



Newport-Mesa
Unified School District

Local Performance Indicators

Report to the Board of Education
June 20, 2023

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



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

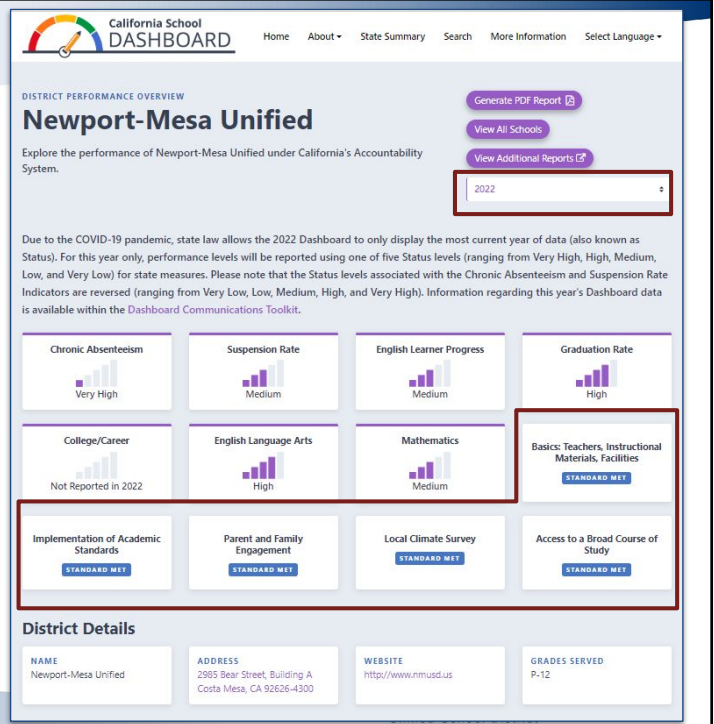
State data is not available for some priority areas identified in the Local Control Funding Formula (LCFF) statute. For these priority areas, the State Board of Education (SBE) approved the local indicators, which are based on information that a district collects locally. The five local indicators are:

- 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

It is required that district present the Report of Local Indicators at the same meeting as LCAP approval.

Dashboard

- 2022 Dashboard reflects 2021-22 outcomes
- 2023 Dashboard anticipated January 2023
- This 2022-23 Local Indicators report will be posted to the NMUSD LCAP webpage



As of June 21, 2023 the 2022 California School Dashboard reflects the 2021-22 school year. The results of this 2022-23 report will be included on the 2023 California School Dashboard anticipated to be released in January.

This presentation will be published on the NMUSD District Plan webpage.

Local Performance Indicators

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
- 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



Newport-Mesa
Unified School District

A school district is also called a Local Educational Agency (LEA). NMUSD has measured its progress on the required local performance indicators. The results will be reported at the June 20, 2023 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

