

# Local Performance Indicators

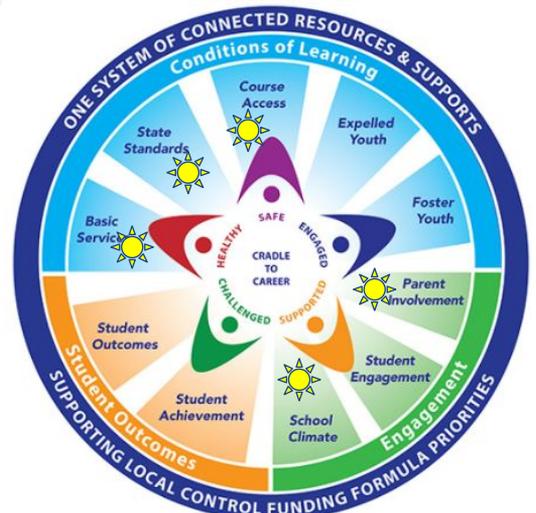
Report to the Board of Education  
June 21, 2022



**Newport-Mesa**  
Unified School District

# Local Indicators

- # 1: Basic Conditions of Learning
- # 2: Implementation of State Standards
- # 3: Parent and Family Engagement
- # 6: School Climate
- # 7: Access to a Broad Course of Study



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Context: Eight state priorities must be addressed in the LCAP. The NMUSD LCAP contains goals, actions, and services to address each priority.

State data is not available for some priority areas identified in the Local Control Funding Formula (LCFF) statute. For these priority areas, the State Board of Education (SBE) approved the local indicators, which are based on information that a district collects locally. The five local indicators are:

- Basic Conditions of Learning
- Implementation of State Academic Standards
- Parent and Family Engagement
- School Climate, as measured by a local climate survey
- Access to a Broad Course of Study

# Dashboard

- Current: 2020-21 report of Local Performance Indicators
- Future: 2021-22 Dashboard (October 2022)
- 2021-22 report will be posted to the NMUSD LCAP webpage

The screenshot shows the California School Dashboard for Newport-Mesa Unified. At the top, there is a navigation bar with links for Home, About, State Summary, Search, More Information, and Select Language. The main heading is "California School DASHBOARD". Below this, the "DISTRICT PERFORMANCE OVERVIEW" section is titled "Newport-Mesa Unified". It includes buttons for "Generate PDF Report", "View All Schools", and "View Additional Reports". A dropdown menu shows the year "2021". A notice states: "Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting and the COVID-19 Accountability FAQs." Below the notice are five category buttons: "Basics: Teachers, Instructional Materials, Facilities", "Implementation of Academic Standards", "Parent and Family Engagement", "Local Climate Survey", and "Access to a Broad Course of Study". The "District Details" section includes: "NAME: Newport-Mesa Unified", "ADDRESS: 2985 Bear Street, Building A, Costa Mesa, CA 92626-4300", "WEBSITE: http://www.nmusd.us", and "GRADES SERVED: P-12". The Newport-Mesa Unified School District logo is at the bottom right.

As of June 21, 2022 the California School Dashboard reflects the 2020-21 school year. The results of this 2021-22 report will be published on the dashboard. The projected month is October, but is dependent on when the state makes it available.

This presentation will be posted to the NMUSD District Plan webpage.

# Local Performance Indicators

- The standard:
  - **Measure progress** on the local performance indicator based on locally available information
  - **Report results**
    - to the district's local governing board at a regularly scheduled meeting of the local governing board
    - and to educational partners and the public through the California School Dashboard
  - **Districts determine** whether they have **Met**, Not Met, or Not Met for Two or More Years for each applicable local performance indicator.



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A school district is a Local Educational Agency (LEA). NMUSD has measured its progress on the required local performance indicators. The results are reported at the June 21st meeting. The state requirement is to measure progress and report. Having done that, the requirements are met.

