



**Newport-Mesa**

Unified School District

*Inspire. Educate. Elevate.*

# Local Performance Indicators

Report to the Board of Education  
June 24, 2025

# Local Indicators

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



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

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

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

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

Now

# 2024 Dashboard

2023-24 outcomes

Later

# 2025 Dashboard

2024-25 outcomes

*November 15, 2025*

The screenshot shows the California School Dashboard for Newport-Mesa Unified. The dashboard is titled 'DISTRICT PERFORMANCE OVERVIEW' and 'Newport-Mesa Unified'. It includes a navigation bar with links like Home, About, State Summary, Search, More Information, and Select Language. The main content area displays various performance metrics for the year 2024. Metrics are shown with colored indicators: Chronic Absenteeism (Yellow), Suspension Rate (Green), English Learner Progress (Orange), Graduation Rate (Yellow), College/Career (Orange), 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), and Access to a Broad Course of Study (STANDARD MET). A 'Science' section shows 'No Performance Color in 2024'.

What you see now on the CDE website is the 2024 Dashboard released on December 1, 2024 which reflects the results of the 2023-24 school year. The results of this 2024-25 report will be included on the 2025 California School Dashboard anticipated to be released on November 15, 2025.

This presentation, the Local Performance 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

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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 24, 2025 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*

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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.

## 2022-23 Teacher Assignment Monitoring and Outcome Data

| Name                 | Total Teaching FTE | Clear  | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A   |
|----------------------|--------------------|--------|--------------|--------|-------------|------------|---------|-------|
| Newport-Mesa Unified | 944.2              | 93.40% | 1.30%        | 0.10%  | 0.70%       | 3.90%      | 0.00%   | 0.60% |
| Orange County        | 18,860.30          | 89.10% | 2.20%        | 0.30%  | 1.60%       | 6.50%      | 0.20%   | 0.20% |
| Statewide            | 245,801.80         | 85.10% | 2.90%        | 1.80%  | 4.90%       | 4.90%      | 0.30%   | 0.20% |

Source: Data Quest Report "2022-23 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)"

### State Priority

1

| Name                 | Total Teaching Full-Time Equivalent (FTE) | Clear (% of teaching FTE) | Comparison to Statewide Average |
|----------------------|-------------------------------------------|---------------------------|---------------------------------|
| Newport-Mesa Unified | 944.21                                    | 93.4%                     | Above                           |
| County               | 19,896.14                                 | 88.7%                     | Above                           |
| Statewide            | 277,698.04                                | 83.2%                     | N/A                             |

Source: 2024 California School Dashboard

What you see now on the CDE website: This information is the publicly available data from 2022-23 which is also reported on the 2024 California School Dashboard. CDE has not made 2023-24 data available as of June 24, 2025. This report, entitled "2022-23 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)" is located at <https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcome.aspx?agglevel=District&cde=3066597&year=2022-23>

## 2024-25 Data

| Appropriately Assigned Teachers* |                                                                       |
|----------------------------------|-----------------------------------------------------------------------|
| 0                                | Misassignments of teachers of English learners for the district* (0%) |
| 8 sections                       | Total teacher misassignments* (0.0018%)                               |
| 0                                | Vacant teacher positions* (0%)                                        |

\* 2023-24 Preliminary CAL-SASS Data

### State Priority

1

| Access to Curriculum-Aligned Instructional Materials |                                                                                                                                  |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| 0                                                    | Number of students without access to their own copies of standards-aligned instructional materials for use at school and at home |

| Safe, Clean and Functional School Facilities |                                                                                                                                          |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 0                                            | Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) |
| 100%                                         | All NMUSD sites met the overall standard of "Good" or "Exemplary."                                                                       |

The 2023-24 preliminary data is data from the CAL-SASS system. 2024-25 data will not be available until the Commission on Teacher Credentialing updates its data in July 2025. Further, the district will not receive this data until August or later

- 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

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## Standards:

