# 2026-27 LCAP* Federal Addendum

## Every Student Succeeds Act (ESSA)

| LEA name: | CDS code: |
|---|---|
| Newport-Mesa Unified School District | 3066597-6089460 |

## For which ESSA programs will your LEA apply?

Choose from:

| | |
|---|---|
| ✓ | **TITLE I, PART A**<br>Improving Basic Programs Operated by State and Local Educational Agencies |
| | **TITLE I, PART D**<br>Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk |
| ✓ | **TITLE II, PART A**<br>Supporting Effective Instruction |
| ✓ | **TITLE III, PART A**<br>Language Instruction for English Learners and Immigrant Students |
| ✓ | **TITLE IV, PART A**<br>Student Support and Academic Enrichment Grants |

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

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

***Local Control and Accountability Plan***

# 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 (NMUSD) develops the Local Control and Accountability Plan on an annual basis. District-funded actions and services are augmented by federally funded actions and services. The district's vision for responding to academic, behavior, and social-emotional/mental health needs of students is rooted in an evidence-based multi-tiered systems of support (MTSS) approach, which includes a response to intervention (RtI) process at school sites throughout the district. The district's core educational program occurs at the classroom level through high-quality first instruction 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 reading or math support 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 to enhance Tier One, with priority consideration given to Title I schools.

For a strong second and third tier of instruction, NMUSD provides one elementary full-time teacher and one part-time hourly teacher for prevention, intervention, and remediation. These full-time and part-time teachers are funded through Local Control Funding Formula (LCFF) funds. The district supplements these positions for all elementary Title I schools with one additional Title I funded full-time support teacher per site. The rationale for this additional staffing is to: 1) respond to the number and concentration of students at Title I schools reading below grade level in grades 3 through 6, and 2) 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.

Three areas on the behavioral and social-emotional side of the multi-tiered systems of support include: Mental health initiatives, Positive Behavioral Interventions and Supports (PBIS), and Restorative Practices. The district has committed personnel (elementary counselors, school social workers, behavioral specialists, and school psychologists) to work directly with students and families and supervise interns who work with students in Tiers Two and Three. One additional behavior specialist is provided through Title IV funds.

NMUSD focuses federal funds on 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 with prevention, 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 as well as providing pull-out support for pre-teaching, re-teaching, and teaching concepts differently.
  - **Secondary intervention and remediation in reading and mathematics:** All secondary sites have elected to use site-based funds according to need, primarily to support additional reading and mathematics intervention.
- **Language exposure and enrichment for newcomer English Learners:** Two federally funded EL TOSAs provide additional coaching and support for teachers of newcomers.
- **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:** Consultants, substitutes, and extra hourly pay are focused on supplemental professional development in reading, writing, mathematics, and science, prioritizing Title I schools first (as required).
- **Well-rounded education:** NMUSD prioritizes the expansion of its elementary Gifted and Talented Education (GATE) program access and teacher training in eliciting and responding to student thinking in its various physical and digital platforms.

# 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.

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

- **Increased and improved staffing and academic support**: The district provides improved support for struggling students through staffing devoted to student instruction. Certain sites will increase or maintain increased staffing of intervention teachers, coordinators, 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. This is an effective use of funds, as it focuses 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 one full-time and one part-time hourly support teacher at each school. Elementary instructional assistants and bilingual instructional assistants are assigned at sites in rank order: from highest concentration of pupils in the unduplicated count (90.2%) through mid-range level concentration (54.5%). This is an effective use of funds focused on 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:** LCFF Supplemental funds are district-assigned general funds which satisfy the requirement for supplemental dollars to be identified in the LCAP. On top of these LCFF funds, 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 reading and math intervention classes, c) field trips for low-income students to make content area connections and build background knowledge, and d) 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, one elementary and one secondary, to support instruction for newcomer students as well as education for newcomer parents/families. Parent education, coordinated by district-funded School Community Facilitators, is also funded through Title III Immigrant funds.

