



Newport-Mesa

Unified School District

Inspire. Educate. Elevate.

Local Performance Indicators

Report to the Board of Education
June 25, 2024

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



Inspire. Educate. Elevate.

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

- 2023 = 2022-23 outcomes
- 2024 = 2023-24 outcomes
 - Anticipated December 1, 2024

California School DASHBOARD

DISTRICT PERFORMANCE OVERVIEW

Newport-Mesa Unified

Explore the performance of Newport-Mesa Unified under California's Accountability System.

Generate PDF Report | View All Schools | View Additional Reports

2023

Chronic Absenteeism Orange	Suspension Rate Orange	English Learner Progress Yellow	Graduation Rate Green
College/Career Medium	English Language Arts Green	Mathematics Yellow	Basics: Teachers, Instructional Materials, Facilities STANDARD MET
Implementation of Academic Standards STANDARD MET	Parent and Family Engagement STANDARD MET	Local Climate Survey STANDARD MET	Access to a Broad Course of Study STANDARD MET

District Details

NAME Newport-Mesa Unified	ADDRESS 2985 Bear Street, Building A Costa Mesa, CA 92626-4300	WEBSITE http://www.nmusd.us	GRADES SERVED P-12
-------------------------------------	---	---	------------------------------

What you see now on the CDE website is the 2023 Dashboard released on December 15, 2023 which reflects the 2022-23 school year. The results of this 2023-24 report will be included on the 2024 California School Dashboard anticipated to be released on December 1, 2024.

This presentation, the “2023-24 Local Indicators Report” will be published on the NMUSD District Plan webpage.

CDE’s predicted Dashboard Release Schedule:

- 2024 Dashboard: December 1, 2024
- 2025 Dashboard: November 15, 2025
- 2026 Dashboard: October 15, 2026

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

Inspire. Educate. Elevate.

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 25, 2024 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


$$\textit{Measure} + \textit{Report} = \textit{Met}$$

Inspire. Educate. Elevate.

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

State Priority

1

Appropriately
Assigned Teachers

Access to
Curriculum-Aligned
Instructional
Materials

Safe, Clean and
Functional School
Facilities

Basic Conditions of Learning (*William Legislation*)

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.

2021-22 Teacher Assignment Monitoring and Outcome Data

Name	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
Newport-Mesa Unified	927.5	93.80%	0.40%	0.10%	0.30%	4.40%	0.80%	0.10%
Orange County	19,033.50	88.80%	1.30%	0.20%	2.60%	6.70%	0.20%	0.20%
Statewide	246,966.40	85.80%	3.00%	1.60%	3.80%	5.40%	0.30%	0.10%

Name	Total Teaching Full-Time Equivalent (FTE)	Clear (% of teaching FTE)	Comparison to Statewide Average
Newport-Mesa Unified	927.53	93.80%	Above
County	20,084.14	88.40%	Above
Statewide	279044.88	84%	n/a

State Priority

1

What you see now on the CDE website: This information is the publicly available data from 2021-22 which is also reported on the 2023 California School Dashboard. CDE has not made 2022-23 data available as of June 22, 2024. This report, entitled “2021-22 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)” is located at <https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=District&cds=30665970000000&year=2021-22>

2023-24 Data			
Appropriately Assigned Teachers		Access to Curriculum-Aligned Instructional Materials	
0	Misassignments of teachers of English learners for the district* (0%)	0	Number of students without access to their own copies of standards-aligned instructional materials for use at school and at home
2	Total teacher misassignments* (0.0018%)	Safe, Clean and Functional School Facilities	
2	Vacant teacher positions* (0.0018%)	0	Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)
* 2023-24 Preliminary CAL-SASS Data		100%	All NMUSD sites met the overall standard of "Good" or "Exemplary."
State Priority			
1			

The 2023-24 preliminary data is data from the CAL-SASS system.

- Teacher 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. 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.
- 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.

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

Inspire. Educate. Elevate.

