California School Dashboard: Local Indicators
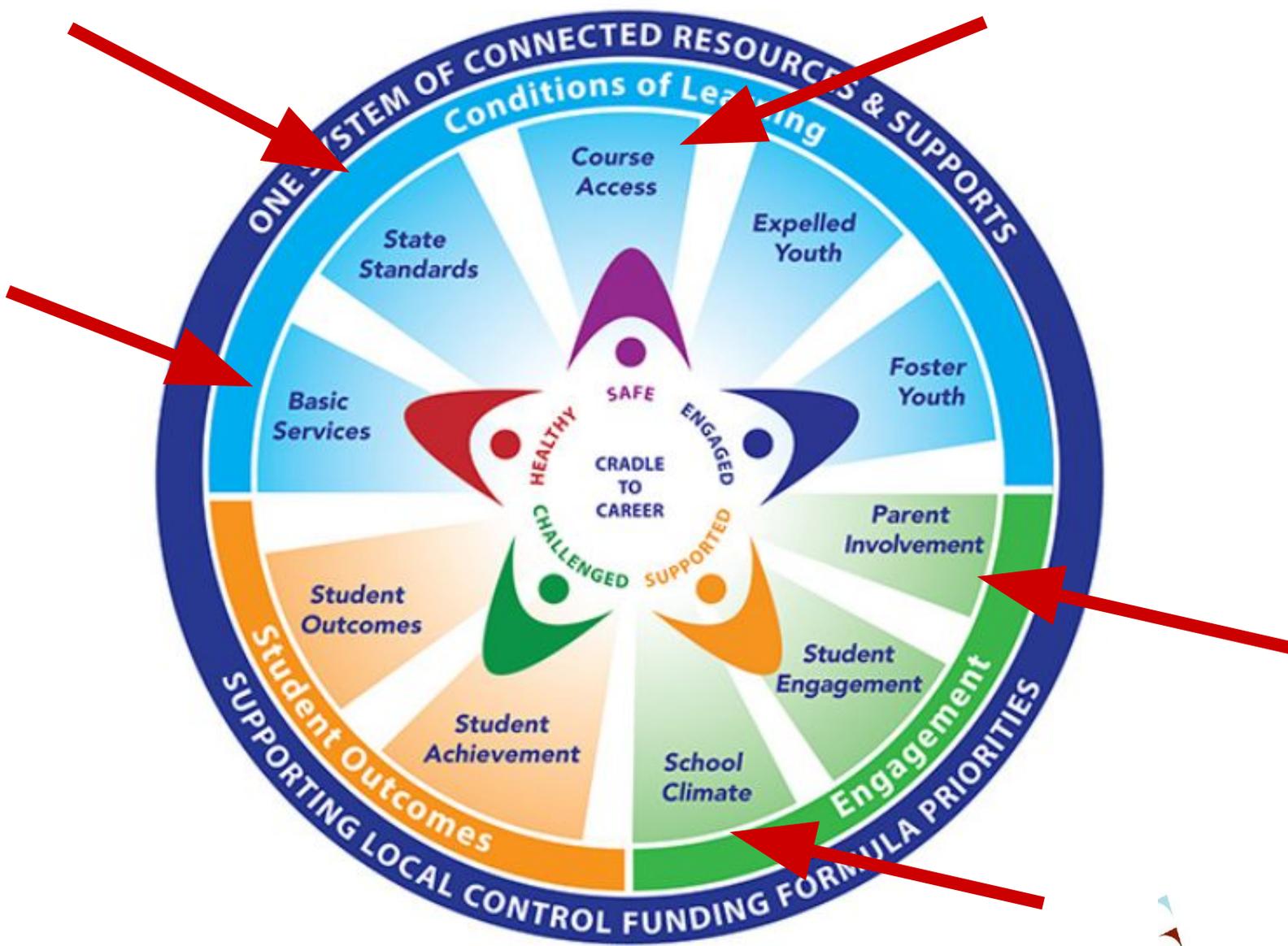
Report to the Board of Education

October 29, 2019

Newport-Mesa
Unified School District

Local Performance Indicators

- The standards for the local performance indicators are based on whether districts (also known as Local Educational Agencies or LEAs):

  - **Measure their progress** on the local performance indicator based on locally available information, and

  - **Report the results** to the district'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.