Measure + Report = ☒ Met



Newport-Mesa
Unified School District

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

State Priority

1

Basic Conditions of Learning

Appropriately
Assigned Teachers

Access to
Curriculum-Aligned
Instructional
Materials

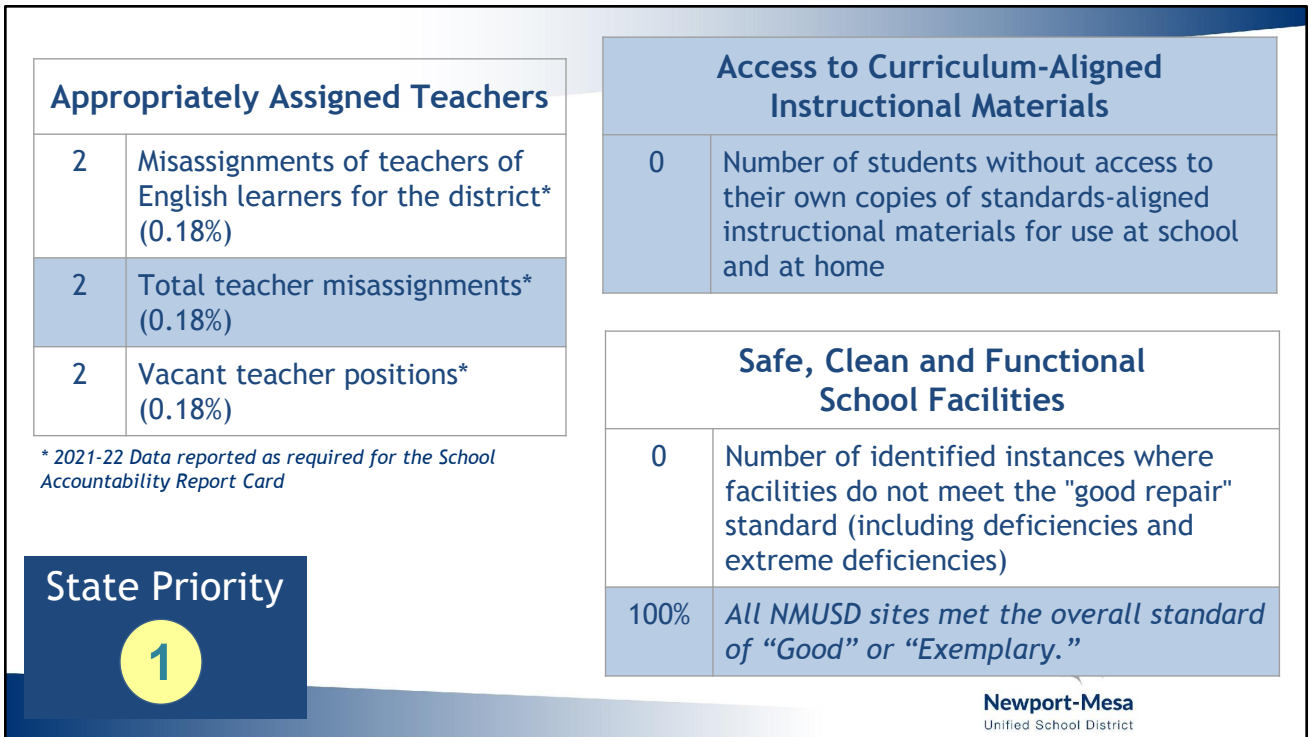
Safe, Clean and
Functional School
Facilities



Newport-Mesa
Unified School District

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 available data from 2021-22 which will align to the SARC data when CDE releases it. CDE has not made 2022-23 data available as of June 13, 2023.

- **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

Implementation of State Academic Standards

State Priority

2

Professional Learning: Academic Standards and/or Curriculum Frameworks

Aligned Instructional Material Availability

Supporting Staff: Improved Instruction

Implementing Other Academic Standards

Support for Teachers and Administrators



Newport-Mesa
Unified School District

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.

Rating Scale - Self Reflection Tool

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



Newport-Mesa
Unified School District

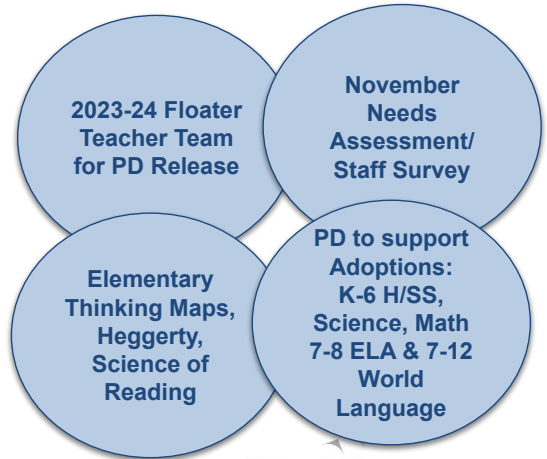
Reminder: The purpose of the self reflection tool is to gauge where the district is. A rating of 1 is not bad. It acknowledges a deliberate effort to explore and research.

Professional Learning: Academic Standards and/or Curriculum Frameworks

1. Rate the district's progress in providing **professional learning for teaching** to the 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			

* Blue Box =Last year; X = Current Year



Newport-Mesa
Unified School District

The reflection tool combines elementary and secondary results for a single rating. During 2022-23, professional development was focused on grade and department-level collaboration to deliver high quality first instruction. Similar to 2021-22, an ongoing shortage of substitute teachers meant the majority of NMUSD certificated staff could not be released during the school day for professional learning. For classroom based teachers, learning occurred principally through early release, late start, and dedicated staff development days in August and November.