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

## Rating Scale - Self Reflection Tool

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

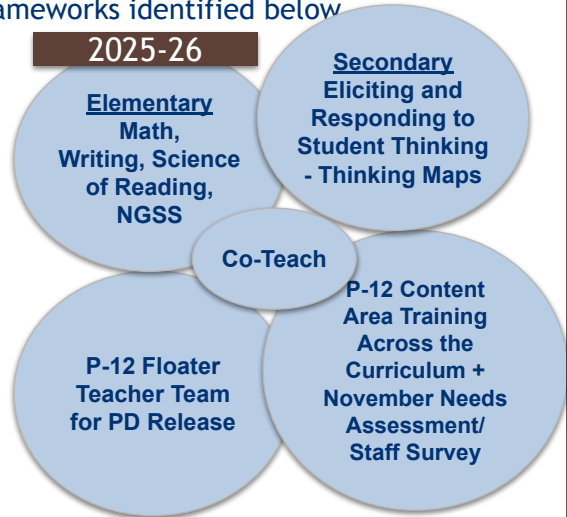
Reminder: The purpose of the self reflection tool is to gauge where the district is. A rating of 1 is not bad. It acknowledges a deliberate effort to explore and research.

## 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 |   |   |

\* Green = Last year; X = Current Year



The reflection tool combines elementary and secondary results for a single rating. During 2024-25, 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. 2025-26 high school science will focus on year 2 implementation: incorporating NGSS and the use of OpenSci Ed curriculum. Additionally, the middle and high school science teams are building formative assessments and summative assessments to gauge student learning in NGSS. ELA Middle school continues to implement the StudySync curriculum and will focus its efforts on providing both ELA standards with rigor and Designated ELD. High school English Language arts teachers will be implementing the Expository Reading and Writing Curriculum in grades 11-12, which are modules of learning developed by the California State University (CSU) system. Math teachers built common curriculum pacing guides for all grade levels in 2024-2025 and began training in Building Thinking Classrooms. This work will continue in the 2025-2026 school year. Physical education teachers are implementing a new PE 1 and PE 2 course of study in the 2025-2026 school year and have already started receiving instruction on how to best engage students. Similar opportunities were provided for Arts, Elective, CTE, World Language teachers.

Elementary training was focused on the math adoption and Write from the beginning and Beyond - opinion 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 2025-26 focus for professional development NGSS, expository writing, and a continued focus on math.

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:

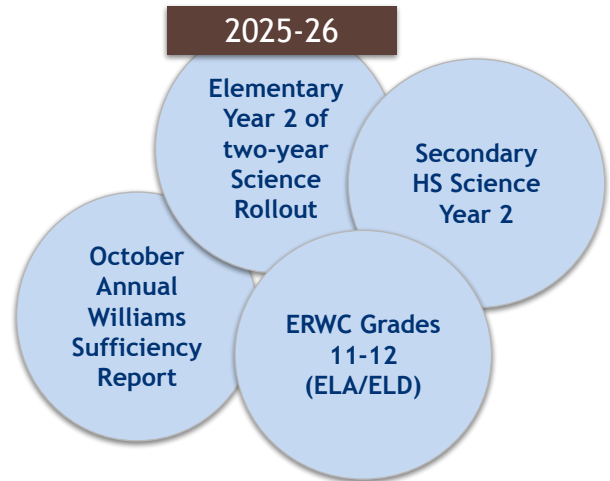
- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

## 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<br>(Aligned to ELA Standards) |   |   |   | X |   |
| Mathematics                                                |   |   |   | X |   |
| Next Generation Science<br>Standards                       |   |   |   | X |   |
| History-Social Science                                     |   |   |   | X |   |