  - **Districts determine** whether they have Met, Not Met, or Not Met for Two or More Years for each applicable local performance indicator.

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

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Local Performance Indicators

Measure + Report = Met

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

- Number of misassignments of teachers of English learners for the district = 1 (0.09%)

- Total teacher misassignments = 1 (0.09%)

- Vacant teacher positions = 7 (0.63%)

- 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) = 0. *All NMUSD sites met the overall standard of "Good" or "Exemplary."*

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

Measure + Report = Met

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Priority 2: Implementation of State Academic Standards

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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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.

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			░	▓	

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QUESTIONS ANSWERED BY STAFF

Staff (n=487-800)

Question	Percentage
The district provides adequate professional development so that staff may successfully implement standards-based mathematics curriculum.	75%
Math professional development is sufficient to meet instructional needs.	69%
Technology professional development is sufficient to meet instructional needs.	66%
The district provides adequate professional development to develop students' accuracy, efficiency, and flexibility in terms of math fluency.	59%
Teachers receive sufficient planning time to successfully integrate technology into their lessons.	49%
Science professional development is sufficient to meet instructional needs.	46%
The district provides adequate professional development so that staff may successfully implement the Next Generation Science Standards.	42%
History/Social Science professional development is sufficient to meet instructional needs.	48%

0%   20%   40%   60%   80%   100%

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.

Overall – Instructional Materials	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			░	▓	

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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 – 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		■	■		

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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					
Health Education Content Standards					
Physical Education Model Content Standards					
Visual and Performing Arts					
World Language					

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Support for Teachers and Administrators

5. During the 2018-19 school year (including summer 2018), rate the district's success at engaging in the following activities with teachers and school administrators?

Overall – Professional Learning in 2018-19	1	2	3	4	5
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		■	■		

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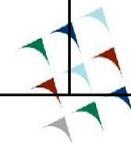
Priority 2: Implementation of State Academic Standards (Recap)

Measure + Report = Met

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Priority 3: Parent Engagement

1. seeking input from parents in decision making
2. promoting parental participation in programs

LCAP Survey Participation 2015-16 through 2018-19

Figure ES.1: Summary of Responses by Year and Population

POPULATION	2018-19 RESPONSES	2017-18 RESPONSES	2016-17 RESPONSES	2015-16 RESPONSES
Students	4,082	4,925	3,477	2,062
Parents/Guardians	2,581	1,574	1,323	940
Staff	1,112	835	652	579
TOTAL	8,045	7,334	5,452	3,581

Note: Sample sizes vary across questions, as some questions only pertain to a subset of respondents (e.g., high school students).

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GOAL 5: PARENT INVOLVEMENT

- **Most parents feel welcome at their child's school and feel comfortable communicating with school staff.** Compared to last year, a higher percentage of parents agree that they feel welcome at their child's school (86%), feel comfortable discussing both academic (88%) and behavioral (86%) progress with their child's teachers, and receive adequate communication from their child's school (85%).

- **Nearly three-quarters or more of all respondents agree with the statements involving parent encouragement to join in their school activities, events, and councils.** For example, 76% of respondents agree that parents/families are encouraged to take part in or attend school activities and events. Additionally, 91% are encouraged to join the Parent Teacher Association (PTA)/PFO.

- **Compared to last year, a higher percentage of parents agree that they are given the resources and support they need to support their child's learning across all subject areas.** Reading and English Language Development were the highest at 82%. By comparison, just 38% of middle and high school parents agree that parents have the resources and support they need to support their child's learning in engineering.