Elementary training was focused on Thinking Maps and phonemic awareness using the Heggerty curriculum. Given the lack of subs, the focus on early literacy, and anticipated upcoming curriculum adoptions, 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. Full-time support and Specialized Academic Instruction teachers received intensive professional development in foundational and fundamental reading and writing skills through a nationally recognized training program, "Language Essentials for Teachers of Reading and Spelling (LETRS)." These same teachers will receive Year 2 training in 2023-24 and a new cohort of 1st grade classroom teachers will begin Year 1 training.

The district has established a comprehensive professional development plan, based on

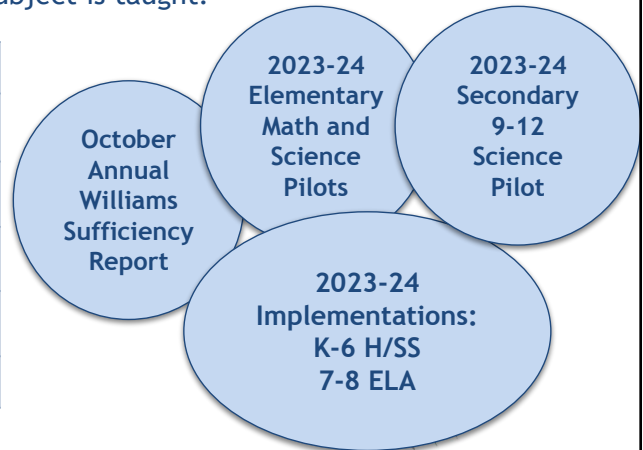
the staff needs assessment conducted in November, feedback gathered in the LCAP Survey, the staff virtual forum, Certificated Advisory input, and administrator input. This needs assessment process will continue, including a survey each November.

Instructional Materials

2. Rate the district's progress in making instructional materials that are aligned to the 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 (Aligned to ELA Standards)				X	
Mathematics				X	
Next Generation Science Standards			X		
History-Social Science				X	

* Blue Box =Last year; X = Current Year



Newport-Mesa
Unified School District

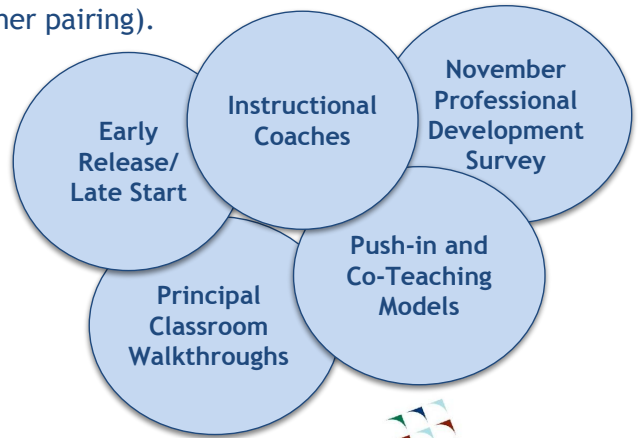
- Updated Multi-Year Instructional Materials Adoption Schedule
- October Annual Williams Sufficiency Report
- Elementary H/SS and Science Pilots 2022-23
- Elementary & 9-12 Science Pilot 2022-23 & 2023-24
- Secondary 7-8 Science Adoption 2021-22; First year implementation 2022-23

Policy & Program Support

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 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		