\* Green = Last year; X = Current Year



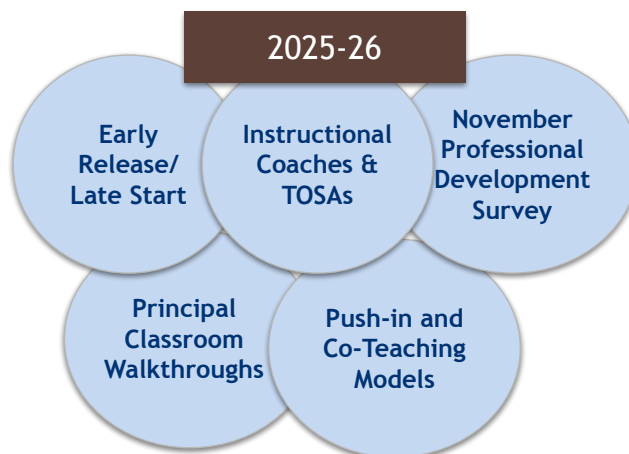
- The October Annual Williams Sufficiency Report is presented annually before the 8th week of school at a Board of Education meeting
- 2025-26 Year 2 Elementary Science rollout completes science adoption
- Middle School Science Year 1 2022-23, Year 2 2023-24; Year 3 2024-2025; Year 4 2025-2026; High School pilot spring 2022-23, extended pilot fall winter 2023-24; 2024-25 Year 1 implementation; 2025-2026 Year 2 implementation
- Middle School ELA 2022-23 pilot; 2023-24 Year 1 implementation, 2024-2025 Year 2 implementation, 2025-2026 Year 3 implementation with a focus on Designated ELD
- Secondary Math: continued implementation of Illustrative Mathematics

## 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                                  |   |   | X |   |   |

\* Green = Last year; X = Current Year



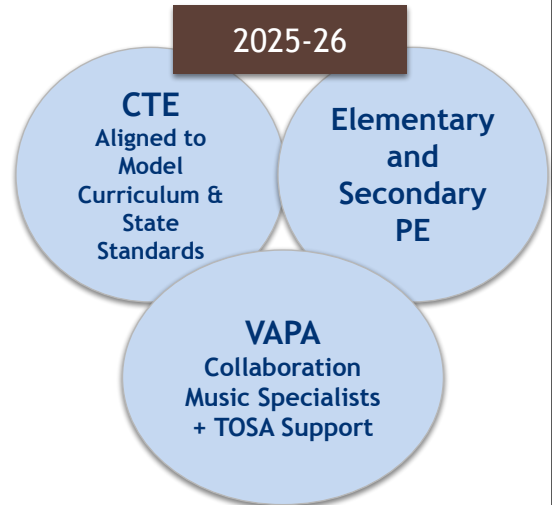
- All teachers receive four days of professional development built into non-student days before school begins and once during the school year.
- For all elementary sites, there is an early release day scheduled for teachers to collaborate and participate in professional learning.
- Seven Teaching and Learning Elementary Teachers on Special Assignment were assigned to support professional learning focused on all content areas. For 2025-26, four TOSA positions will be added to support Academic Innovation.
- 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. The secondary instructional coaches focused on the implementation of Thinking Maps during 2024-25 school year. For 2024-25 four part time TOSAs were hired, one each for English Language Arts, History/Social Science, Math, and Science. The TOSAs support teachers by providing professional development, curriculum coaching, and building aligned systems across campuses. This model will continue for 2025-26.

## 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 |   |

\* Green = Last year; X = Current Year



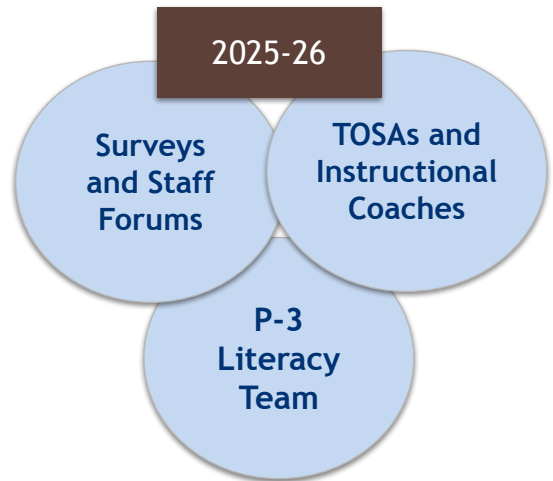
The standards of Career Technical Education (CTE), health, physical education (PE), visual and performing arts (VAPA), and world languages are all delivered at all secondary sites. The standards of PE and VAPA are delivered at elementary sites. NMUSD continues to develop its CTE pathways, provide in-person 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 2024-25 school year (including summer 2024), rate the district's success at engaging in the following activities with teachers and school administrators?

| Professional Learning<br>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 |   |   |

\* Green = Last year; X = Current Year



In order to identify some of the professional learning needs of teachers, questions have been posed in the November Professional Development Day Survey since 2021. 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                                                                                                                                                                                                                |                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 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.                                              | 4 - Full 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.                                                                                        | 3 - Initial Implementation* |
| 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     |
| <i>*Increase from prior year</i>                                                                                                                                                                                                      |                             |

### **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. 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 district platforms with a pilot and subsequent adoption of ParentSquare, 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.