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"My parents/family are…" OR "I am…" OR "Parents/families are…"
% of Respondents who "Agree" and "Strongly Agree"
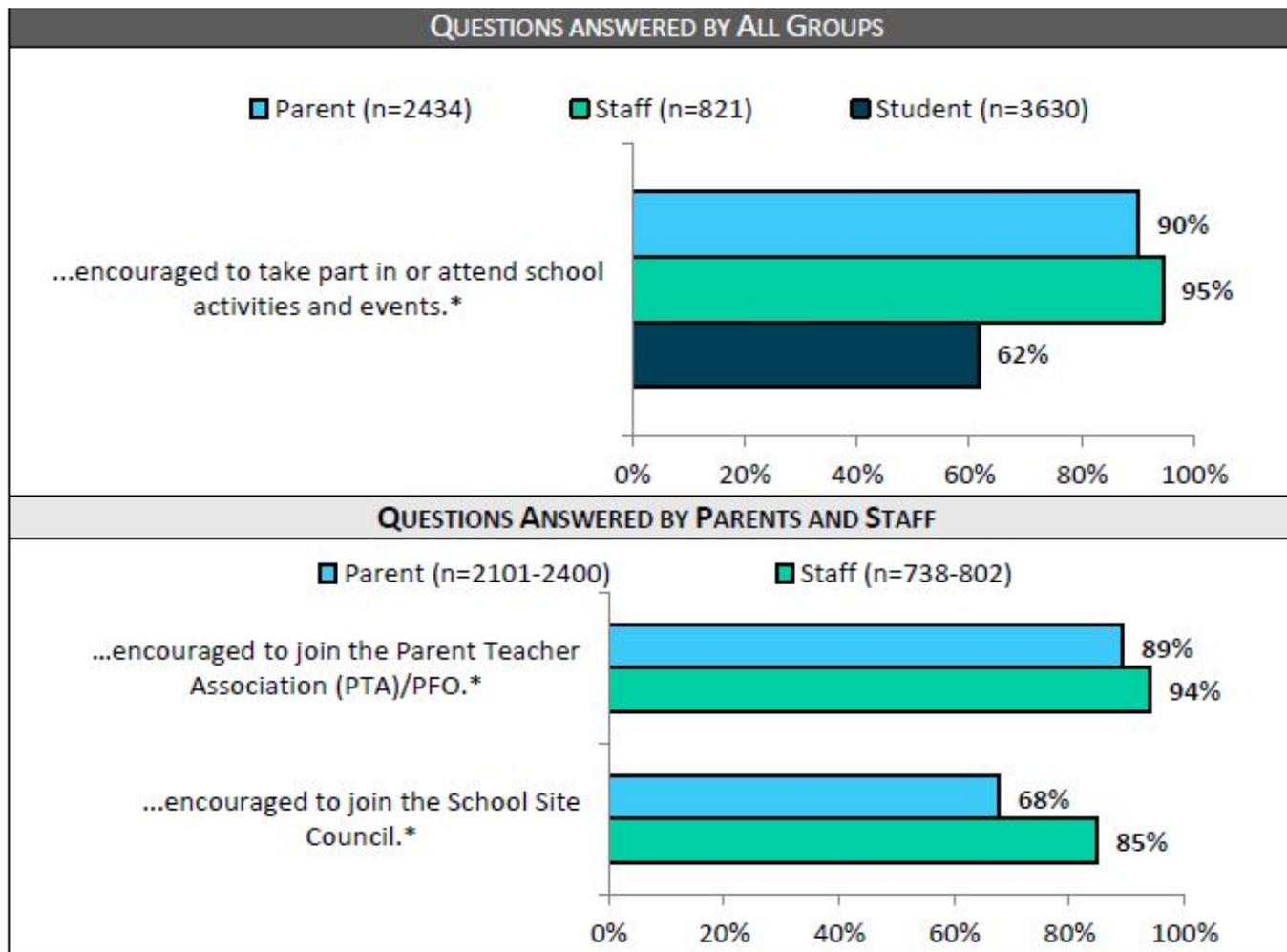
Self-Reflection Tool

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-making

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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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Building Relationships