Districts make this determination by using self-reflection tools included in the evaluation rubrics, which will allow them to measure and report their progress

# Local Performance Indicators

*Measure + Report = ☒ Met*



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Again, the state requirement is to measure progress and report. Having done that, the requirements are met.

State Priority 1

# Basic Conditions of Learning



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## Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

2	Misassignments of teachers of English learners for the district (0.18%)
2	Total teacher misassignments (0.18%)
2	Vacant teacher positions (0.18%)
0	Number of students without access to their own copies of standards-aligned instructional materials for use at school and at home
0	Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)
100%	All NMUSD sites met the overall standard of "Good" or "Exemplary."



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### Standards:

- District annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable.
- District promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable.

This information is the most recently available data from 2021-22.

- **Teacher misassignment:** Examples of teacher misassignment include teachers who may not have the required credential for the content area they are teaching; perhaps a math teacher who isn't credentialed for the specific type of math being taught or hard to fill areas like Special Education.
- **Vacancy:** In some instances, it is possible for teachers on maternity leave to be out for an extended period and a fully credentialed teacher in that content area is not available for the duration of that leave.
- **Good Repair:** "Good repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a Facility Inspection Tool (FIT) developed by the State of California Office of Public School Construction (OPSC) and approved by the State Allocation Board. The FIT evaluates a school facilities' good repair status with ratings of "good," "fair," or "poor." The FIT also provides an overall summary of the conditions at each school on a scale of "exemplary," "good," "fair," or "poor." The instrument shall

- not require capital enhancements beyond the standards to which the facility was designed and constructed.
- **Misassignment:** The number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold
- **Vacant:** The number of positions to which a single-designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position of which a single-designated certificated employee has not been assigned at the beginning of a semester for an entire semester

## Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

NMUSD Performance Level:

Met     Not Met     Not Met For Two or More Years



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Priority 2

# Implementation of State Academic Standards



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# *Rating Scale - Self Reflection Tool*

*1 - Exploration and Research Phase*

*2 - Beginning Development*

*3 - Initial Implementation*

*4 - Full Implementation*

*5 - Full Implementation and Sustainability*



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## Standards:

- NMUSD annually measures its progress implementing state academic standards.
- The district reports the results to the local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Reminder: The purpose of the self reflection tool is to gauge where the district is. A rating of 1 is not bad. It acknowledges a deliberate effort to explore and research.

## Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the district's progress in providing **professional learning for teaching** to the recently adopted academic standards and/or curriculum frameworks identified below.

Professional Learning for Teaching	1	2	3	4	5
English Language Arts – Common Core State Standards for ELA			X		
English Language Development (Aligned to ELA Standards)			X		
Mathematics – Common Core State Standards for Mathematics			X		
Next Generation Science Standards		X			
History-Social Science			X		



\* GREY BOX = CURRENT YEAR; X = LAST YEAR

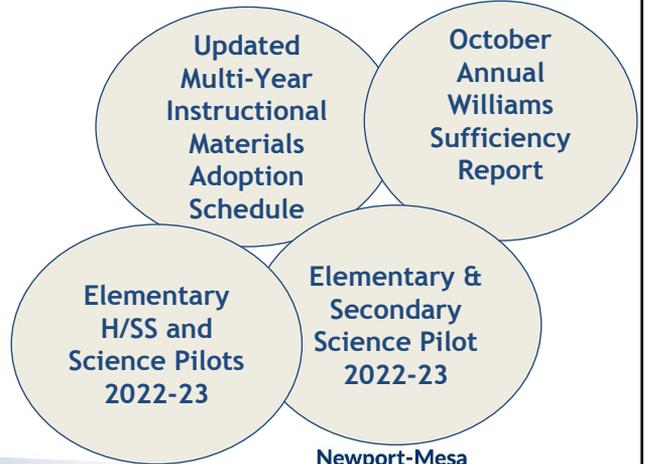
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The reflection tool combines elementary and secondary results for a single rating. During 2021-22, professional was focused on grade and department-level collaboration to deliver high quality first instruction. Due to the lack of substitute teachers, the majority of NMUSD certificated staff was not released during the school day for professional learning and learning occurred principally through early release, late start, and dedicated staff development days in August and November. Elementary training was focused on mathematics for the first portion of the year; although training was not focused on science and history/social science, reflecting the beginning development rating, both content areas will be addressed through adoption processes in the upcoming year. The district has established a comprehensive professional development plan, based on the staff needs assessment conducted in November. This needs assessment process will continue with a survey each November. A new system of coordinated calendars, online resources, and the Frontline Professional Learning Management system will be implemented to make PD resources more accessible.