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*

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

2024-25

Elementary Math, Thinking Maps, Writing, Science of Reading

Secondary Eliciting and Responding to Student Thinking - Thinking Maps

Co-Teach

P-12 Floater Teacher Team for PD Release

P-12 Content Area Training Across the Curriculum + November Needs Assessment/ Staff Survey

The reflection tool combines elementary and secondary results for a single rating. During 2023-24, For classroom based teachers, learning occurred principally through early release, late start, during-the-day training using the floater teacher team, and dedicated staff development days in August and November. Secondary professional development was focused on grade and department-level, collaborative learning with consultant support to deliver high quality first instruction. In particular, Middle school Science was provided multiple PD sessions to help teachers prepare for each unit and in-class instructional coaching by the science TOSA. 2024-25 high school science will focus on year 1 implementation: incorporating NGSS and the use of OpenSci Ed curriculum. NMUSD will follow the successful PD model used at the middle school level. ELA Middle school was in year 1 of implementing text book with ongoing PD provided. Both MS and HS had facilitated alignment days where teachers from varying sites worked to align their curriculum. Math teachers were provided course specific PD and facilitated alignment days as well. Similar opportunities were provided for Arts, Elective, CTE, World Language teachers.

Elementary training was focused on the new History/Social Science adoption, Write from the beginning and Beyond - narrative writing, Thinking Maps, and phonemic awareness and phonics using the Heggerty curriculum (P-2). Full-time support teachers, P-2 classroom teachers, 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).” The 2024-25 focus for professional development will be math and the 2025-26 focus will be NGSS.

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.

Rating Scale Reminder:

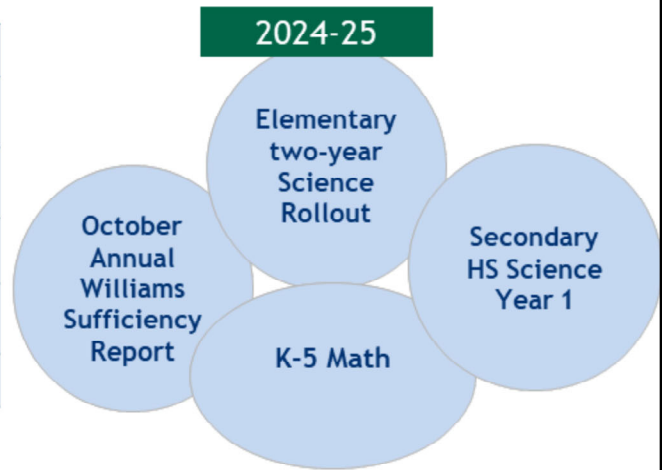
- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

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



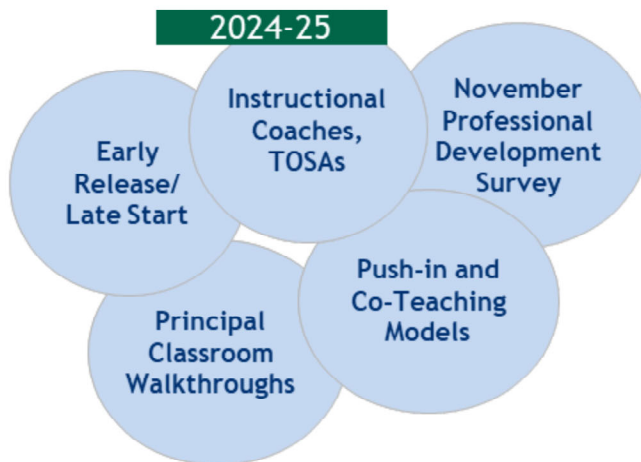
- Updated Multi-Year Instructional Materials Adoption Schedule
- October Annual Williams Sufficiency Report
- 2023-24 Elementary H/SS Year 1; and March 2024 Science adoption; 2024-25 1st year of a two-year science rollout
- June 2024 Elementary Math Adoption
- Middle School Science Year 1 2022-23, Year 2 2023-24; High School pilot spring 2022-23, extended pilot fall winter 2023-24; 2024-25 Year 1 implementation
- MS ELA 2022-23 pilot; 2023-24 Year 1 implementation

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, mentoring).