	1	2	3	4	5
Progress in **developing capacity of staff** to build trusting, respectful relationships with families			▓		
Progress in **creating welcoming environments** for all families in the community				▓	
Progress in **supporting staff to learn about each family's strengths,** cultures, languages, and goals for their children			▓		
Developing multiple opportunities for the LEA and school sites to engage in **2-way communication** between families and educators using language that is understandable and accessible to families			▓		

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LCAP Goal 5: Parent Involvement

- Decision making: Advisory groups

- Participation: PTA/PTO

- Translation and Interpretation

- Workshops linked to learning and social-emotional growth
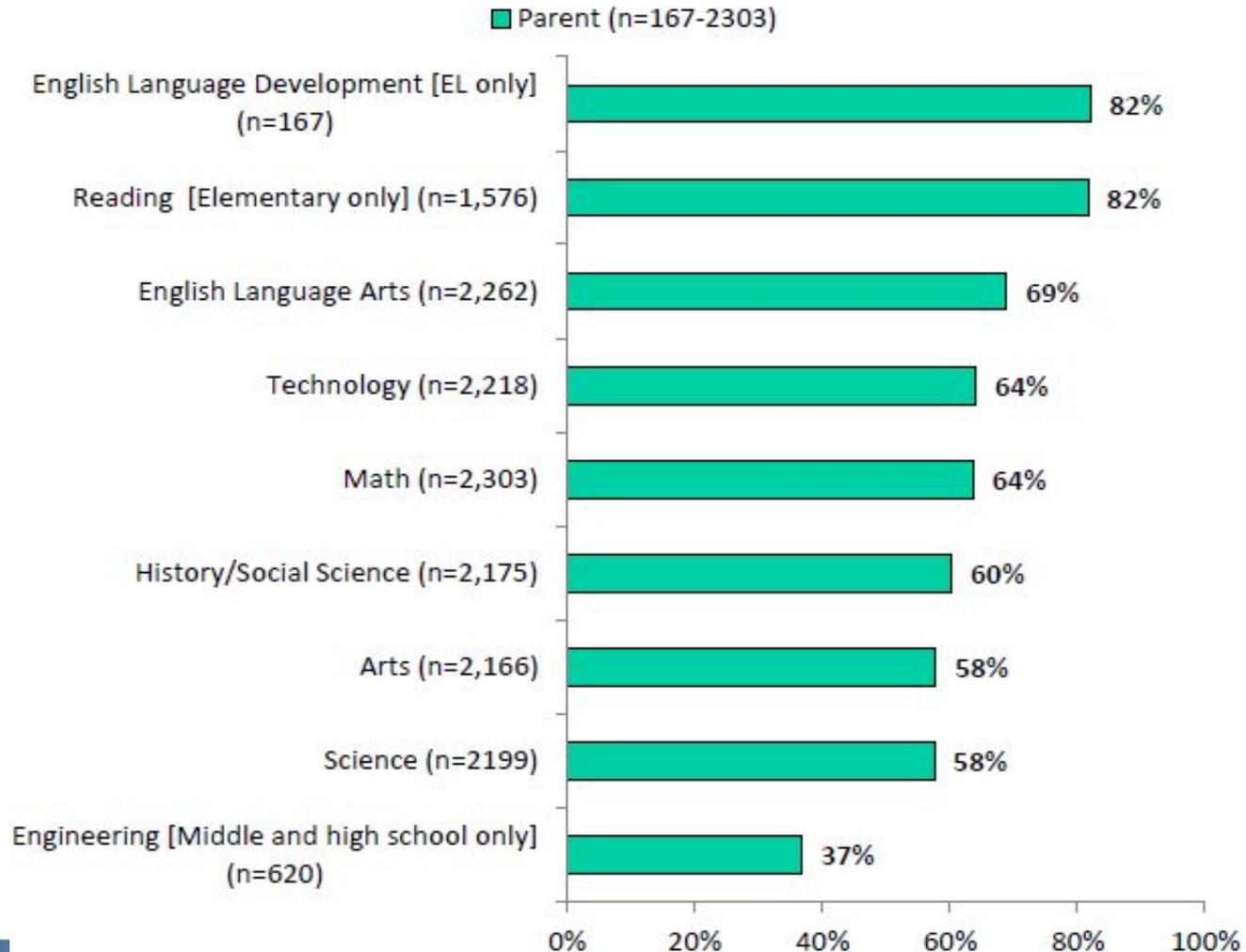
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Additional Programs for Parents/Families