# Instructional Materials

2. Rate the district's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Instructional Materials	1	2	3	4	5
English Language Arts				X	
English Language Development <i>(Aligned to ELA Standards)</i>			X		
Mathematics				X	
Next Generation Science Standards		X			
History-Social Science				X	



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- Updated Multi-Year Instructional Materials Adoption Schedule
- October Annual Williams Sufficiency Report
- Elementary H/SS and Science Pilots 2022-23
- Elementary & Secondary Science Pilot 2022-23

## Supporting Staff - Instruction

3. Rate the district’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Overall – Supporting Staff	1	2	3	4	5
English Language Arts			X		
English Language Development (Aligned to ELA Standards)			X		
Mathematics			X		
Next Generation Science Standards		X			
History-Social Science		X			



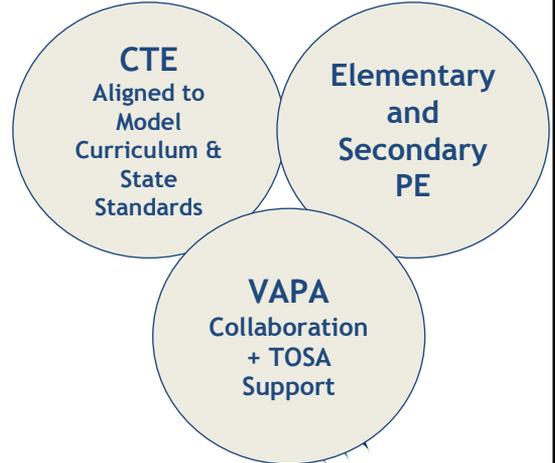
  
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- All teachers receive four days of professional development built into non-student days before school begins and once during the school year.
- For most elementary sites, there is an early release day for teachers to collaborate and participate in professional learning.
- Four Elementary ELA Teachers on Special Assignment were assigned to support professional learning focused on literacy. This will continue.
- Six ELD Teachers on Special Assignment (four elementary and two secondary) provided support to teachers. This will continue
- At the secondary level, site level instructional coaches provided support. For 22-23, two district level TOSAs will provide support in ELA and Science.

## Other Academic Standards

4. Rate the district’s progress implementing each of the following academic standards adopted by the state board for all students.

Secondary – Other Academic Standards	1	2	3	4	5
Career Technical Education				X	
Health Education Content Standards				X	
Physical Education Model Content Standards			X		
Visual and Performing Arts				X	
World Language				X	



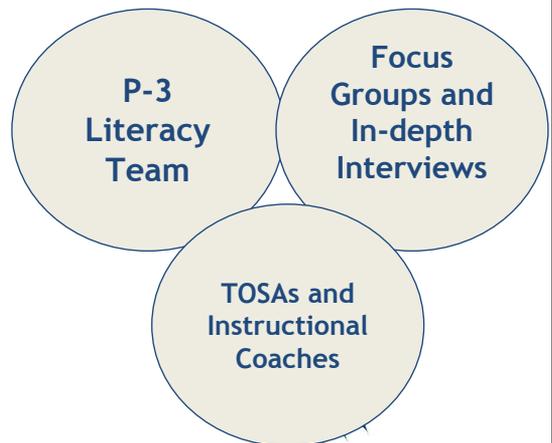
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The standards of Career Technical Education (CTE), health, physical education (PE), visual and performing arts (VAPA), and world languages are all delivered at all secondary sites. The standards of PE and VAPA are delivered at elementary sites. NMUSD continues to develop its CTE pathways, provide online health instruction, and provide PE as required by the state. NMUSD has invested heavily in its elementary VAPA support via the elementary Music Specialists and in its secondary VAPA program. Implementation of PE standards in distance and hybrid learning proved challenging for both elementary and secondary levels. Standards-aligned VAPA instruction was able to continue, despite those challenges. World language instruction is provided at each secondary site and there are two elementary dual immersion programs.