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					

* Blue Box = Last year; X = Current Year



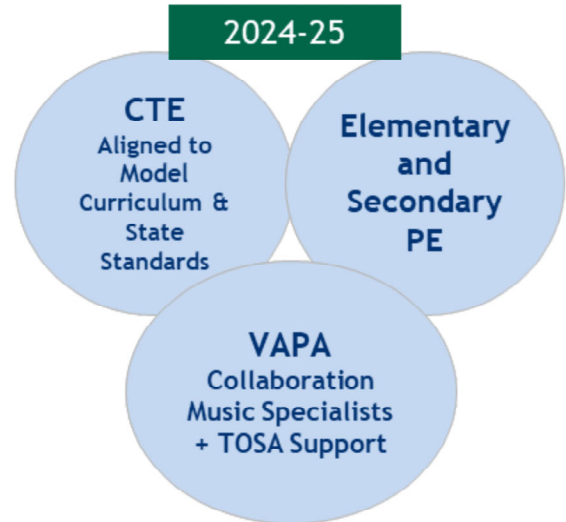
- All teachers receive four days of professional development built into non-student days before school begins and once during the school year.
- For most elementary sites, there is an early release day for teachers to collaborate and participate in professional learning.
- Four Elementary ELA Teachers on Special Assignment were assigned to support professional learning focused on literacy. Three multiple subject Teaching and Learning TOSAs were also provided to support other content areas. For 2024-25, TOSA position will be restructured to include all content areas.
- Four ELD Teachers on Special Assignment (three elementary and one secondary) provided support to teachers. One elementary and one secondary TOSA supported Newcomer students and their 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 2023-24, the plan was to hire 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



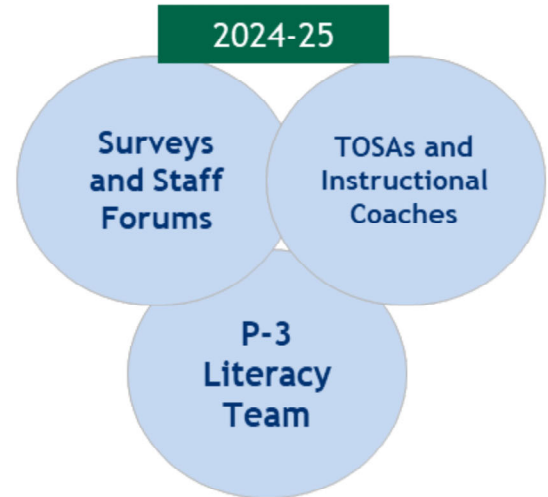
The standards of Career Technical Education (CTE), health, physical education (PE), visual and performing arts (VAPA), and world languages are all delivered at all secondary sites. The standards of PE and VAPA are delivered at elementary sites. NMUSD continues to develop its CTE pathways, provide in-person and 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. There are two elementary dual immersion programs which have expanded up through middle school grades 7-8 and grades 9-10 at the high school level. Quality professional development and teacher articulation were provided for teachers in all content areas mentioned above.

Support for Teachers and Administrators

5. During the 2023-24 school year (including summer 2023), 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



In order to identify some of the professional learning needs of teachers, questions were posed in the fall 2021, 2022, and 2023 Professional Development Surveys. Representative groups, such as the P-3 literacy team, the Classified and Certificated Advisories were consulted. 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

