



**Newport-Mesa**

Unified School District

## **REPORT OF LOCAL INDICATORS**

**FOR THE 2020-21 SCHOOL YEAR**

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**Newport-Mesa Unified School District**

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## General Information

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When districts develop the Local Control and Accountability Plan (LCAP), they prioritize goals, specific actions, and related expenditures included within one or more of eight state priorities. As part of this prioritization process, districts must consider performance on state and local indicators.

State indicators include measures that apply to all districts, schools, and student groups. There are six state indicators, based on data that is collected consistently across the state. The state indicators are:

- Academic Indicator (reported separately for English language arts/literacy [ELA] and mathematics assessments)
- English Learner Progress
- Chronic Absenteeism
- Graduation Rate
- Suspension Rate
- College/Career Readiness (includes grade 11 assessment results)

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

Districts and county offices of education, also known as Local Educational Agencies (LEAs), must meet these standards for the local performance indicators:

- Measure their progress on the local performance indicator based on locally available information.
- Report the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.
- Determine whether they have Met, Not Met, or Not Met for Two or More Years for each applicable local performance indicator. LEAs make this determination by using self-reflection tools included in the evaluation rubrics, enabling them to measure and report their progress through the California School Dashboard.

Starting in 2017, the Dashboard was produced in the fall of each year, with the most recent report due by November 1, 2019. These activities were suspended after school campuses closed in March 2020 due to the COVID-19 pandemic. With the passage of Senate Bill 98, districts were not required to report local indicator data or complete the self-reflections tools. Although results will not be published on the December 2021 Dashboard, Newport-Mesa Unified School District has compiled the report of Local Indicators for the public and published it as part of its package of Local Control and Accountability Plan documents.

The following report reflects on the 2020-21 school year while building from the results of 2019-20. In doing so, the district team has attempted to acknowledge both a pre-pandemic state and the more recent reality, with a vision of picking up where the district left off in 2019-20 and accelerating its progress during the 2021-22 school year.

## Performance Standards

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### Basic Conditions of Learning: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

#### Standards:

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

#### Process:

- The information included below was reported on the School Accountability Report Cards published in 2020-21.

#### N-MUSD Performance Level:

Met     Not Met     Not Met For Two or More Years

1. Number of misassignments of teachers of English learners for the district = 0  
Total teacher misassignments for the district = 0  
Vacant teacher positions = 7
2. Number of students without access to their own copies of standards-aligned instructional materials for use at school and at home = 0
3. Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) = 0.  
*All NMUSD sites met the overall standard of "Good" or "Exemplary."*

#### Definitions:

- **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

## Implementation of State Academic Standards (Priority 2)

### Standards:

- LEA annually measures its progress implementing state academic standards.
- LEA 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.

### Process:

- A team of site and district representatives reviewed previous results of the state-adopted self-reflection tool, compared them to current results, and confirmed the ratings below. The elementary and secondary results are combined to provide a district-level result.
- On the self-reflection tool for the implementation of state academic standards, districts rate progress and success based on the following scale:

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

### N-MUSD Performance Level:

Met     Not Met     Not Met For Two or More Years

## Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

In 2020-21, professional learning was focused on grade and department-level collaboration to deliver instruction in the three different instructional models employed during the school year: distance learning, hybrid instruction, and face-to-face classroom instruction. In response to health and safety conditions, the district elected not to use substitute teachers to provide release time for professional learning as it has done in the past. The district provided professional learning focused on how to make learning accessible through digital platforms and was not content specific.

Prior to the pandemic, elementary teachers were in the third year of delivering English language arts, English language development, and mathematics using instructional materials from recent adoptions: McGraw-Hill Wonders English Language Arts/English Language Development (ELA/ELD) (grades K-6), Bridges in Mathematics (grades K-5), and Illustrative Mathematics (grade 6). Professional learning occurred for elementary teachers through two routes. Throughout the school year, sites were provided with substitutes to conduct “facilitated planning days.” The purpose of these days was to allow teachers to collaborate on data analysis, lesson design, and future planning. At some sites, Teachers on Special Assignment supported teachers in this work.

Since the focus was primarily on ELA/ELD and math, there were very few trainings devoted to elementary science and history-social science for the general classroom teacher. Ongoing training did occur for elementary Science Specialists, as well as for teachers delivering the Summer Engineering Academy for summer 2019.