## Support for Teachers and Administrators

5. During the 2021-22 school year (including summer 2021), rate the district's success at engaging in the following activities with teachers and school administrators?

Professional Learning Teachers & Administrators	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers		X			
Providing support for teachers on the standards they have not yet mastered		X			



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In order to identify some of the professional learning needs of teachers, questions were posed in the fall 2021 Professional Development Survey. Representative groups, like the P-3 literacy team, the Classified and Certificated Advisories, and site Administrators were consulted. TOSAs and Instructional Coaches provide support and ongoing feedback to the district. Hanover Research conducted a survey and in-depth interviews with Title I full time and part time hourly teachers. An online staff forum was provided and PD input shared there.

# Priority 2: Implementation of State Academic Standards

**NMUSD Performance Level:**

Met     Not Met     Not Met For Two or More Years



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Seeking  
Input

Building  
Relationships

Building  
Partnerships

Priority 3

## Parent/Family Engagement



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Standards:

Measure progress in:

- seeking input from parents in decision making and
- promoting parental participation in programs
- Report the results

# Parent/Family Involvement

- Decision making: Advisory groups
- Participation: PTA/PTO
- Access: Translation and Interpretation
- Education: Workshops linked to learning and social-emotional growth



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For the 2021-22 school year, all 32 school sites convened School Site Council meetings. English Learner Advisory Committees were required at 26 school sites, as dictated by student enrollment figures. Each of these groups is responsible for providing input on school programs in order to support student academic achievement. In addition to fulfilling an advisory role, each School Site Council has a decision-making function relative to conducting an annual evaluation of programs within the Single Plan for Student Achievement, and approving the School Plan for Student Achievement and the Comprehensive School Safety Plan.

The English Learner Advisory Committees send representatives to monthly District English Learner Advisory Committee meetings, which provides input on district-level programs for English learners.

Sites provide documentation to the district regarding the election, composition, schedule, attendance, agenda, and outcomes of these site meetings, and district staff compiles the same documentation for the district meetings. District staff monitors these compliance items throughout each year.

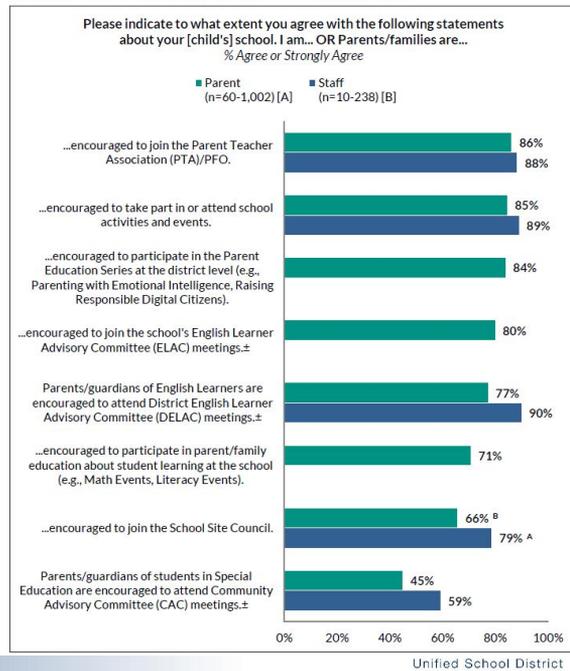
The 2021-22 LCAP Survey results affirm that parents are given multiple opportunities to participate in PTA/PTO, School Site Councils, and English Learner Advisory Committees.