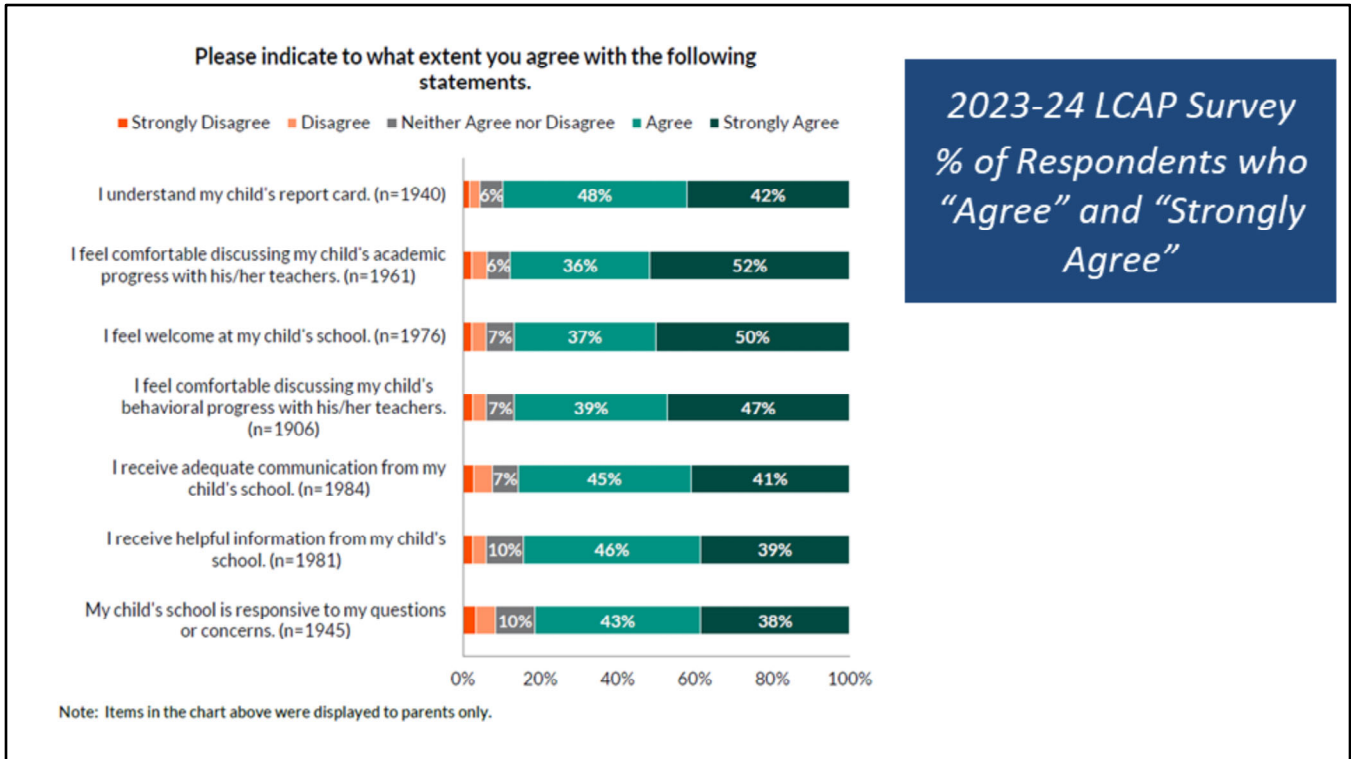
Building
Partnerships

Seeking
Input

Parent/Family Engagement

The standard is to Measure progress in:

- seeking input from parents in decision making and
- promoting parental participation in programs
- Report the results
- Building Relationships: Welcoming environments and communication. The 2023-24 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.
- Building Partnerships: Education: Workshops linked to learning and social-emotional growth. Parent/family workshops are offered through the district and at school sites.
- Seeking Input: Advisory groups. Families are given multiple opportunities to participate in PTA/PTO, School Site Councils, and site and district level English Learner Advisory Committees.



2023-24 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
Same status as 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 bringing the total to 28. These positions were filled as of the end of the 2023-24 school year. Effective communication channels include email, text messages, voice messages, apps, and personal phone calls from site staff. The district continues to refine communication standards and streamline 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. There is plentiful information provided in English, Spanish, and Russian (where required) and twice-yearly opportunities for elementary parents to participate in face-to-face parent-teacher conferences. Additionally, the district strives to provide high quality forums for working collaboratively between parents and site/district staff. District-provided parent education sessions are provided in-person and virtually throughout the year. In keeping with the NMUSD framework of inclusive practices, families of general education and special education students are invited to learn together at these sessions. For 2024-25 the sessions will

continue.