Using general funds, the following support is provided:

- **Increased and improved professional development:** NMUSD staffs seven elementary Teachers on Special Assignment (TOSAs) to provide ongoing, job-embedded professional development, coaching, and teacher support for high quality first instruction in all content areas with another four elementary TOSAs dedicated to English Language Development. Five secondary TOSAs are staffed in the areas of English Language Arts, English Language Development, history/social studies, math and science. Three TK-12 Teachers on Special Assignment address Educational Technology. These TOSAs are funded through the General Fund 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 consultant contracts to provide professional development. Consultants, substitutes, and extra hourly pay are focused on supplemental professional development in reading, mathematics, science, and writing, prioritizing Title I schools first (as required).

# 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 *(as applicable)* |

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

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

(A) **Well-rounded program of instruction:** Sites provide annual analysis of performance on state and local assessments. The district further analyzes the results of Smarter Balanced Assessment in English Language Arts and Mathematics, outcomes in DIBELS reading

assessments for students in grades K-2, Star Reading assessments in grades 3-10, Star Math assessments in grades 3-6, 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, mCLASS DIBELS and Star Reading are 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 selected Heggerty curriculum to support foundational skills attainment in grades PK-2, University of Florida Literacy Initiative (UFLI) and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) for supporting targeted phonics instruction in Tier 2 and 3 in 2-6, 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, additional credit recovery classes and summer classes were added at each comprehensive high school. Read 180 classes, instructional materials, and teacher training for reading support grades 7-12 are also provided.

c. **Administrator Support:** Regular Title I Principals' meetings provide collaboration across school sites and partner in data analysis and strategy review.

d. **Engaging Classroom Environments:** NMUSD teachers build classroom communities grounded in belonging, implement effective Tier 1 management, and design engaging instruction that drives rigorous academic learning. This commitment to positive school culture is reflected in PBIS recognition outcomes: 26 schools in NMUSD were honored for excellence in building positive school cultures for their successful Positive Behavioral Interventions and Supports (PBIS) initiatives during 2024-25, and 26 sites applied for PBIS recognition in 2025-26, with awards to be announced in fall 2026.

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

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

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

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

The California School Dashboard uses a color-coded system to assign levels of performance related to suspension. This includes reporting for all students and student groups. Student groups with high rates of suspension reported on the 2025 California School Dashboard include the following:

- Orange – High: African American (6.4%, n=141), Homeless (5.4%, n=1,199), Pacific Islander (4.5%, n=66)
- Red - Very High: Foster Youth (24%, n=100)

Site level support and intervention is woven into a case management approach. Students are supported through the Student Success Team (SST) using a MTSS model (multi-tiered systems of support) that supports the whole child. The team includes site level administrators, teachers, counselors, psychologists, nurses, district level behavior specialists, and social workers. A secondary Alternative to Suspension model located at the Presidio Learning Center provides students with opportunities to maintain attendance and make a positive change to their behavior(s) after suspension. Successful completion of alternative suspension awards credit to positive attendance and removes the suspension designation while maintaining the discipline entry. It also gives the ATS staff the opportunity to provide education, support, and intervention.

**Reduce overuse of discipline practices that remove students from the classroom:**

- Routinely review suspension data at various administrator meetings, including real-time ongoing monitoring of data through Aeries and the district-created Suspension Dashboard for analysis of data at critical benchmarks throughout the school year.
- Annually review the California Dashboard data as part of the school planning process, development of comprehensive needs assessments, and development of the school climate aspects of school safety plans.
- Align training and calibration of Restorative Practices with the implementation of site Positive Behavioral Interventions and Supports (PBIS). Site level PBIS teams regularly review major and minor discipline data.

# 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 meals has impacted collection of FRPM applications. Additionally, in 2022-23 all NMUSD Title I schools became eligible for a waiver under the Community Eligibility Provision; therefore, the NMUSD poverty criteria became 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:<br>• General Education Limited Assignment Permit (GELAP)<br>• Special Education Limited Assignment Permit (SELAP)<br>• Short-Term Waivers<br>• Emergency English Learner or Bilingual Authorization Permits<br>• Local Assignment Options |

| | |
|---|---|
| **Ineffective Teachers** | An ineffective teacher is any of the following:<br>• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or<br>• 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);<br>• An individual who holds no credential, permit, or authorization to teach in California.<br>• Under this definition, teachers with the following limited emergency permits would be considered ineffective:<br>• Provisional Internship Permits,<br>• Short-Term Staff Permits<br>• Variable Term Waivers<br>• Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record |

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**How NMUSD will address any disparities found during the identification process:**

1. As of the most recent data collection for 2025-26, no disparities were identified. As no gaps were identified, there was no issue to report.