**“Parents/families  
are...”**

*% of Respondents who  
“Agree” and “Strongly  
Agree”*

## 2021-22 Survey Results

### GOAL 4: FAMILY AND COMMUNITY ENGAGEMENT



The 2021-22 LCAP Survey results affirm parent respondent perceptions that parents are given multiple opportunities to participate in PTA/PTO, School Site Councils, and English Learner Advisory Committees.

1,181 parents responded to the overall survey, with varying N sizes responding to these questions

<b>Seeking Input</b>	
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3 - Initial Implementation
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3 - Initial Implementation
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3 - Initial Implementation
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluate family engagement activities at school and district levels.	3 - Initial Implementation

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**Strengths and Progress**

Strengths in the area of seeking input for decision-making include the advisory committee structure at school site and district levels. At the school level, there are Parent Teacher Associations or Parent Teacher Organizations at each school, as well as a School Site Council and English Learner Advisory Committees (when 21 or more English learner students are enrolled). District-level advisory committees meet regularly. These include the Superintendent’s Parent Advisory Council, the District English Learner Advisory Committee, and the Community Advisory Committee for parents of students with an Individualized Education Program (IEP). The district also added in-person and online zone forums and school based forums for site-specific topics such as electives.

**Focus Area for Improvement**

An area of focus is to provide opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluate family engagement activities at school and district levels. Now that families are able to participate in events on campus, we are looking forward to this meaningful collaboration. The district aspires to enhance the quality of its two-way communication and the overall experience for family members while elevating its activities to be engaging and meaningful for families. We will increase our efforts to collect feedback via post-event evaluations and support site teams in analyzing the results.

<b>Building Relationships</b>	
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	3 - Initial Implementation
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	3 - Initial Implementation
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	2 – Beginning Development
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in two-way communication between families and educators using language that is understandable and accessible to families.	3 - Initial Implementation



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**Strengths and Progress**

A district strength in the area of building partnerships for student outcomes is in providing information and resources to support student learning and development in the home. When responding to the 2021-22 LCAP Survey, parents responded to the prompt, “Parents are given the resources and support they need to support their child’s learning in... core subject areas.” 80% agreed or strongly agreed in the areas of reading and 81% in English language development, 61% agreed or strongly agreed in the area of English language arts, and 58% agreed or strongly agreed in the areas of mathematics, 52% in history/social science and 51% in science.

There are a variety of site- and district-based resources for families to extend their support for their children, including elementary site based ELA/ELD, math, science and SEL parent education events, the district Parent Education Series, and Pursuing Victory with Honor.

**Focus Area for Improvement**

A focus area is to provide professional learning and opportunities to enhance staff capacity in building relationships and learning about families’ goals for their children, especially within the context of linguistic and cultural assets. This benefits all families while also aiming to improve the engagement of underrepresented families.

# Additional Programs for Parents/Families

- Parent Education Series
- Grupo Crecer
- Elementary site based Academic, Behavior, and Social-Emotional workshops



**VIRTUAL PARENT EDUCATION**

Newport-Mesa Unified School District is hosting virtual parent education meetings surrounding various topics to support parents and students.

All sessions will be virtual, from 6-7 pm via Zoom. Zoom links and additional information will be available on the [Parent Education Website](#). Spanish interpretation will be available at each session.

**October 20, 2021**

**Topic:** Halloween Doesn't Have to Haunt Your House  
**Presenter:** Dr. Riba, Health Consultant  
Dr. Patricia and her flock of feathered friends use Halloween to inspire families and initiate healthy habits this Halloween.