* Blue Box =Last year; X = Current Year



Newport-Mesa
Unified School District

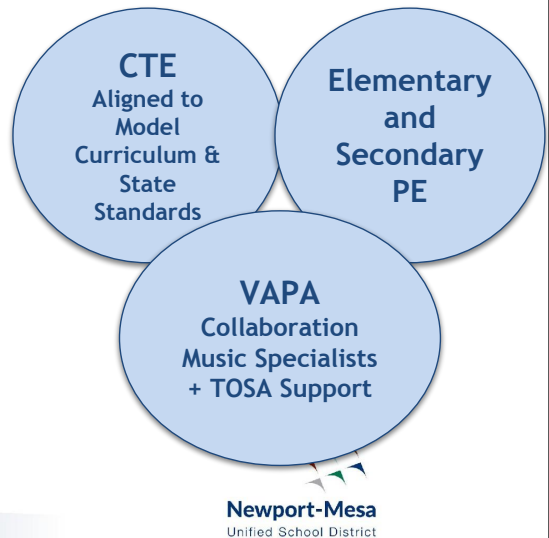
- All teachers receive four days of professional development built into non-student days before school begins and once during the school year.
- For most elementary sites, there is an early release day for teachers to collaborate and participate in professional learning.
- Four Elementary ELA Teachers 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 content area support and site level educational technology coaches provided systems and Schoology platform support. For 2022-23, the plan was for two district level TOSAs to provide support in ELA and Science; however, only the science TOSA position was filled. For 2023-24, four part time TOSAs will be hired, two ELA (one middle school, one high school) and two science (one middle, one high school).

Implementing 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	

* Blue Box =Last year; X = Current Year



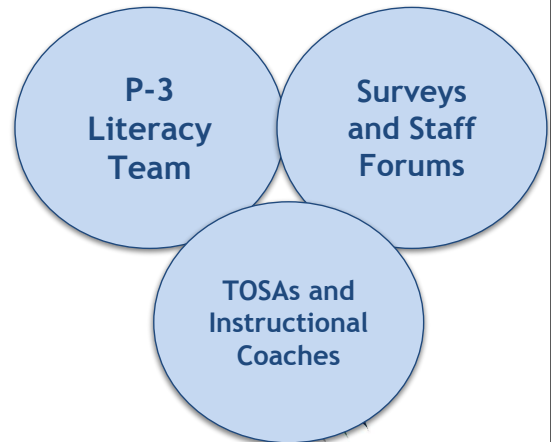
The standards of Career Technical Education (CTE), health, physical education (PE), visual and performing arts (VAPA), and world languages are all delivered at all secondary sites. The standards of PE and VAPA are delivered at elementary sites. NMUSD continues to develop its CTE pathways, provide online 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 occurs in both elementary and secondary levels, with the addition of PE Specialists at the elementary level to supplement teacher-led PE instruction. 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 2022-23 school year (including summer 2022), 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		

* Blue Box =Last year; X = Current Year



Newport-Mesa
Unified School District

In order to identify some of the professional learning needs of teachers, questions were posed in the fall 2021 and 2022 Professional Development Surveys. Representative groups, such as the P-3 literacy team, the Classified and Certificated Advisories were consulted and a survey was conducted with site Department Chairs and site Administrators. TOSAs and Instructional Coaches provide support and ongoing feedback to the district. An online staff forum was provided and PD input shared there.

State Priority

3

Building
Relationships

Building
Partnerships

Seeking
Input

Parent/Family Engagement



Newport-Mesa
Unified School District

The standard is to Measure progress in:

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

Parent/Family Involvement

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

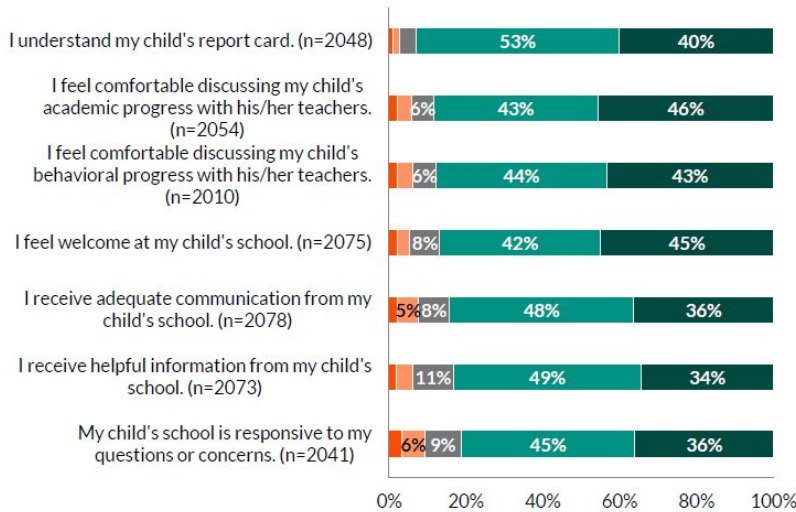


Newport-Mesa
Unified School District

- The 2022-23 LCAP Survey results affirm that parents feel welcome on campuses and at school events.
- Translation and interpretation are provided, based on language demand and, for unique languages, advance request.
- Parent/family workshops are offered through the district and at school sites.
- Families are given multiple opportunities to participate in PTA/PTO, School Site Councils, and site and district level English Learner Advisory Committees.

Please indicate to what extent you agree with the following statements.

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree



Note: Items in the chart above were displayed to parents only.

*2022-23 LCAP Survey
% of Respondents who
"Agree" and "Strongly
Agree"*



Newport-Mesa
Unified School District

2022-23 LCAP Survey Results. The analysis document is also provided on the NMUSD District Plans webpage.

Building Relationships	
1. Rate the district'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 district's progress in creating welcoming environments for all families in the community.	4 - Full Implementation
3. Rate the district'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 district'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.	4 - Full Implementation



Newport-Mesa
Unified School District

A green highlight indicates a change from prior year.

Strengths and Progress

Strengths include creating welcoming environments and multiple opportunities for two-way communication. 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. In recognition of this important role, six positions were created in 2022-23. 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 established a seven-session series of parent education forums. In 2020-21, the district series began a 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 2023-24, the series will continue.

Focus Area for Improvement

A focus area for improvement is two-way communication for families. The district continues to review practices in both the dissemination of information and collection of input. A plan is in development to streamline communication standards and the number of district platforms, enhance the use of the Aeries student information system, continue to leverage social media, and enhance use of both digital and print communications.

Programs for Parents/Families

- Parent Education Series
- Grupo Crecer
- Elementary site-based Academic, Behavior, and Mental Health workshops



VIRTUAL PARENT EDUCATION

RAISING RESPONSIBLE DIGITAL CITIZENS

February 15, 2023 | 6-7 PM

Join our Educational Technology Department and learn how to keep your children safe in an online environment.

Topics include:

- Student Privacy
- Social Media
- Monitoring Student Devices
- Screen time recommendations
- Cyberbullying

After registering, you will receive a confirmation email containing information about joining the webinar.

» REGISTER NOW!

<https://bit.ly/3ksC3V6>

www.nmUSD.us/parenteducation

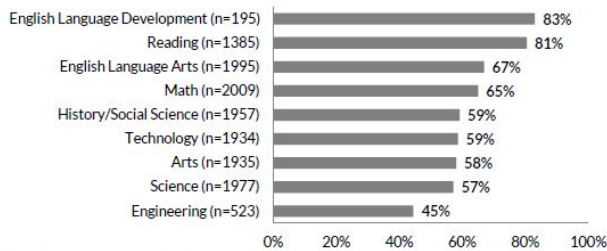
Newport-Mesa Unified School District

Examples of additional programs for parents/families

2022-23 LCAP Survey % of Respondents who "Agree" and "Strongly Agree"

Please indicate to what extent you agree with the following statements about your child's school. Parents are given the information, resources, training, and assistance they need to support their child's learning in the following core subject areas:

% Agree



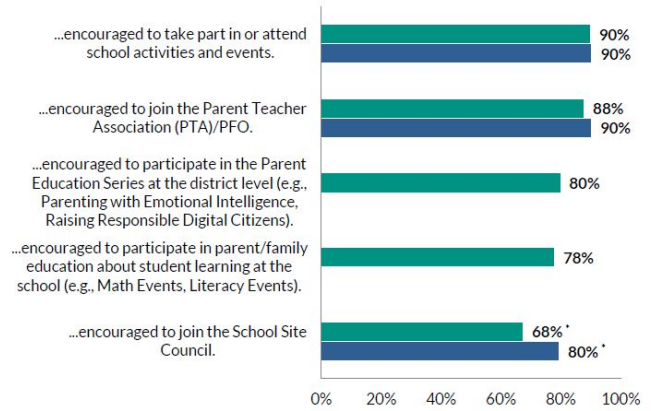
Note: The question above was displayed to parents only.