- Parent Institute for Quality Education (PIQE)
- School Smarts
- Challenge Success
- Elementary site based ELA/ELD and Math
- Parent Education Series
- Pursuing Victory with Honor

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"Parents are given the resources and support they need to support their child's learning in the following core subject areas:"
% of Respondents who "Agree" and "Strongly Agree"

Parent (n=167-2303)

Subject Area	Percent
English Language Development [EL only] (n=167)	82%
Reading [Elementary only] (n=1,576)	82%
English Language Arts (n=2,262)	69%
Technology (n=2,218)	64%
Math (n=2,303)	64%
History/Social Science (n=2,175)	60%
Arts (n=2,166)	58%
Science (n=2199)	58%
Engineering [Middle and high school only] (n=620)	37%

Building Partnerships for Student Outcomes

|	1	2	3	4	5
Progress in **providing professional learning** and support to teachers and principals to improve a school's capacity to partner with families.		▓			
Progress in providing families with **information and resources** to **support student learning and development in the home**.			▓		
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.		▓			
Progress in **supporting families to understand and exercise their legal rights and advocate** for their own students and all students.		▓			

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Seeking Input for Decision Making

Seeking Input	1	2	3	4	5
Progress in **building the capacity of and supporting principals** and staff to effectively **engage families in advisory groups** and with decision- making.					
Progress in **building the capacity of and supporting family members** to effectively **engage in advisory groups and decision-making**.					
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.					
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**.					

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Involvement for Special Populations
% of Respondents who "Agree" and "Strongly Agree"
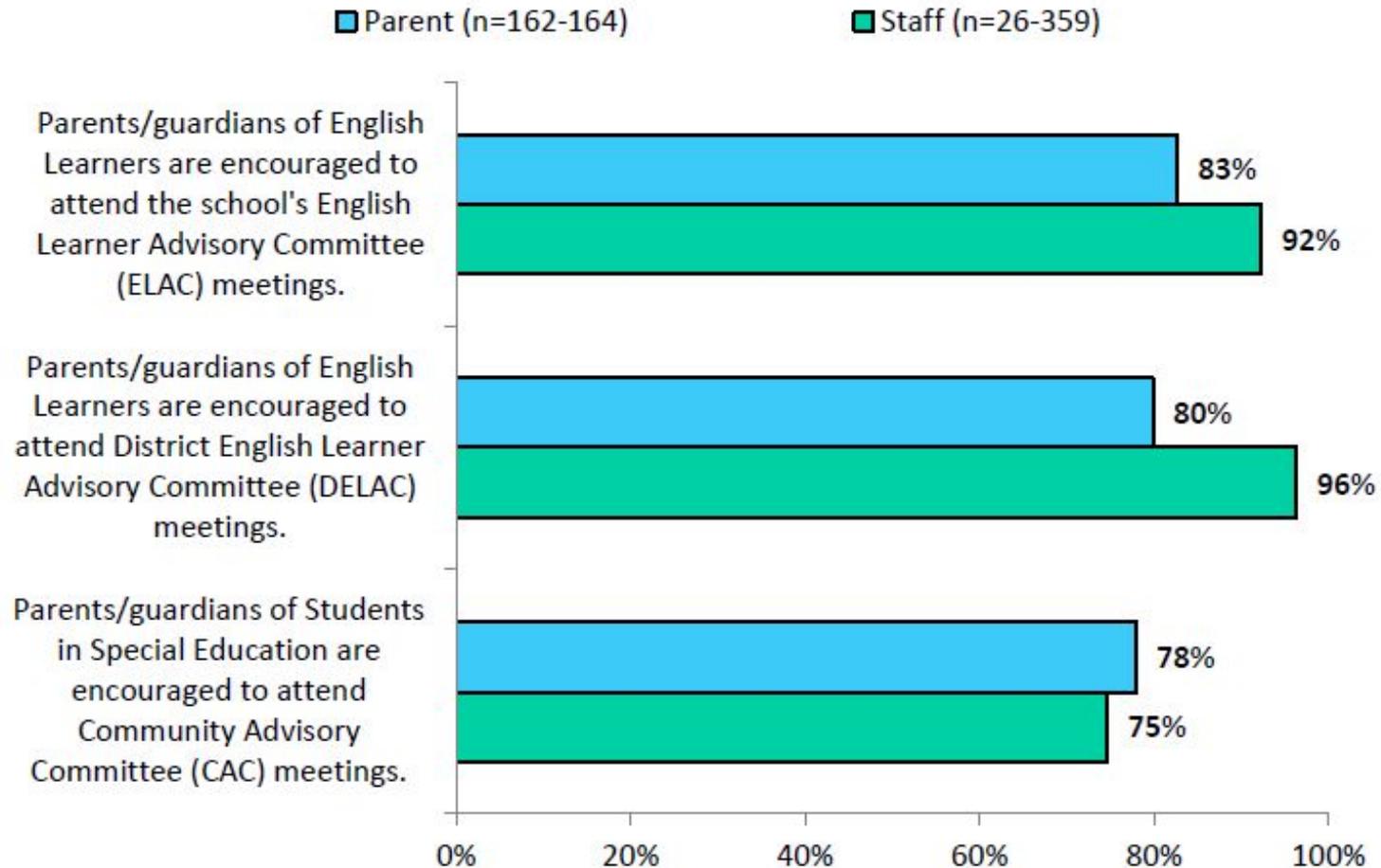
Note: Only parents of English Learners, principals, and assistant principals saw the ELAC and DELAC items. Only parents of special education students and special education staff saw the CAC item.