In 2019-20, secondary training occurred by department, often delivered through identified secondary coaches and Teachers on Special Assignment (TOSAs), and with planned release days on at least a quarterly basis. For the 2020-21 school year, TOSAs were returned to classrooms to focus on full-time instructional delivery.

Next Generation Science Standards (NGSS) are very different from the previously adopted standards, while the History-Social Science Standards have remained unchanged since 1998. The district assessment of professional learning in NGSS as “Beginning Development” acknowledges the pre-pandemic focus on ELA/ELD and mathematics at the elementary level and takes into account the depth and breadth of training that will be required, especially at the elementary level, once high quality, standards-aligned updated materials are readily available.

<b>2. Rate the LEA’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.</b>					
<b>Overall – Instructional Materials</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
English Language Arts – Common Core State Standards for ELA					
English Language Development (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

Elementary ELA/ELD and mathematics Instructional materials were piloted in 2016-17 and implemented during Year 1 “Exploring and Learning” in 2017-18. In 2018-19, Year 2 was considered “Clarifying and Revising” and in 2019-20, Year 3 was considered “Focusing and Refining.” Materials aligned to NGSS were available for instruction primarily through elementary Science Specialists. The science materials for regular elementary teachers have not changed since the last science adoption. The same is true for secondary classrooms: standards-aligned, locally developed ELA units of study have been in place for years. At the end of 2020-21, NMUSD purchased an updated version of its ELD adoption for use in the 2021-22 school year. Secondary science teachers have worked together to develop NGSS units of study and continue to refine those units. Lastly, history-social science materials were adopted for secondary students (including grade 6) for use in 2019-20.

<b>3. Rate the LEA’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).</b>					
<b>Overall – Supporting Staff</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
English Language Arts – Common Core State Standards for ELA					
English Language Development (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

Prior to school campus closures in March 2020, policies and programs enabled structures to support instructional delivery. All teachers received four days of professional development built into non-student days before school began and once during the school year. At the elementary Title I sites, Teachers on Special Assignment were assigned to support professional learning focused on literacy. At the secondary level, site-level content area coaches and district-level TOSAs provided structures and supports, in addition to planned release days. In the 2020-21 school year, those supports were limited. Other programs in place to support staff in identifying ways to improve academic delivery were refocused on how to make learning accessible through digital platforms and were not content specific. The ratings above acknowledge this drop from the most recent ratings, while recognizing the district has a foundation to build on from prior years.

**Other Adopted Academic Standards**

<b>Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.</b>					
<b>Other Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Career Technical Education					
Health Education Content Standards					
Physical Education Model Content Standards					
Visual and Performing Arts					
World Language					

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**

<b>Rate the LEA's success at engaging in the following activities with teachers and school administrators.</b>					
<b>Professional Learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Identifying the professional learning needs of groups of teachers or staff as a whole					
Identifying the professional learning needs of individual teachers					
Providing support for teachers on the standards they have not yet mastered					

In order to identify some of the professional learning needs of teachers, questions were posed in the fall 2019 Local Indicators Survey. In 2019-20, feedback was also collected through multiple trainings at the site and district level. Finally, the district team reviewed the state of 2020-21 compared to 2019-20 to provide the results above. As schools prepare for more traditional face-to-face instruction in August 2021, district and site level leaders will continue to explore, research, and develop supports for teachers as a whole, as well as for individual and struggling teachers.

### Parent and Family Engagement (Priority 3)

**Standards:**

- LEA annually measures its progress in:
  1. Seeking input from parents in decision-making
  2. Promoting parental participation in programs
- LEA 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.

**Process:**

- Analysis of 2019-20 LCAP Survey results for Goal 5, Parent Engagement.
- Representative participation: 2019-20 District English Learner Advisory Committee and Superintendent’s Parent Advisory Committee representatives, School Community Facilitators, elementary and secondary principals, and district administrators
- On the self-reflection tool for parent and family engagement, districts rate progress and success based on the following scale:
  - 1 – Exploration and Research Phase
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability

<b>N-MUSD Performance Level:</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Met For Two or More Years
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### Seeking Input from Parents in Decision-Making

Goal 5 in the 2019-20 NMUSD LCAP states: “Parent Involvement: Involve parents in decision-making and in programs that support student academic achievement.” For the 2020-21 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 2019-20 LCAP Survey results affirm that parents are given multiple opportunities to participate in PTA/PTO, School Site Councils, and English Learner Advisory Committees.

Seeking Input	1	2	3	4	5
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.					

Seeking Input	1	2	3	4	5
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. 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.					
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.					