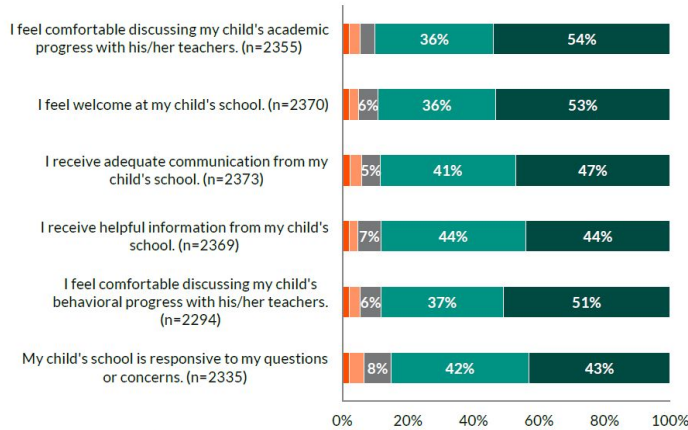
### **Focus Area for Improvement**

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. 2025-26 professional development will support certificated and classified staff in cultivating a culture of belonging for families to be welcomed, known, and supported. The DELAC Board recommends sites provide more opportunities for families to join students on campus during the school day and to 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 how to communicate with families when students are struggling or challenged with academics or behavior.

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.

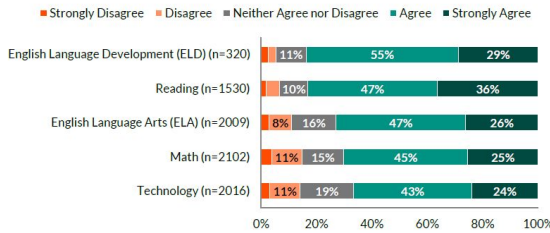
*2024-25 LCAP Survey  
% of Respondents who  
"Agree" and "Strongly  
Agree"*

2024-25 LCAP Survey Results. The analysis document is also provided on the NMUSD District Plans webpage.

Building Relationships: Welcoming environments and communication. The 2024-25 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.

## 2024-25 LCAP Survey % of Respondents who "Agree" and "Strongly Agree"

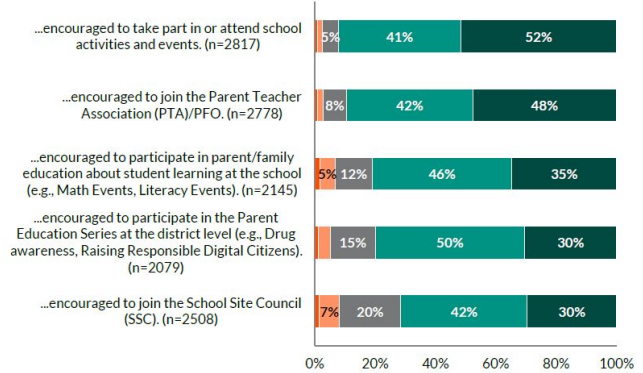
Parents are given the information, resources, training, and assistance they need to support their child's learning in the following core subject areas:



### 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



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The 2024-25 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.

| 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 2024-25 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," 84% agreed or strongly agreed in the area of English language development, 83% in reading, 73% in the area of English language arts, 70% in mathematics, and 67% in technology.

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, and the district Parent Education Series.

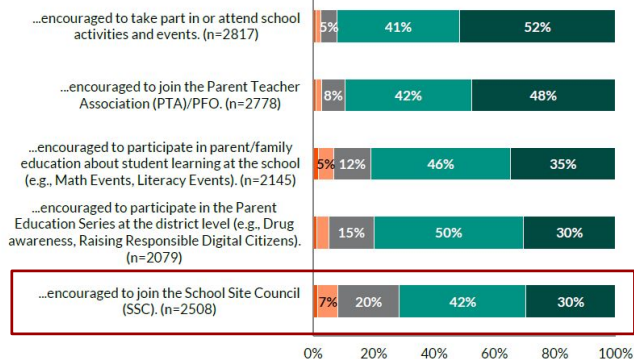
### **Focus Area for Improvement**

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. 2025-26 professional development will support certificated and classified staff in cultivating a culture of belonging for families to be welcomed, known, and supported.