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. The DELAC Board recommends sites incorporate topics related to cultural awareness and parent involvement in the ELAC (English Learner Advisory Committee) meeting agendas, fostering an appreciation of diversity. Other recommendations include training on understanding developmentally appropriate expectations and how to communicate with families when students are struggling or challenged with academics or behavior.

Programs for Parents/Families

- District Parent Education Series
- Grupo Crecer
- Disciplina Positiva (24-25)
- Elementary site-based Academic, Behavior, and Mental Health workshops

VIRTUAL PARENT EDUCATION

RAISING RESPONSIBLE DIGITAL CITIZENS: FOCUS ON AI

MARCH 13, 2024
6-7 PM
Virtual via Zoom

Join the Educational Technology Department and guest speaker Joe Marquez for an engaging session on "Raising Responsible Digital Citizens: Focus on AI" where we'll explore how students and parents alike can use artificial intelligence responsibly and effectively.

This session will provide valuable insights and answer your questions about navigating the ever-evolving world of AI in education and daily life.

To submit questions ahead of time, visit:
<https://bit.ly/nmusd031324>

Register to attend:
<https://bit.ly/nmusd03132024>

After completing the registration process, we will send you a Zoom link via email.

Spanish interpretation available.



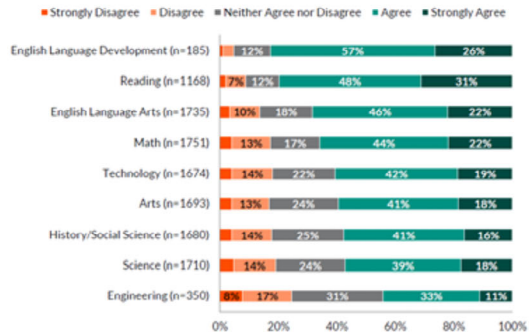
Newport-Mesa
United School District
Empower. Educate. Elevate.

www.nmusd.us/parenteducation

Examples of additional programs for parents/families

2023-24 LCAP Survey % of Respondents who "Agree" and "Strongly Agree"

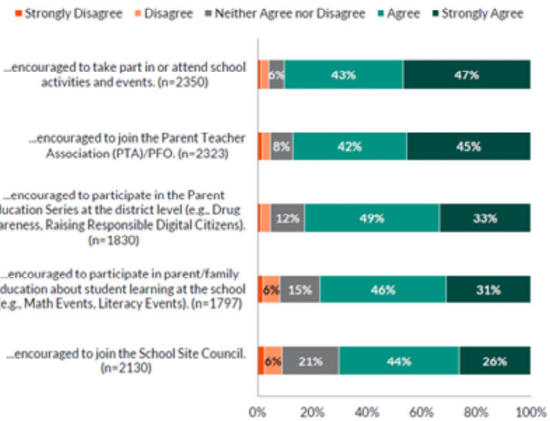
Please indicate to what extent you agree with the following statements about your child's school. Parents are given the information, resources, training, and assistance they need to support their child's learning in the following core subject areas:



Inspire. Educate. Elevate.

GOAL 4: FAMILY AND COMMUNITY ENGAGEMENT

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



The 2023-24 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.

2682 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
<i>Same status as prior year</i>	

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 2023-24 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," 79% agreed or strongly agreed in the area of reading, 83% in English language development, 68% in the area of English language arts, 66% in mathematics, 57% in history/social science and 57% 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. Parent tools will be provided to sites to support the first-year implementation of new elementary math curriculum.