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).

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. 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.

#### **Promoting Parental Participation in Programs**

As was the case in the fall 2019 report to the Board, all school sites continue to have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education. Goal 5 (Parent Engagement) in the 2019-20 LCAP enumerated actions and services provided by a number of resources, from School Community Facilitators assigned to certain schools to district level translators. Additionally, there is a process for sites to secure translation or interpretation for "hard to fill" languages through a county network. All sites have a dedicated funding line for translation and interpretation that is designated for such a purpose.

Building Relationships	1	2	3	4	5
5. 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.					
6. Rate the LEA's progress in creating welcoming environments for all families in the community.					
7. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					

<b>Building Relationships</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
8. 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.					

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 2019-20 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." 83% agreed or strongly agreed in the areas of reading and 80% in English language development, 66% agreed or strongly agreed in the area of English language arts, and 62% agreed or strongly agreed in the areas of mathematics and 60% in technology. There are a variety of site- and district-based resources for families to extend their support for their children, including School Smarts, Challenge Success, elementary site based ELA/ELD and math parent education events, the district Parent Education Series, and Pursuing Victory with Honor.

A focus area is to provide professional learning and opportunities to enhance staff capacity in building relationships and leverage cultural and linguistic assets. This benefits all families while also aiming to improve the engagement of underrepresented families.

<b>Building Partnerships</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
9. 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.					
10. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					
11. 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.					
12. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					

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; however, even in distance and hybrid learning, welcoming environments at the school site level were 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.

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.

### School Climate (Priority 6)

#### Standards:

- LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12).
- LEA 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.

#### Process:

- NMUSD administers an annual Local Control and Accountability Plan (LCAP) survey that includes school climate questions.
- NMUSD administers the California Healthy Kids Survey (CHKS) every two years. The district was scheduled to administer the survey in 2019-20, but due to school closures in March 2020, CHKS administration was halted midway through.
- The most recent administration was in winter/spring 2021 for students in grades 5, 7, 9, and 11. 71% of eligible NMUSD students participated.

#### N-MUSD Performance Level:

Met     Not Met     Not Met For Two or More Years

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.” Therefore, NMUSD analysis encompasses the three areas of school connectedness, caring adults, and high expectations. Questions posed to the various grade levels are listed, along with results, in the tables below.

The questions vary slightly for 5th graders vs. 7th/9th/11th graders to make the questions understandable and age appropriate. The NMUSD team was originally looking to examine comparative data from the administration in the 2018-19 school year; however, there was a change in reporting. The previous year included only averages for “Strongly Agree” and “Yes, all of the time” and did not include “Agree” and “Yes, most of the time.”

## School Connectedness

<p><b>5th Grade</b></p> <ul style="list-style-type: none"> <li>• Do you feel close to people at school?...</li> <li>• Are you happy to be at this school?...</li> <li>• Do you feel like you are part of this school?...</li> <li>• Do teachers treat students fairly at school?...</li> <li>• Do you feel safe at school?</li> </ul>	<p><b>7th, 9th, &amp; 11th Grade</b></p> <ul style="list-style-type: none"> <li>• How strongly do you agree or disagree with the following statements?...</li> <li>• I feel close to people at this school...</li> <li>• I am happy to be at this school...</li> <li>• I feel like I am part of this school...</li> <li>• The teachers at this school treat students fairly... I feel safe in my school.</li> </ul>
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Grade Level	2020-21
5th grade students	77%*
7th grade students	67%**
9th grade students	63%**
11th grade students	65%**
<p><i>*Average reporting "Yes, most of the time" or "Yes, all of the time"</i>  <i>**Average reporting "Agree" or "Strongly agree"</i></p>	

## Caring Adults

<p><b>5th Grade</b></p> <ul style="list-style-type: none"> <li>• Do the teachers and other grown-ups at school care about you?...</li> <li>• Do the teachers and other grown-ups at school listen when you have something to say?...</li> <li>• Do the teachers and other grown-ups at school make an effort to get to know you?</li> </ul>	<p><b>7th, 9th, &amp; 11th Grade</b></p> <ul style="list-style-type: none"> <li>• There is a teacher or some other adult from my school...</li> <li>• who really cares about me...</li> <li>• who notices when I'm not there...</li> <li>• who listens to me when I have something to say.</li> </ul>
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Grade Level	2020-21
5th grade students	76%*
7th grade students	65%**
9th grade students	57%**
11th grade students	60%**
<p><i>*Average reporting "Yes, most of the time" or "Yes, all of the time"</i>  <i>**Average reporting "Agree" or "Strongly agree"</i></p>	