2. Should disparities occur in the future, a review of hiring and placement practices would be conducted.

3. Additionally, should disparities be identified in the future, educational partners would be consulted to address discovered equity gaps. Such partners could include, but not be limited to site and district administrators, parent representatives from District English Learner Advisory Committee (DELAC, the Superintendent's Parent Advisory Committee (SPAC), the Community Advisory Committee for parents of students with an IEP (CAC), and the certificated employee association.

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, 31 sites are divided according to grade spans and analyzed based on percentage of minority students and low-income students. The most recent analysis, conducted in November 2025, covers the 2025-26 school year. For the district as a whole, 89.08% of teachers are considered experienced (10.92% inexperienced), 99.97% are considered effective (0.03% ineffective), and 95.68% are considered in-field (vs. 4.32 % out-of-field).

**District Level Results**

The average percentage of inexperienced teachers for elementary schools is 11.93%. The top five elementary schools with inexperienced teachers range from 17.6% to 35.5%. Two of the schools are Title I schools (with greater than 75% poverty) and three are not. The bottom five elementary schools with inexperienced teachers range from 0.0% to 4.2%. Two of the schools are Title I schools (with greater than 75% poverty) and three are not. Of the top five elementary schools with the highest minority percentages, only one school has one out-of-field teacher, and none have

teachers that meet the ineffective criteria. The district finds there is no statistically significant distribution of ineffective, out of field, or inexperienced teachers in its elementary schools.

The average percentage of inexperienced teachers for nine secondary schools is 8.5%. The top three secondary schools with inexperienced teachers range from 10.0% to 13.5%. All three schools are Title I with minority enrollment ranging from 52.2% to 84.5%. The bottom three secondary schools with inexperienced teachers range from 5.2% to 6.3%. Two of the three are Title I and one is not. The district finds there is no statistically significant distribution of ineffective, out of field, or inexperienced teachers in its elementary schools.

**School Level Results**

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

Rea Elementary: 81.1% minority & 98.5% low-income students; 8.0% Inexperienced, 0% Ineffective, 4% Out-of-Field teachers

Wilson Elementary: 78.4% minority & 96.7% low-income students; 12.5% Inexperienced, 0% Ineffective, 0% Out-of-Field teachers

Whittier Elementary: 77.0% minority & 90.9% low-income students; 35.5% Inexperienced, 0% Ineffective, 0% Out-of-Field teachers

Estancia HS: 84.5% minority & 88.5% low-income students; 7.7% Inexperienced, 0% Ineffective, 2% Out-of-field teachers

Back Bay HS: 83.8% minority & 93.7% low-income students; 5.6% Inexperienced, 0% Ineffective, 11.1% Out-of-field teachers

TeWinkle MS: 80.6% minority & 88.1% low-income students; 8.6% Inexperienced, 0% Ineffective, 0% Out-of-field teachers

**Overall Findings**

The district puts forth strong recruitment efforts and partnerships with local university teacher preparation programs and in 2024-25, launched structured interview protocols followed by site-based selection panels. The district finds there is no statistically significant distribution of ineffective, out of field, or inexperienced teachers in its schools. Since 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, the district will take no action at this time, and will continue to engage in existing recruitment, selection, and retention strategies.

**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. Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI) would be expected to follow the school planning process. At present, NMUSD has no schools identified for TSI. Input occurs after the budget development begins each spring and continues throughout the 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. Sites identify root causes, resource inequities, and propose targeted actions and services to address student challenges. All plans are developed with, and then subsequently reviewed and approved by, the 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 the following: an annual Local Control and Accountability Plan survey in English, Spanish, and Russian 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 conducted online District Plan Input Forums in April 2026. School sites conducted in-person and online meetings and forums to gather input from their educational partners in March, April, and May 2026. Title I sites conducted additional educational partner input to inform decisions on how best to use their allocations of Title I

Parent and Family Engagement funds. Information was translated for parents and families as required by state and federal regulations and provided in a format, to the extent practicable, in a language parents understand. An annual English Learner Program needs assessment was 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 will prioritize providing other reasonable support for parental involvement activities that parents may request, based upon the number of parents and number of sites requesting such activities. Consideration will be 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 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 are 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 Agreements (previously called "Compact"):** The School-Parent Agreements are 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 Agreements.