GOAL 4: FAMILY AND COMMUNITY ENGAGEMENT

Please indicate to what extent you agree with the following statements about your [child's] school. My parents/family are... OR I am... OR Parents/families are...

% Agree + % Strongly Agree

■ Parent (n=1928-2115) ■ Staff (n=293-323)




Note: An asterisk (*) indicates a statistically significant difference between participant groups.

Newport-Mesa
Unified School District

The 2022-23 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.

2322 parents responded to the overall survey, with varying N sizes responding to these questions

Building Partnerships	
1. Rate the district'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 district's progress in providing families with information and resources to support student learning and development in the home.	4 - Full Implementation
3. Rate the district'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 district's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	2 – Beginning Development



Newport-Mesa
Unified School District

A green highlight indicates a change from prior year.

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 2022-23 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

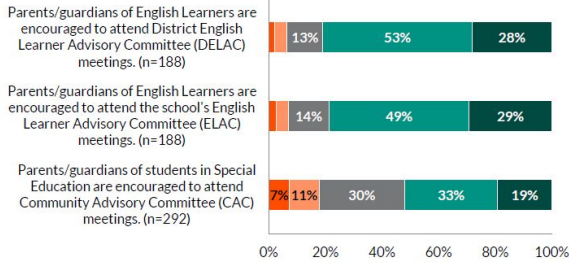
A focus area is to provide professional learning and opportunities to enhance staff capacity in building relationships and learning about families’ goals for their children, especially within the context of linguistic and cultural assets. This benefits all families while also aiming to improve the engagement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

2022-23 LCAP Survey

% of Respondents who "Agree" and "Strongly Agree"

Please indicate to what extent you agree with the following statements.
% Agree + % Strongly Agree

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree



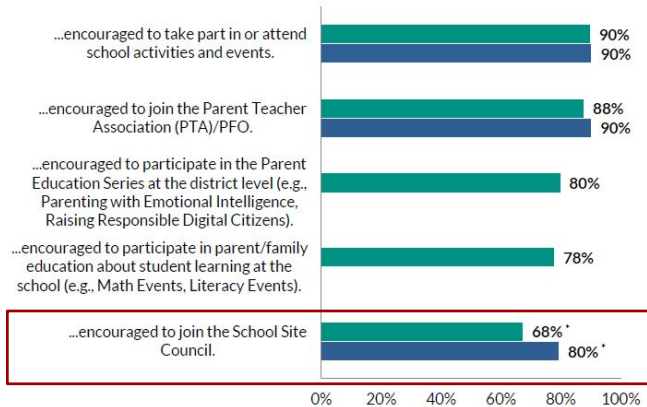
Note: The question above was displayed to parents of English Learning and Special Education students, site principals, site assistant principals, and Special Education staff only.

GOAL 4: FAMILY AND COMMUNITY ENGAGEMENT

Please indicate to what extent you agree with the following statements about your [child's] school. My parents/family are... OR I am... OR Parents/families are...

% Agree + % Strongly Agree

Parent (n=1928-2115) Staff (n=293-323)



Note: An asterisk (*) indicates a statistically significant difference between participant groups.

Newport-Mesa
Unified School District

Seeking Input	
1. Rate the district'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 district'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 district'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 - Full Implementation
4. Rate the district'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

Unified School District

For the 2022-23 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.

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 throughout the year. 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 provides AM and PM online 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. Parents provide valuable support with implementation and evaluation, however, there is work to be done in planning and designing the activities together. NMUSD is looking forward to this meaningful collaboration. The district aspires to enhance the quality of its two-way communication and, the accessibility of information electronically and with hard copies (when needed).