#### 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...]

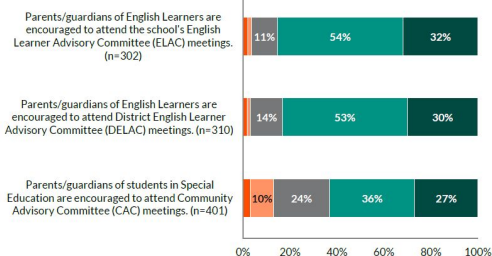
Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree



2024-25 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.

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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                                                                                                                                                                                                                                     |                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| 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 |
| <i>Same status as prior year</i>                                                                                                                                                                                                                  |                            |

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.

For the 2024-25 school year, all 31 school sites convened School Site Council meetings. English Learner Advisory Committees were required at 22 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.

**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 continue to recognize and celebrate the contributions of parents through public acknowledgments, certificates, or special events, fostering a sense of appreciation and motivation. The district aspires to enhance the quality of its two-way communication with clarity and consistency in quantity and quality of messaging through unified platforms, and the ease and accessibility of information electronically and with hard copies (when needed).

## State Priority

6

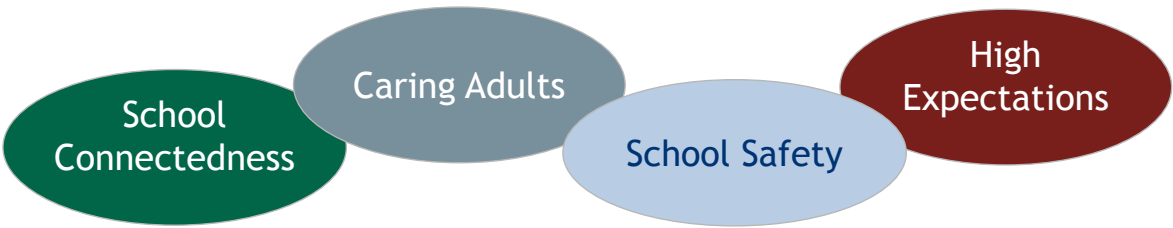
Administer a local climate survey at least every other year to students in at least one grade within the grade span(s) that the district serves (e.g., K-5, 6-8, 9-12)

# School Climate

# Priority 6: School Climate

NMUSD administers  
CHKS every year

|       | Response Rates |     |     |      |
|-------|----------------|-----|-----|------|
|       | 5th            | 7th | 9th | 11th |
| 22-23 | 59%            | 83% | 85% | 70%  |
| 23-24 | 61%            | 85% | 82% | 81%  |
| 24-25 | 61%            | 86% | 75% | 63%  |



NMUSD has administered California Healthy Kids Survey (CHKS) annually since 2020-21. 2022-23 through 2024-25 results are included here. Schools have a participation rate goal of 85%. For 2024-25, the response rates were 61% for 5th grade, 86% for 7th grade, 75% for 9th grade, and 63% for 11th grade.

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 | 2024-25 | Δ<br>2023-24 &<br>2024-25 |
|-------------|---------|---------|---------|---------------------------|
| 5th         | 79%     | 77%     | 81%     | +4%                       |
| 7th         | 53%     | 58%     | 59%     | +1%                       |
| 9th         | 61%     | 68%     | 70%     | +2%                       |
| 11th        | 69%     | 71%     | 75%     | +4%                       |

\*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 on school safety, 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: 91% Asian American, 73% Hispanic, 84% White, and 84% Multiracial.
- In grade 7, percentage of students who perceive school as very safe or safe by race/ethnicity include: 59% Asian American, 49% African American, 56% Hispanic, 63% White, and 53% Multiracial.
- In grade 9, percentage of students who perceive school as very safe or safe by race/ethnicity include: 62% Asian American, 59% African American, 55% Hispanic, 71% White, and 71% Multiracial.
- In grade 11, percentage of students who perceive school as very safe or safe by race/ethnicity include: 67% Asian American, 62% Hispanic, 72% White, and 65% Multiracial.