## 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:**

16 of the Title I schools in Newport-Mesa Unified operate school-wide programs. One school is a Targeted Assistance program (Monte Vista Independent Study). NMUSD is not eligible for Programs for Neglected or Delinquent Children.

**All Schoolwide Programs**

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

**Based on data analysis, elementary and secondary school-wide programs typically include:**

- **Small group instruction in literacy and mathematics:** The goal of this ongoing, during-the-day support is to increase and improve student learning with intervention, remediation, and during-the-lesson learning. Sites use a variety of instructional methods by 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 math or reading intervention as well as funding to provide reading intervention programs 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.
- **AVID Support**: Sites may elect to provide additional AVID tutorial hours, professional development, strategic planning, and student activities to supplement the district allocation of AVID support.
- **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 our district and 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 student registration at the beginning of the year, which allows staff to immediately identify students that may meet the criteria for the homeless education program and need support. Staff are trained on how to identify, refer, and support students and families experiencing homelessness. Personnel have also received sensitivity training on how to identify, refer, and support students experiencing homelessness. This comprehensive identification and referral system is utilized districtwide.

**Attendance**

Early identification and intervention strategies have been 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 Success 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 support, including reviewing transportation needs and connecting them to additional resources. 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, a needs assessment is conducted to identify resources needed by the student/family (internal and external). Based upon the outcome of the needs assessment, the student/family may receive school supplies or be linked to different agencies that can assist with their needs (i.e., housing, health care, jobs, etc.) The district will provide free meals, transportation, counseling, and academic support.

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 support with 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

## Purpose

The purpose of Title II is to provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders, which include:

- Increase student achievement consistent with the challenging state academic standards;
- Improve the quality and effectiveness of teachers, principals, and other school leaders;
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

## Title II, Part A Activities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---|---|
| 2102(b)(2)(A) | 1, 2, 4 *(as applicable)* |

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.

- **Consultant Services:** Title II funds secure consultant services to support high-quality instruction across several content areas K-12.
  - Elementary Language Essentials for Teachers of Reading and Spelling (LETRS) training for three cohorts: Years 1, 2, and 3
  - Elementary Cognitively Guided Instruction Training
  - Elementary Building Thinking Classrooms, Year 1
  - Secondary Math Building Thinking Classrooms, Year 2
  - Secondary Science NGSS Coaching
- Substitutes and Teacher Extra Duty

# 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 mentor, candidate, and site administrator; co-assessment; developing an Individual Learning Plan (ILP), two mentor observations, two focus teacher observations, lesson series (4 days), and an end-of-year ILP reflection and review.

**Year 2 Induction includes:** One triad meeting with mentor, candidate, and site administrator; co-assessment; Individual Learning Plan (ILP); one-day lesson, analysis, and reflection; two mentor observations; two focus teacher observations; inquiry (7 lesson series); end-of-year ILP reflection and review; 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
    - Professional development for teachers to prepare them to understand and use instructional materials and foundational skills instruction (district-adopted ELA Wonders curriculum, UFLI intervention and Heggerty Bridge the Gap in Tiers Two and Three, Heggerty Bridge to Reading, SIPPS, and mCLASS DIBELS assessment
    - An extensive science of reading has been provided to full-time support teachers and PK-2 classroom teachers (LETRS)
- Elementary English Language Development
    - Elementary Instructional Support Specialists – Teachers on Special Assignment focused on English Language Development

- Elementary Math
    - Professional development for teachers to understand and use mathematics instructional materials, including Illustrative Math (Grades K-6)
    - Training for PK-TK teachers to provide developmentally appropriate mathematics instruction
- Secondary Schools
    - English Language Arts, English Language Development, History/Social-Science, Math, and Science TOSAs focus on the district theme of "Eliciting and responding to student thinking." Thinking Maps has been emphasized since the 2024-25 school year, building a more aligned PK-12 instructional system districtwide. Teachers on Special Assignment help facilitate professional development focused on research-based, high impact pedagogical practices 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." Instructional coaches serve as Trainer of Trainers for the implementation of Thinking Maps districtwide.