Priority 3: Parent Engagement

Measure + Report = Met

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Priority 6: School Climate

- In addition to the annual LCAP survey, N-MUSD administers the California Healthy Kids Survey in grades 5, 7, 9 and 11 every two years.
- The California Healthy Kids Survey was administered in spring 2018.

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Key Findings: California Healthy Kids Survey (2017-18)

- Analysis of three areas:
    - School Connectedness
    - Caring Adults
    - High Expectations

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School Connectedness

"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 at my school..."

97% of 5th grade students reported moderate to high levels of agreement	• 38% moderate • 59% high
92% of 7th grade students	• 36% moderate • 56% high
92% of 9th grade students	• 41% moderate • 51% high
90% of 11th grade students	• 44% moderate • 46% high

Caring Adults

"At my school, there is a teacher or some other adult… who really cares about me… who notices when I'm not there… who listens to me when I have something to say…"
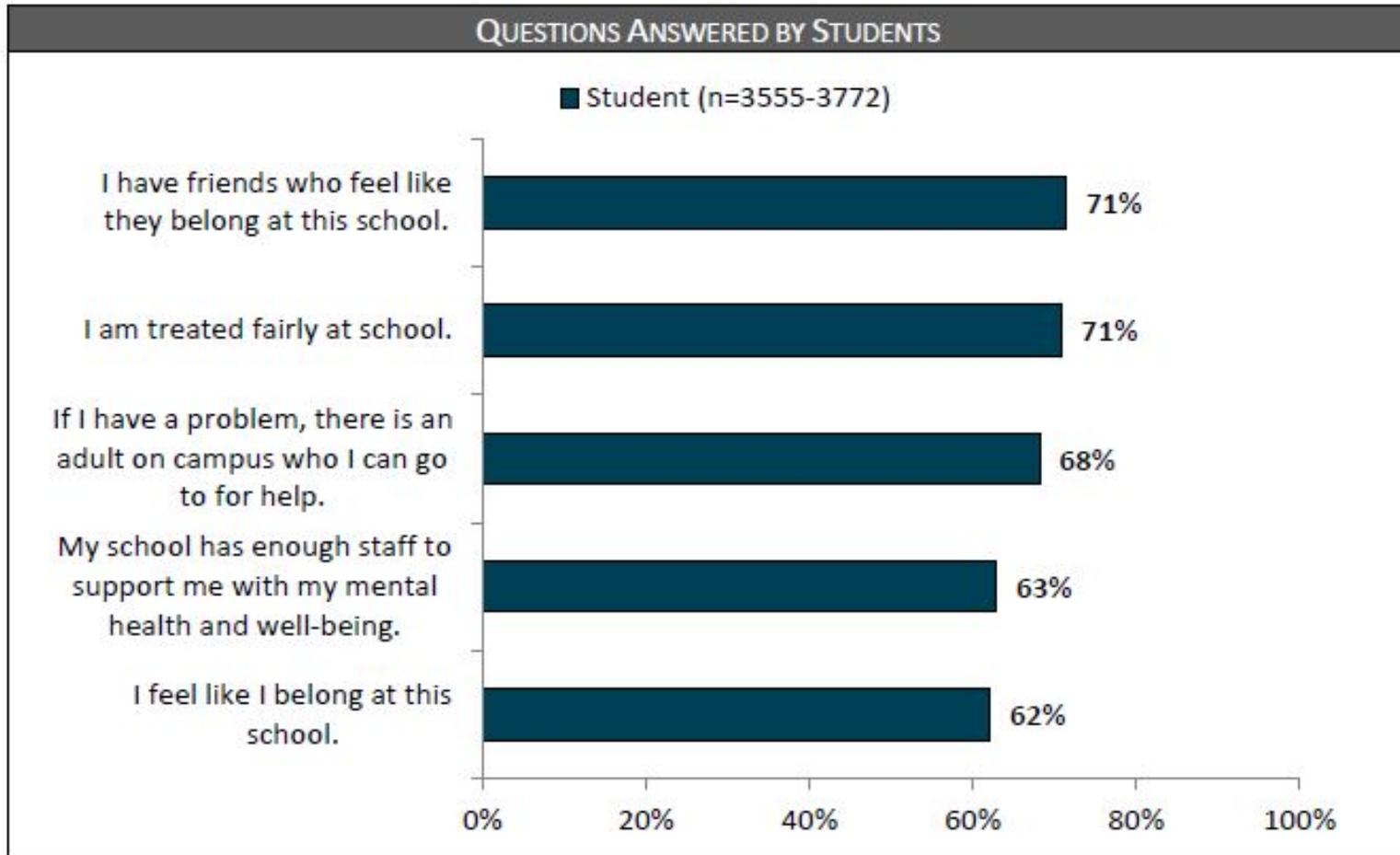
97% of 5th grade students reported moderate to high levels of agreement	• 36% moderate • 61% high
89% of 7th grade students	• 51% moderate • 38% high
87% of 9th grade students	• 55% moderate • 32% high
88% of 11th grade students	• 56% moderate • 32% high

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High Expectations

"At my school, there is a teacher or some other adult… 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…"

98% of 5th grade students reported moderate to high levels of agreement	• 37% moderate • 61% high
93% of 7th grade students	• 38% moderate • 55% high
91% of 9th grade students	• 45% moderate • 46% high
91% of 11th grade students	• 51% moderate • 40% high

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2018-19 LCAP Survey

QUESTIONS ANSWERED BY STUDENTS

■ Student (n=3555-3772)

Question	
I have friends who feel like they belong at this school.	71%
I am treated fairly at school.	71%
If I have a problem, there is an adult on campus who I can go to for help.	68%
My school has enough staff to support me with my mental health and well-being.	63%
I feel like I belong at this school.	62%

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Potential Areas for Improvement

Almost all staff make the success and safety of students a priority. Overall, most staff agree with statements such as "my highest priority is to make my students feel safe and welcome at school" (96%) and "I believe that a student's academic success can be influenced by their emotional and behavioral well-being" (98%). However, less than half of staff agree that truancy prevention training is sufficient to effectively support students (43%). This is significantly higher than last year, however.