Focus Area for Improvement

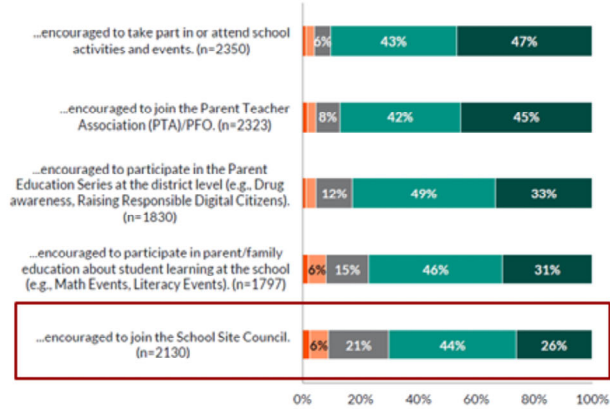
A focus area is to provide professional learning and opportunities to enhance staff capacity in building relationships and learning about families' goals for their children, especially within the context of linguistic and cultural assets. This benefits all families while also aiming to improve the engagement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

implement processes to minimize barriers to volunteering, based on recommendations from the DELAC Board to simplify the process for parents to become volunteers by providing clear instructions, online resources, and dedicated support staff to guide them through the steps.

GOAL 4: FAMILY AND COMMUNITY ENGAGEMENT

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

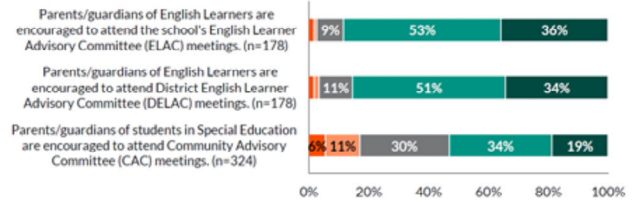
Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree



2023-24 LCAP Survey
% of Respondents who
"Agree" and "Strongly Agree"

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

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.

Inspire. Educate. Elevate.

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
Same status as prior year	

For the 2023-24 school year, all 32 school sites convened School Site Council meetings. English Learner Advisory Committees were required at 25 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. DELAC Board recommends sites recognize and celebrate the contributions of parents through public acknowledgments, certificates, or special events, fostering a sense of appreciation and motivation. Another recommendation is to extend invitations to a broader range of parents, utilizing various communication channels to reach diverse communities and encourage widespread participation in meetings and events. The district aspires to enhance the quality of its two-way communication with clarity and consistency in quantity and quality of messaging through standard platforms, and the accessibility of information electronically and with hard copies (when needed).

State Priority

6

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)

School Climate

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

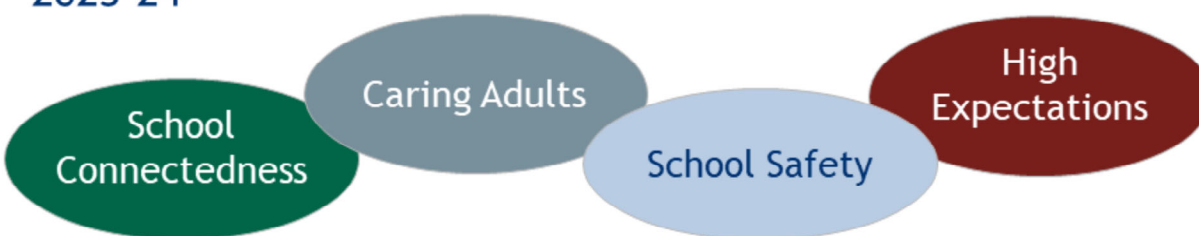
Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Priority 6: School Climate

- NMUSD administers CHKS every year
- Administered in 2020-21, 2021-22, 2022-23, and 2023-24

		Response Rates				
		All	5th	7th	9th	11th
22-23	75%	59%	83%	85%	70%	
23-24	77%	61%	85%	82%	81%	



NMUSD administers the California Healthy Kids Survey (CHKS) at least every two years. NMUSD has administered CHKS annually since 2020-21. 2022-23 and 2023-24 results are included here. School have a participation rate goal of 85%. For 2023-24, the response rates were 61% for 5th grade, 85 % for 7th grade, 82% for 9th grade, and 81% 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 Safety



5th Grade

How safe do you feel when you are at school? Anti-bullying climate (elementary)

7th, 9th, & 11th Grade

Do you feel safe at school?