**Link to join meeting:** <https://nmsud.zoom.us/j/98334642785>

**SAVE THE DATES**

December 1, 2021	January 19, 2022
February 16, 2022	March 23, 2022
April 20, 2022	May 18, 2022

[www.nmsud.us/parenteducation](http://www.nmsud.us/parenteducation)  
714-424-5016

Examples of additional programs for parents/families

<b>Building Partnerships</b>	
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	2 – Beginning Development
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3 - Initial Implementation
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3 - Initial Implementation
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	2 – Beginning Development



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**Strengths and Progress**

Strengths include creating welcoming environments and multiple opportunities for two-way communication. This is much more a strength when campuses are open and families participate face-to face. Welcoming environments at the school site level are created by teachers, office staff, School Community facilitators, and administrators. School Community Facilitators, in particular, are valued members of school communities. Their presence at high-impact schools and at the district level helps families make meaningful home-school connections. There is a robust set of websites at the school and district levels, as well as plentiful information provided in both English and Spanish, and twice-yearly opportunities for elementary parents to participate in face-to-face parent-teacher conferences. Additionally, the district has endeavored to provide high quality forums for working collaboratively between parents and site/district staff. Based on input from stakeholders during the 2018-19 and 2019-20 school years, NMUSD provided a seven-session series of parent education forums in 2020-21 in partnership with the Community Advisory Committee. In keeping with the NMUSD framework of inclusive practices, families of general education and special education students were invited to learn together at these sessions. For 2022-23, the series will be expanded to include an informational session about elective pathways, world languages and dual immersion programs.

### **Focus Area for Improvement**

A focus area for improvement is understandable and accessible two-way communication for families. The district continues to review practices in both the dissemination of information and collection of input. It will continue to reach out to stakeholders through district parent advisory groups and school site level committees to examine and refine these practices, especially as they relate to underrepresented families.

# Priority 3: Parent Engagement

**NMUSD Performance Level:**

Met     Not Met     Not Met For Two or More Years



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Priority 6

## School Climate

Administer a local climate survey at least every other year to students in at least one grade within the grade span(s) that the district serves (e.g., K-5, 6-8, 9-12)



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# Priority 6: School Climate

- NMUSD administers CHKS every two years
- Results available for 2020-21
- Spring 2022 results not yet available



NMUSD administers the California Healthy Kids Survey (CHKS) every two years. The most recent complete administration was in spring 2021 for students in grades 5, 7, 9, and 11.

A spring 2022 administration was conducted to better gauge school climate post-pandemic. Participation rates and results are not yet available.

## Key Findings: California Healthy Kids Survey (2020-21)

According to the guidebook to understanding the results of the California Healthy Kids Survey, “The research on promoting achievement emphasizes the need for two conditions: (1) a sense of the school as a caring, supportive community characterized by positive relationships among and between teachers and other school staff, students, and parents; and (2) a culture rooted in high achievement expectations and standards.”

# School Connectedness

## 5th Grade

Do you feel close to people at school?... Are you happy to be at this school?... Do you feel like you are part of this school?... Do teachers treat students fairly at school?... Do you feel safe at school?

## 7th, 9th, & 11th Grade

I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school...

Grade Level	2020-21
5th	77%*
7th	67%**
9th	63%**
11th	65%**

\*Average reporting "Yes, most of the time" or "Yes, all of the time"

\*\*Average reporting "Agree" or "Strongly agree"



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The questions vary slightly for 5th graders vs. 7th/9th/11th graders to make the questions understandable and age appropriate.

## 5th Grade

Do you feel close to people at school?...  
Are you happy to be at this school?...  
Do you feel like you are part of this school?...  
Do teachers treat students fairly at school?...  
Do you feel safe at school?

## 7th, 9th, & 11th Grade

How strongly do you agree or disagree with the following statements?...  
I feel close to people at this school...  
I am happy to be at this school...  
I feel like I am part of this school...  
The teachers at this school treat students fairly... I feel safe in my school.

# Caring Adults

## 5th Grade

Do the teachers and other grown-ups at school care about you?... Do the teachers and other grown-ups at school listen when you have something to say?... Do the teachers and other grown-ups at school make an effort to get to know you?

## 7th, 9th, & 11th Grade

There is a teacher or some other adult from my school... who really cares about me... who notices when I'm not there... who listens to me when I have something to say.