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Potential Areas for Improvement

- **Staff are less likely than students or parents to agree that the district has adequate staffing levels to address mental health and substance use.** Just 37% of staff agree that their school has enough staff to support students' mental health and wellbeing, compared to 69% of parents and 63% of students. Similarly, less than half of staff (43%) agree that their school has sufficient staff to deal with issues related to students' substance abuse, compared to 51% of parents and 56% of students. Notably, this is higher than last year (32%).

  - Around half of respondents believe that there are sufficient programs and support in place to reduce issues with students' misuse of drugs (50%), alcohol (47%) and substance abuse (53%).

Priority 6: School Climate

Measure + Report = Met

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Priority 7: Course Access

Grades 1-6

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

Grades 7-12

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

How the District will Assess Itself

- 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

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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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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 System (a complete, standards-aligned functional curriculum for students with significant disabilities) in an appropriate setting designated by their IEP

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Summary of Results: *Secondary*

Graduation Rates – Cohort Outcomes

All: 90.4%

EL: 76.0%

Low Income: 87.5%

Graduating Seniors meeting UC/CSU Requirements *(A-G)*

All: 58.7%

EL*: 22.0%
Low Income: 45.6%

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

Number of Pathway offerings:
Eight (8)

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

CTE Completers:
115

Secondary VAPA Classes:
183

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Legend: Parent (n=100-401), Staff (n=29-231), Student (n=15-2062)

...take A-G courses (e.g., social science, English, math, lab science, language other than English, visual and performing arts, college preparatory elective).*
- Parent: 86%
- Staff: 93%
- Student: 83%

...have a four-year academic plan focused on college and career goals.*
- Parent: 75%
- Staff: 87%
- Student: 77%

...take International Baccalaureate (IB) courses.
- Parent: 72%
- Staff: 80%
- Student: 60%

...take Advanced Placement (AP) courses.*
- Parent: 77%
- Staff: 83%
- Student: 66%

...take Advanced Placement (AP) tests.*
- Parent: 76%
- Staff: 85%
- Student: 65%

...take International Baccalaureate (IB) tests.
- Parent: 67%
- Staff: 72%
- Student: 56%
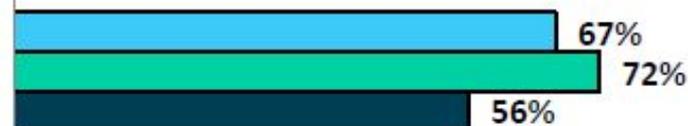
...enroll in Career Technical Education pathways.^*
- Parent: 60%
- Staff: 73%
- Student: 59%

Identify the Barriers

- Access to integrated interventions (academic, behavioral, and social-emotional)

- Varied grading and homework practices throughout the district

- Limited options to make up failed core courses present challenges for some students

- 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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Informing Development of the LCAP

- MTSS: Build system-wide interventions (academic, behavioral, and social-emotional)

- Continue to provide a Broad Course of Study as the default program for elementary students and 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

- Continue to provide in-class interventions, supplemental classes, and tutorial support at the secondary schools in a variety of in-class and center-based formats, as well as summer remediation and enrichment

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Informing the LCAP:
English Learners

- Explore scheduling options for Level 1 (Newcomers) in English Language Development, Reading, and strategic access to core content

- Provide access to content area courses (delivered in English) using scaffolds and supports known as an Integrated English Language Development approach

- Continue to review the effectiveness of English Language Development Levels 2 and 3 to ensure student access to both 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 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.

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Priority 7: Course Access

Measure + Report = Met

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Local Indicators (Recap)

- Priority 1: Basics – Teachers, Instructional Materials, Facilities
- Priority 2: Implementation of State Standards
- Priority 3: Parental Involvement
- Priority 6: School Climate
- Priority 7: Course Access

Measure + Report = Met

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