Experienced any harassment (secondary)

Grade Level	2022-23	2023-24	Δ
5th	79%	77%	-2.00
7th	53%	58%	+5.00
9th	61%	68%	+7.00
11th	69%	71%	+2.00

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

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

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

- *In grade 5, the breakdown of students who feel safe at school in percentages by race/ethnicity include: 93% Asian American, 82% African American, 69% Hispanic, and 84% White.*
- *In grade 7, percentage of students who perceive school as very safe or safe by race/ethnicity include: 63% Asian American, 65% African American, 55% Hispanic, and 59% White.*
- *In grade 9, percentage of students who perceive school as very safe or safe by race/ethnicity include: 67% Asian American, 62% Hispanic, and 76% White.*
- *In grade 11, percentage of students who perceive school as very safe or safe by race/ethnicity include: 71% Asian American, 67% Hispanic, and 77% White.*

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Respondents self-report their identification with six racial/ethnic groups. In one study of CHKS data, both academic performance and school well-being—the degree to which students feel safe at, supported by, and connected to the school—varied consistently and persistently across schools by racial/ethnic groupings. They were highest in schools with large proportions of white and Asian students, as well as in middle- and high - income schools. This suggests that school climate factors related to student well-being may play a role in racial/ethnic group differences in achievement.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

NMUSD will continue to focus on student wellness in the 2024-25 school year at all grade levels and across the district.

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	2022-23	2023-24	Δ
5th	73%*	74%	+1.00
7th	55%**	58%	+3.00
9th	59%**	60%	+1.00
11th	62%**	63%	-1.00

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

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

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Research shows that school connectedness is associated with multiple positive academic, social-emotional, and health outcomes. It also shows that youth who feel safe at school, experience caring adults, and have opportunities for engagement and other developmental supports are more likely to feel connected to the school. As you can see from the data, school connectedness declines markedly after elementary school. According to the State CHKS data, Newport-Mesa has less of a decline than that of the state average.

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	2022-23	2023-24	Δ
5th	71%*	71%	0.00
7th	55%**	56%	+1.00
9th	58%**	56%	-2.00
11th	62%**	65%	+3.00

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

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

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

There is a decline in how connected students are to a perceived caring adult from elementary to secondary. This is also when students attend multiple classes with different teachers instead of having one primary teacher. the data is similar to that of school connectedness.

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	2022-23	2023-24	Δ
5th	85%*	85%	0.00
7th	70%**	72%	+2.00
9th	71%**	70%	-1.00
11th	70%**	73%	+3.00

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

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

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Research shows that when schools (or families or communities) provide three developmental supports—caring adult relationships, high expectations, and opportunities for meaningful participation—students are more likely to report more positive academic, social-emotional, and health outcomes, including higher grades, school connectedness, attendance, and perceived safety. Based on this survey a significant amount of students believe that NMUSD has high expectations for their students.

State Priority

7

Course Access

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

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

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

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: 94.7% (+1.8)
EL: 84.4% (+2.0)
Low-Income: 91.9% (+2.7)
SWD: 84.7% (+7.3)

Meeting UC/CSU Requirements (A-G)

All: 58.4% (-6.2)
EL*: 19.2% (-4.9)
Low-Income: 42.3% (-4.6)
SWD: 17.8% (-2.3)

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
 - Film/Video Production
 - Stage Technology
- Residential & Commercial Construction
- Software Systems & Development

CTE

Completers:

14.7% (245 students)

12.4% (216 students) 2021-22

Secondary VAPA

Courses:

89



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!

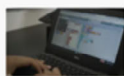
[LEARN MORE](#)



Construction

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

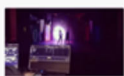
[LEARN MORE](#)



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](#)

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

Access - Broad Course of Study

English Learner Students:

- Daily Designated ELD according to proficiency levels
- Integrated ELD: Content 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 disabilities are included in classrooms with their peers, to the greatest extent possible.
- Standards-aligned curriculum is tailored to meet the unique needs of students. Professional development is provided for teachers and paraprofessionals to support this work.
- Some students with moderate-severe disabilities are provided a Broad Course of study through Unique Learning Systems in an appropriate setting designated by their IEP.