## High Expectations

<p><b>5th Grade</b></p> <ul style="list-style-type: none"> <li>Do the teachers and other grown-ups at school tell you when you do a good job?...</li> <li>Do the teachers and other grown-ups at school believe that you can do a good job?...</li> <li>Do the teachers and other grown-ups at school want you to do your best?</li> </ul>	<p><b>7th, 9th, &amp; 11th Grade</b></p> <ul style="list-style-type: none"> <li>There is a teacher or some other adult from my school...</li> <li>who tells me when I do a good job...</li> <li>who always wants me to do my best...</li> <li>who believes that I will be a success.</li> </ul>
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Grade Level	2020-21
5th grade students	89%*
7th grade students	79%**
9th grade students	68%**
11th grade students	67%**
<p><i>*Average reporting "Yes, most of the time" or "Yes, all of the time"</i>  <i>**Average reporting "Agree" or "Strongly agree"</i></p>	

## Course Access (Priority 7)

**Standards:**

- Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled 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 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.
- LEA 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.

**Process:**

- Data review of required metrics, as reported in the LCAP
- NMUSD administers an annual Local Control and Accountability Plan (LCAP) survey that includes questions about course access.

**N-MUSD Performance Level:**

Met     Not Met     Not Met For Two or More Years

NMUSD measures and tracks the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, and on unduplicated student groups and individuals with exceptional needs served. Outcome data includes:

- Graduation rates - cohort outcomes
- Students meeting UC/CSU requirements (*A-G requirements*)
- Career Technical Education pathway offerings and completion outcomes
- LCAP Survey results

- VAPA opportunities TK-12

A broad course of study includes:

Grades 1-6	Grades 7-12
<ul style="list-style-type: none"> <li>• English</li> <li>• History/Social Science</li> <li>• Science</li> <li>• Mathematics</li> <li>• Health</li> <li>• Physical Education</li> <li>• Visual and Performing Arts</li> </ul>	<ul style="list-style-type: none"> <li>• English</li> <li>• History/Social Science</li> <li>• Mathematics</li> <li>• Science</li> <li>• Physical Education</li> <li>• Applied Arts</li> <li>• Foreign Language</li> <li>• Visual and Performing Arts</li> <li>• Career Technical Education</li> </ul>

**Summary of Results: 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.

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.

**Summary of Results: Secondary**

The default secondary program is aligned to A-G requirements and meant to satisfy both graduation and college eligibility requirements.

<p><b>Graduation Rates (2019-20): Cohort Outcomes</b></p> <ul style="list-style-type: none"> <li>• District graduation rate: 91.2%</li> <li>• English learners: 84.1%</li> <li>• Low-income students: 91.2%</li> <li>• Students with disabilities: 79.3%</li> </ul>	<p><b>Students Meeting UC/CSU Requirements (A-G Requirements)</b></p> <ul style="list-style-type: none"> <li>• All graduating seniors: 49.9%</li> <li>• English learners: 19.8%</li> <li>• Low-income students: 36.5%</li> <li>• Students with disabilities: 16.8%</li> </ul>
<p><b>Career Technical Education Pathway Offerings and Completion Outcomes</b></p> <ul style="list-style-type: none"> <li>• Pathways: 16</li> <li>• Completers: 173</li> </ul>	<p><b>VAPA Opportunities 7-12</b></p> <ul style="list-style-type: none"> <li>• Secondary VAPA Classes: 209</li> </ul>

## 2019-20 LCAP Survey Results

The last complete administration of a student LCAP survey was in the 2019-20 school year. Although a survey was administered in 2020-21, too few students responded for the results to be meaningful. Based on the 2019-20 feedback, high school students were asked about their ability to enroll in a broad course of study. Responses indicate more than 80% were able to enroll in an A-G pathway.

Two years of a language other than English	87%
Four Years of English	86%
Three years of math	86%
Two years of history/social science	86%
Two years of laboratory science	86%
One year of VAPA	82%

### Identify the Barriers

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 the Development of the LCAP

In response to the results, NMUSD has built the following into its 2021-22 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.
- Continue to provide CTE pathways that lead to a certificate and meet high levels of college and career 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.
- 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.
- For students with an IEP, NMUSD will continue to refine 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.
- Continue to schedule consistent collaboration between general education and special education teachers to ensure students access to a broad course of study.