**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 at NMUSD. These meetings support principals' leadership development while navigating districtwide systems.
    - Principals participate in facilitated classroom walkthroughs focused on current district instructional initiatives to foster calibration
- Principals' Meetings:
    - Monthly district-wide PK-12 meetings focused on site leadership
    - Monthly elementary/secondary principals' meetings focused on curriculum, assessment, and instructional leadership
    - Title I elementary and secondary principals' meetings focused on leadership at Title I schools
- Elementary and Secondary Director site visits, focused discussion about principals' leadership goals, and supports needed to achieve priorities
- District sponsorship to the professional organization of the principals' choice

## Prioritizing Funding

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

Sites with the highest percentage of low-income students are served at the district's 16 Title I schools. Consultant services are focused on supplemental professional development in mathematics, science, and reading, prioritizing Title I schools first (as required).

## 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 training provide valuable qualitative feedback to trainers and district leaders so the teams can adjust 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 the annual November PD survey, 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 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 SBA 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 advisory committee feedback reflects the need for professional learning with an emphasis on deep, ongoing, job-embedded support.

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) to provide ongoing, job-embedded professional development and teacher support in the areas of English language arts, English language development, mathematics, science, and VAPA. These TOSAs are funded through the General Fund 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 through professional development consultants, and Title III funds support teachers in English language development with a focus on newcomers and engagement of parents of English learners. 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 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 2026-27, district funds will provide four English Learner (EL) Instructional Specialists — Teachers on Special Assignment to provide coaching (three elementary and one secondary TOSA). The EL TOSAs will support teachers of English learners in implementing instructional strategies for EL students in both Integrated ELD and Designated ELD settings. The two federally funded EL TOSAs provide additional coaching and support for teachers of newcomers. 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
- ELPAC—analysis, placement, and instructional implications
- Designated and Integrated ELD support
- Newcomer support
- Long-Term English Learner support

Data indicates a need for increased support for English learners in English language development and 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 and district-wide training and support will be ongoing, sequential, and built on the 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, the 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: 1) implement action steps to focus on student outcomes; 2) monitor progress and revise plans during the year as necessary; and 3) update the next year's plan as part of the continuous improvement process geared to close the achievement gap. School sites will 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 will be determined to enhance instructional opportunities beyond the core curriculum. The focus of these sustainable opportunities will support students' transition to U.S. schooling and culture, basic interpersonal communication skills (BICS), and primary language support to successfully access the core curriculum.

Title III Immigrant funds will be used to fund Grupo Crecer and Parent Institute for Quality Education (PIQE) 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. PIQE provides families knowledge and skills to partner with schools to ensure their students achieve their full potential.

## 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, Parent Square email, text 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's 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: newcomer, at-risk long-term English learners, and long-term English learners (L-TELs). Progress monitoring for ELs, specifically LTELs, 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 for English learners:

- The secondary Summer Language Academy for newcomer English learners supports up to 60 students incoming to grades 8-12 in three classrooms with NMUSD teachers, School Community Facilitators, and a language development coach. The program includes consultation and professional development with California State University, Fullerton, instructional materials, teacher and classified staff salaries and benefits, and student transportation to the program.
- The secondary Saturday Language Academy for newcomer English learners supports up to 60 students in grades 7-12 districtwide, School Community Facilitators and a language development coach. The program includes experiential learning trips and materials, teacher and classified staff salaries and benefits, and student transportation.

- The secondary AVID Summer Scholars Language Academy for Long Term English Learners supports up to 60 students incoming 7-8 grades in three classrooms with NMUSD teachers and a language development coach. The program includes instructional materials, teacher salaries, and field trip admissions and transportation.
- Elementary supplemental materials, Carousel of Ideas, support small group and individual instruction for newcomer English learners. Kits are made available for each of the 22 elementary schools and continue to be replenished, as needed.
- Imagine Learning, an online adaptive learning tool to increase student practice and enhance and accelerate newcomer English learner students' English acquisition.