Grade Level	2020-21
5th	76%*
7th	65%**
9th	57%**
11th	60%**

\*Average reporting "Yes, most of the time" or "Yes, all of the time"

\*\*Average reporting "Agree" or "Strongly agree"



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The questions vary slightly for 5th graders vs. 7th/9th/11th graders to make the questions understandable and age appropriate.

# High Expectations

## 5th Grade

Do the teachers and other grown-ups at school tell you when you do a good job?... Do the teachers and other grown-ups at school believe that you can do a good job?... Do the teachers and other grown-ups at school want you to do your best?

## 7th, 9th, & 11th Grade

There is a teacher or some other adult from my school... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

Grade Level	2020-21
5th	89%*
7th	79%**
9th	68%**
11th	67%**

*\*Average reporting "Yes, most of the time" or "Yes, all of the time"*

*\*\*Average reporting "Agree" or "Strongly agree"*



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The questions vary slightly for 5th graders vs. 7th/9th/11th graders to make the questions understandable and age appropriate.

# Priority 6: School Climate

**NMUSD Performance Level:**

Met     Not Met     Not Met For Two or More Years



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Priority 7

## Course Access



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Access and enrollment in a broad course of study that includes:  
the adopted courses of study specified in the California Education Code for Grades 1-6  
and Grades 7-12  
including the programs and services developed and provided to unduplicated students  
and individuals with exceptional needs

## How the LEA will Assess Itself

- Graduation Rates - Cohort Outcomes
- Students meeting UC/CSU Requirements (*A-G Requirements*)
- Career Technical Education pathway offerings and completion outcomes
- VAPA opportunities TK-12



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# Broad Course of Study

## Grades 1-6

English  
History/Social Sciences  
Mathematics  
Science  
Health  
Physical Education  
Visual and Performing Arts

## Grades 7-12

English  
History/Social Sciences  
Mathematics  
Science  
Physical Education  
Applied Arts  
Foreign Language  
Visual and Performing Arts  
Career Technical Education

# Summary of Results: Secondary

## Graduation Rates 5 Year Cohort Outcomes

All: 91.2%

EL: 84.1%

Low Income: 91.2%

SWD: 79.3%

## Meeting UC/CSU Requirements (A-G)

All: 56.05%

EL\*: 13.9%

Low Income: 38.6%

SWD: 10.7%

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EL means English Learner

Low-Income means eligible for Free and reduced lunch

SWE means Students with Disabilities

If a 12 grade student is still an English learner, that means the student has not demonstrated English proficiency commensurate to their English only peers. It is a significant challenge to graduate meeting college entrance requirements for these students. Another group to look at would be Reclassified Fluent English Proficient students. These are former English learners.

## Secondary: Career Technical Education (CTE) & Visual and Performing Arts (VAPA)

### Number of Pathway offerings: (17)

- Business Management
- Child Development
- Digital Visual Media Arts
- Engineering Design
- Food, Service & Hospitality
- Patient Care
- Production & Managerial Arts
- Residential & Commercial Construction
- Software Systems & Development

### CTE

**Completers:**  
10.6% (186 students)

### Secondary VAPA

**Classes:**  
225



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# Summary of Results:

## *Elementary*

- **Broad Course of Study** is the default instructional program for all elementary students.
- **Music, PE, and Science**
  - Elementary students access PE and science through both their teachers-of-record and additional instruction provided by PE and Science Specialists.
  - Music instruction is provided by Music Specialists.



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Elementary: The default instructional program for all elementary students includes the required course of study. Elementary students access PE and science through both their teachers-of-record and additional instruction provided by PE and Science Specialists. Music instruction is provided by Music Specialists.