State 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)



Newport-Mesa
Unified School District

Priority 6: School Climate

- NMUSD administers CHKS at least every two years
- Administered in 2020-21, 2021-22, and 2022-23

Response Rates			
5th	7th	9th	11th
59%	83%	85%	70%



NMUSD administers the California Healthy Kids Survey (CHKS) at least every two years. NMUSD has administered CHKS annually since 2020-21. 2021-22 and 2022-23 results are included here. Schools have a participation rate goal of 85%. For 2022-23, the response rates were 59% for 5th grade, 83% for 7th grade, 85% for 9th grade, and 70% for 11th grade.

Key Findings: California Healthy Kids Survey

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	2021-22	2022-23	Δ
5th	74%*	73%	-1.00
7th	54%**	55%	+1.00
9th	51%**	59%	+8.00
11th	67%**	62%	-5.00

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

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



Newport-Mesa
Unified School District

Source: Summary of Key Indicators

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	2021-22	2022-23	Δ
5th	72%*	71%	-1.00
7th	58%**	55%	-3.00
9th	54%**	58%	+4.00
11th	68%**	62%	-6.00

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

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



Newport-Mesa
Unified School District

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	2021-22	2022-23	Δ
5th	88%*	85%	-3.00
7th	63%**	70%	+7.00
9th	63%**	71%	+8.00
11th	71%**	70%	-1.00

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

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



Newport-Mesa
Unified School District

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

State Priority

7

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

Course Access



Newport-Mesa
Unified School District

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 District will Assess Itself

- Graduation Rates - 5 Year Cohort Outcomes
- Students meeting UC/CSU Requirements (*A-G Requirements*)
- Career Technical Education pathway offerings and completion outcomes
- VAPA opportunities TK-12



Newport-Mesa
Unified School District

Elementary Access - Broad Course of Study

Grades 1-6

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

Music, PE, and Science

- Music instruction is provided by Music Specialists
- Elementary students access PE and science through both their teachers-of-record and additional instruction provided by PE and Science Specialists

Default instructional program



Newport-Mesa
Unified School District

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.

Secondary Access - Broad Course of Study

Grades 7-12

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

Graduation Rates

All: 92.9% (+3.6)
EL: 82.0% (+6.6)
Low Income: 89.2% (+3.2)
SWD: 77.4% (+6.4)

Meeting UC/CSU Requirements (A-G)

All: 64.6% (+8.55)
EL*: 24.1% (+10.2)
Low Income: 46.9% (+8.3)
SWD: 20.1% (+9.4)

EL means English Learner; Low-Income means eligible for Free and reduced lunch; SWD 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.

Summary of Results: Secondary 5 Year Cohort Outcomes

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

Pathway offerings

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

CTE

Completers:

12.4% (216 students)

(10.6%/ 186 in 2021-22)

Secondary VAPA

Classes:

287



Newport-Mesa
Unified School District

Fine Arts courses are often semester; this counts semester courses as “classes” as has been done in each of the preceding LCAPs.



Business Management

Develop an entrepreneurial mindset and learn to run a business.

[LEARN MORE](#)



Child Development

Explore early childhood education and help children learn, grow, & thrive!

[LEARN MORE](#)



Digital Media Arts

Use your creativity to develop technical skills and explore careers options!

[LEARN MORE](#)



Film/Video Production

Experience creative and technical aspects of video production and film making!

[LEARN MORE](#)



Engineering Design

Step into the role of engineer and turn your ideas into reality.

[LEARN MORE](#)



Culinary

Master the skills necessary for success in the restaurant and food service industry.

[LEARN MORE](#)



Patient Care

Be inspired to pursue a full range of career opportunities in the medical field.

[LEARN MORE](#)



Professional Music

Learn the skills of producing and recording music!

[LEARN MORE](#)



Construction

Practice the skills necessary to be successful in the construction field.