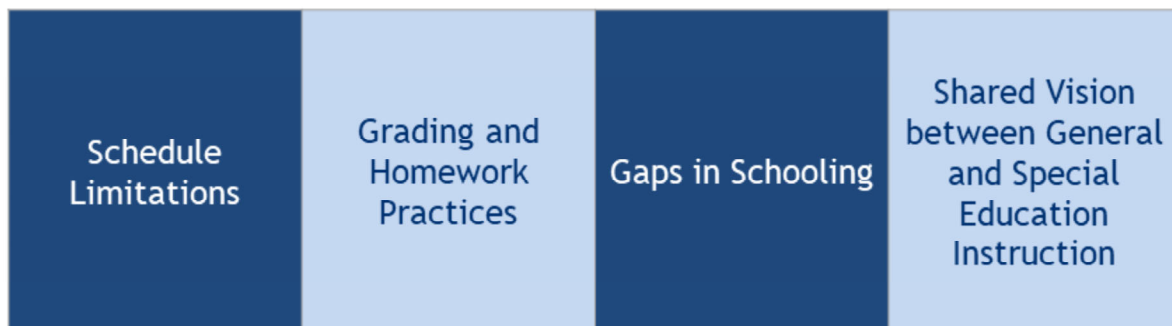
To address the programs and services developed and provided to unduplicated students and individuals with exceptional needs:

- English learner students receive 30 minutes (or more) of Designated English Language Development according to their proficiency levels.
- Integrated ELD: Content instruction is with English Only and RFEP peers with regular, ongoing access and enrollment in the broad course of study.

For students with an IEP:

- Students with disabilities are included in classrooms with their peers, to the greatest extent possible.
- Standards-aligned curriculum is tailored to meet the unique needs of students. Professional development is provided for teachers and paraprofessionals to support this work.
- Some students with moderate-severe disabilities are provided a Broad Course of study through Unique Learning Systems in an appropriate setting designated by their IEP.

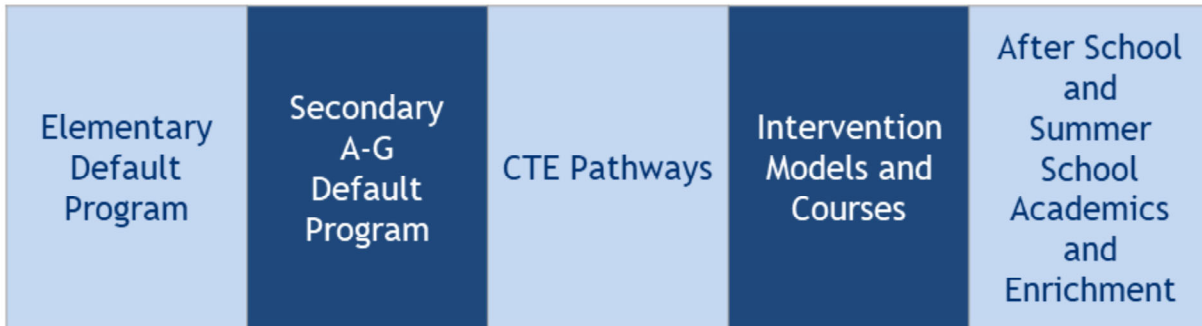
Identify the Barriers to Providing Access to a Broad Course of Study



Barriers 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 challenges in understanding the content delivered in core courses.
- For students with IEPs, having a shared vision between Special and General Education to support the unique learning needs of students

Informing Development of the LCAP - All Students



- 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



- 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 for Long Term English Learners to deliver English Language Arts and Designated English Language Development courses in tandem

Informing the LCAP: Students with an IEP



- Provide PD to support inclusive practices and co-teaching
- 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