As core educational programs not provided by Title III funds, NMUSD implements a robust language and literacy program for its TK-12th grade students:

- Elementary McGraw-Hill Wonders ELA/ELD provides English language development materials for grades K-6, including English language development scaffolds integrated into English language arts materials as well as designated English language development, teacher support, and ancillary materials.
- Grades PK-2 use Heggerty curriculum to support foundational skills attainment. The University of Florida Literacy Initiative (UFLI) and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) programs are used to support targeted phonics instruction in Tier 2 and 3 in grades 2-6. Ongoing data reviews with principals examine evidence of challenges and successes.
- Secondary newcomer students continue to receive designated ELD courses Levels 1-3. Instructional materials are Cengage's Inside/Edge 2014/2017 version.
- Secondary Long-Term English Learners receive designated ELD courses Academic Language Development 9 and 10. Instructional materials are Houghton Mifflin Harcourt English 3D.
- 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.
- A high school Spanish dual immersion is offered at Newport Harbor High School and Mandarin dual immersion is offered at Costa Mesa High School.

NMUSD implements a robust mathematics program for TK-12 students.

- The district-adopted, standards-aligned elementary mathematics program for students in TK is Bridges in Mathematics. The adopted program for students K-5 is Illustrative Mathematics. Bridges in Mathematics and Illustrative Mathematics both contain embedded supports for English learner students and 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 groups 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 LCAP input sessions. This process includes varied educational partners (i.e., English learner parents, teachers, and paraprofessionals) from across the district who are informed through multiple methods (i.e., website, Parent Square email, text and phone messages, surveys.)

Newport-Mesa Unified School District continues to support district and site data analysis to use data to drive decisions about what is best for all students, including English learners. Through data analysis and 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 Local Control and Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA) 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: newcomer, at-risk long-term English learners, and long-term English learners. Progress monitoring for English learners, specifically long-term English learners, has been identified as a specific area of need; therefore, this will be a focus for the upcoming year. English learner progress is measured through English Learner Proficiency Assessments for California (ELPAC) and Smarter Balanced Assessment (SBA), a district universal screener, and curricular measures.

## Parent, Family, and Community Engagement

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---|---|
| 3116(b)(3) | 3, 6 *(as applicable)* |

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 act as liaisons among schools, 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 school sites. Schools provide bilingual support for online processes, explanation of required documents, and access to community and school resources.
- Grupo Crecer and PIQE workshops to strength the parent/guardian role in their child's academic success are provided for families of English learners.
- Two Teachers on Special Assignment (TOSA) to support English learners and the 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).
- An online Local Control and Accountability Plan survey, various in-person or virtual community forums conducted in English and Spanish, and outreach through ELAC, DELAC, PTA, and community organizations.

# 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:** Increased access to Gifted and Talented Education (GATE) learning experiences, particularly at the Title I school sites and other sites with concentrations of low-income students. Teachers will be trained in GATE student characteristics as well as strategies to differentiate for gifted students' unique needs. GATE strategies being taught and supported include prompts for thinking with depth and complexity and inquiry-based approaches into core curriculum. A second focus is increased access to STEM through participation in VEX Robotics. This program employs the engineering design process for participants in the program, exploring math, engineering, and coding skills. Students apply to be in competition groups based on interest, academic readiness, and student potential. Participants include motivated GATE and high achieving students with potential for success in robotics. The program nurtures student interests, builds confidence, and exposes them to future college and career pathways in STEM fields.

**(C) Activities related to supporting safe and healthy students**: Title IV funds support one behavior specialist. This position provides specialized prevention and intervention services for students to address at-risk activities, physical and emotional dysfunctions, and to support safe and healthy students. 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.

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

**(E) Program objectives and how the LEA periodically evaluates the effectiveness of the activities:** The district annually reviews school and district program effectiveness. The district team uses a variety of collaborative mechanisms to determine the need for increased GATE learning experiences, behavior specialists, and digital citizenship professional development. This includes educational partner input from the LCAP Survey, student focus groups, staff and public forums, and agendized conversations at regularly scheduled principals' meetings.

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 California Healthy Kids Survey, administered every year by the NMUSD, attendance data aligned to the California State Dashboard, and school level data on office referrals, suspensions, and expulsions.