[LEARN MORE](#)

Corona del Mar Zone

CDM Engineering Design Pathway
CDM Design, Visual and Media Arts Pathway
CDM Stage Technology Pathway
CDM Middle School CTE Courses

Costa Mesa Zone

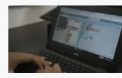
CMHS Child Development Pathway
CMHS Software and Systems Development Pathway
CMHS Design, Visual, and Media Arts Pathway
CMHS Engineering Design Pathway
CMHS Professional Music Pathway
CMHS Patient Care Pathway
Costa Mesa Middle School CTE Courses

Estancia Zone

Estancia Engineering Design Pathway
Estancia Patient Care Pathway
Estancia Design, Visual, and Media Arts Pathway
Estancia Residential and Commercial Construction Pathway
Tewinkle Middle School CTE Courses

Newport Harbor Zone

NHHS Business Management Pathway
NHHS Software and Systems Development Pathway
NHHS Food Service and Hospitality Pathway
NHHS Film and Video Production Pathway
Back Bay HS Business Management Spyder Lab Pathway
Ensign Intermediate School CTE Courses



Software & Systems

Learn how to design software applications and simple computer programs.

[LEARN MORE](#)



Stage Technology

Explore careers in the creative and technical world of stage production.

[LEARN MORE](#)



Newport-Mesa
Unified School District

Access - Broad Course of Study

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



To address the programs and services developed and provided to unduplicated students and individuals with exceptional needs:

- 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 to Providing Access to a Broad Course of Study

- For students with multiple Fs, schedule limitations to both make up credits and continue to earn original credits
- 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 challenges in understanding the content delivered in core courses.



Newport-Mesa
Unified School District

Barriers preventing the district from providing access to a broad course of study for all students include:

- For students with multiple Fs, schedule limitations to both make up credits and continue to earn original credits
- 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 meet high levels of career and college readiness
- For students who struggle in reading and mathematics, continue to provide elementary push-in support, secondary intervention, credit recovery, and tutorial support at the secondary schools
- Continue to provide K-12 summer remediation and enrichment

Informing the LCAP: English Learners

Intensive
Designated
English language
Development

Integrated English
Language
Development
in Content Area
Classes

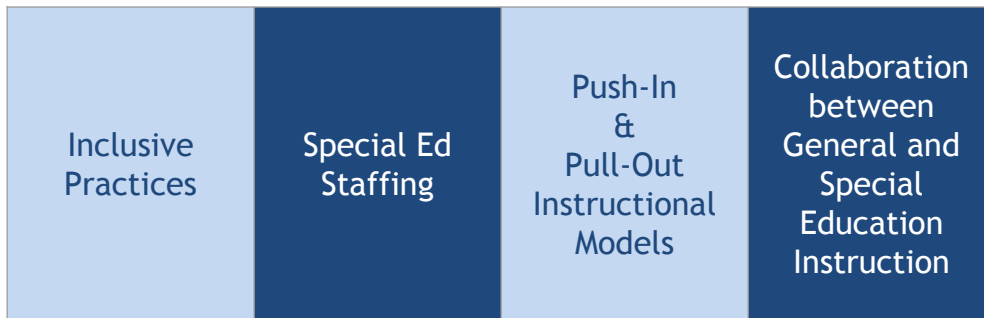
Co-Teach Model
Expansion
for English
Language Arts and
English Language
Development



Newport-Mesa
Unified School District

- 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



Newport-Mesa
Unified School District

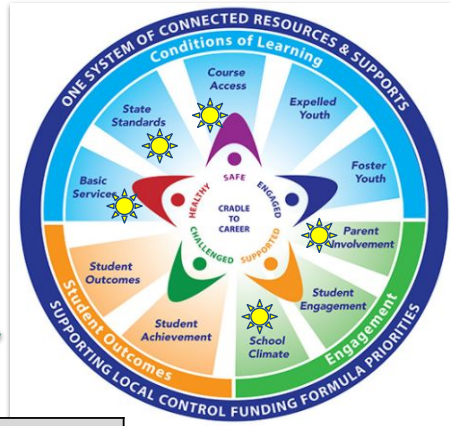
- For students with an IEP, NMUSD will continue to refine instructional practices through “inclusive practices,” where students with mild to moderate levels of disability are included in classrooms with grade-level peers, supported by special education instructional staff pushing into the classroom,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

Local Performance Indicators

Measure progress

Report results

Districts determine



NMUSD Performance Level:

☒ **Met** ☐ Not Met ☐ Not Met For Two or More Years



Newport-Mesa
Unified School District