ❖ Road to Reclassification: All schools will implement a “Road to Reclassification” process to monitor student progress on the ELPAC and towards meeting reclassification criteria.
- ❖ In collaboration with stakeholders, develop a strategic plan to support and shepherd Newcomers.

# 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:**

This application was developed in consultation with various stakeholders including parents, teachers, principals, other school leaders, support personnel, students, community-based organization and private school staff. Our needs assessment revealed the greatest need in continuing to strengthen secondary students' college and career competencies (Section 4107), supporting healthy social emotional and mental health needs of the middle school students (Section 4108) and technology component (Section 4109).

The district will utilize funds for activities related to supporting well-rounded education under Section 4107 such as training and support for California College Guidance Initiative (CCGI) implementation and College and Career Readiness Guide for Parents and students. By making the district data readily available through CCGI, the students and parents will find the information and activities found on CCGI to be more personalized and relevant. On the same note, the high school students will annually receive College and Career Readiness Guide for Parents that show the individual student's progress toward high school graduation and meeting a-g requirements for college as well as additional college and career-related information. Personalizing the home-school communication about college and career competency will increase the parents' interest and knowledge base to better support their children. The intended outcomes of these activities will be to increase the knowledge base and involvement of parents in student's college and career readiness and will be measured by increase in parent participation on CCGI portal and college and career focused functions at high schools.

We also allocate funds to provide counseling teams with personalized professional development for the implementation of an ASCA national model framework that focused on three tiered systems of support for students.

The district will allocate funds for activities related to fostering safe, healthy supportive drug-free environment (Section 4108) by supporting the established Wellness Centers at two middle school campuses. The funds will be used to support one master-level school social workers to provide individual and group mental health services to students, facilitate parent workshops and support

groups, conduct outreach and linking services to families and conduct staff workshops in social emotional development and impact of trauma in relations to learning. Also, the Wellness Centers will be opened during lunch and break when students return to campus to provide safe social space for all students. The objectives for these activities are to provide preventive and early intervention services to promote safe and positive school environments and healthy social emotional wellness for students. These objectives will be measured by increase in social emotional competency survey that will be taken twice a year by the students; more positive feedback through the school culture survey taken by students, staff and parents; and decrease in suicide-related risk assessments conducted for the students on these campuses.

The district allocated resources for ongoing teacher training and support for implementing high quality instructional materials. Secondary Math teachers will be receiving training for recently adopted textbook materials through Illustrative Mathematics.

The district will expend additional funds to support continued professional development with all district counselors to increase outreach to students in support of college and career readiness.