# Summary of Results:

## *Elementary*

- **English Learner Students:** 30 minutes (or more) of Designated ELD according to proficiency levels
  - Remainder of instruction is with English Only and RFEP peers with regular, ongoing access and enrollment in the broad course of study
- **Students with an IEP:**
  - Students with mild-moderate disabilities are included in classrooms with their age-level peers
  - Students with moderate-severe disabilities are provided a Broad Course of study through Unique Learning Systems (a complete, standards-aligned functional curriculum for students with significant disabilities) in an appropriate setting designated by their IEP

English learner students receive 30 minutes (or more) of Designated English Language Development according to their proficiency levels. The remainder of instruction is with English only and Reclassified Fluent English Proficient peers with regular, ongoing access to and enrollment in the broad course of study. For students with an IEP: Students with mild-moderate disabilities are included in classrooms with their age-level peers according to NMUSD's inclusive practices. Students with moderate-severe disabilities are provided a broad course of study through Unique Learning System (a complete, standards-aligned functional curriculum for students with significant disabilities) in an appropriate setting designated by their IEP.

# Identify the Barriers

- For students with multiple Fs, limited options to make up failed core courses present challenges for some students to meet prerequisites for subsequent courses
- Inconsistent access to during-the-day reading/writing and math intervention
- Varied grading and homework practices throughout the district
- Students who have recently arrived to the U.S. schooling system with gaps in educational experience need additional, intensive instruction in basic English skills
  - These students have limited access to understanding the content delivered in core courses.



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Barriers preventing the district from providing access to a broad course of study for all students include: • Limited options for students with multiple F grades to make up failed core courses present challenges for some students to meet prerequisites for subsequent courses. • Inconsistent access to during-the-day reading/writing and math intervention. • Varied grading and homework practices throughout the district. • Students who have recently arrived to the U.S. schooling system with gaps in educational experience need additional, intensive instruction in basic English skills. These students have limited access to understanding the content delivered in core courses.

# Informing Development of the LCAP

- Continue to provide a Broad Course of Study as the default program for elementary students
- Continue to provide an A-G aligned course of study for secondary students, to the extent that it is possible
- Continue to provide CTE pathways that lead to a certificate and meet high levels of career and college readiness
- For students who struggle in reading and mathematics, continue to provide tutorial support at the secondary schools in a variety of in-class and center-based formats, as well as summer remediation and enrichment

# Informing the LCAP: English Learners

- To the extent possible, provide multiple intensive classes of Designated English Language Development and reading for secondary students new to the country
  - Also provide access to content area courses (delivered in English) using scaffolds and supports known as an Integrated English Language Development approach
- Continue to explore scheduling options for English Language Development Levels 2 and 3 to deliver English Language Arts and Designated English Language Development courses in tandem

## Informing the LCAP: Students with an IEP

- For students with an IEP, NMUSD will continue to refine instructional practices through “inclusive practices,” where students with mild to moderate levels of disability are included in classrooms with age-level peers, supported by special education instructional staff pushing into the classroom, in addition to providing pull-out targeted instruction in areas of deficit.
- Consistent collaboration between general education and special education teachers ensures students access to a broad course of study.

# Priority 7: Course Access

**NMUSD Performance Level:**

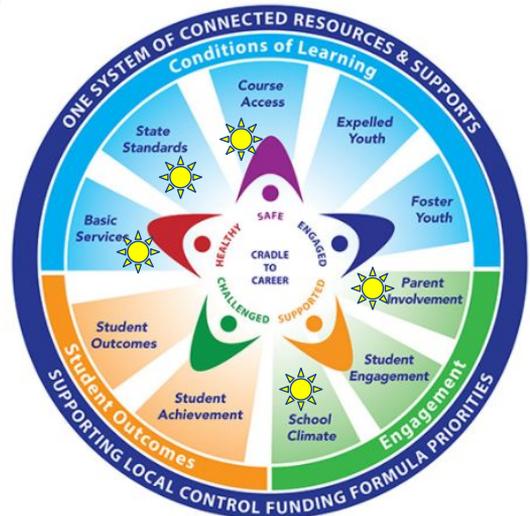
Met     Not Met     Not Met For Two or More Years



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# Local Indicators

- # 1: Basic Conditions of Learning
- # 2: Implementation of State Standards
- # 3: Parent and Family Engagement
- # 6: School Climate
- # 7: Access to a Broad Course of Study



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