**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.

*Perceived safety is another indicator that districts/schools are required to monitor as part of their LCAP school climate priority. Perceived school safety is psychological as well as physical. According to the data, the efforts of the district in this area had a positive impact on student's perceived safety at school.*

**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 and safety in the 2025-26 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 | 2024-25 | $\Delta$<br>2023-24 &<br>2024-25 |
|-------------|---------|---------|---------|----------------------------------|
| 5th         | 73%*    | 74%     | 76%     | +2%                              |
| 7th         | 55%**   | 58%     | 58%     | 0%                               |
| 9th         | 59%**   | 60%     | 63%     | +3%                              |
| 11th        | 62%**   | 63%     | 66%     | +3%                              |

\*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 on school connectedness, 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 connected to school** in percentages by race/ethnicity include: 80% Asian American, 72% Hispanic, 79% White, and 77% Multiracial.
- In grade 7, percentage of students who **feel connected to school** by race/ethnicity include: 59% Asian American, 49% African American, 56% Hispanic, 63% White, and 53% Multiracial.
- In grade 9, percentage of students who **feel connected to school** by race/ethnicity include: 62% Asian American, 59% African American, 55% Hispanic, 71% White, and 71% Multiracial.
- In grade 11, percentage of students who **feel connected to school** by race/ethnicity include: 67% Asian American, 62% Hispanic, 72% White, and 65% Multiracial.

**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

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. School connectedness declined markedly after elementary school; however, in grades 9 and 11 there is an increase of students who felt connected to school compared to previous years.

**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 focus on student belonging in the 2025-26 school year at all grade levels and across the district.*

# 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 | 2024-25 | $\Delta$<br>2023-24 &<br>2024-25 |
|-------------|---------|---------|---------|----------------------------------|
| 5th         | 71%*    | 71%     | 73%     | +2%                              |
| 7th         | 55%**   | 56%     | 55%     | -1%                              |
| 9th         | 58%**   | 56%     | 61%     | +5%                              |
| 11th        | 62%**   | 65%     | 70%     | +5%                              |

\*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 on caring adults, 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 they have caring adults at school** in percentages by race/ethnicity include: 66% Asian American, 69% Hispanic, 79% White, and 77% Multiracial..
- In grade 7, percentage of students who **feel they have caring adults at school** by race/ethnicity include: 55% Asian American, 64% African American, 50% Hispanic, 62% White, 54% Multiracial.
- In grade 9, percentage of students who **feel they have caring adults at school** by race/ethnicity include: 62% Asian American, 42% African American, 55% Hispanic, and 67% White, and 68% Multiracial.
- In grade 11, percentage of students who **feel they have a caring adults at school** by race/ethnicity include: 70% Asian American, 65% Hispanic, and 76% White, and 52% Multiracial.

**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

The percentages of students reporting interactions with caring adults all or some of the time are as follows: grade 5-73%, 7-55%, 9-61%, 11-70%. There was a decline in how connected students were to a perceived caring adult from elementary to secondary. This coincides with the time when students attend multiple classes with different teachers instead of having one primary teacher. The data is similar to that of school connectedness. High school students did report an increase in feeling that there is a caring adult relationship at school from previous year.

**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 focus on student belonging in the 2025-26 school year at all grade levels and across the district.*

# 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 | 2024-25 | $\Delta$<br>2023-24 &<br>2024-25 |
|-------------|---------|---------|---------|----------------------------------|
| 5th         | 85%*    | 85%     | 86%     | +1%                              |
| 7th         | 70%**   | 72%     | 71%     | -1%                              |
| 9th         | 71%**   | 70%     | 74%     | +4%                              |
| 11th        | 70%**   | 73%     | 77%     | +4%                              |

\*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 on high expectations, 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 teachers have high expectations** in percentages by race/ethnicity include: 84% Asian American, 83% Hispanic, 89% White, and 87% Multiracial.
- In grade 7, percentage of students who **feel teachers have high expectations** by race/ethnicity include: 73% Asian American, 77% African American, 68% Hispanic, 77% White, and 70% Multiracial.
- In grade 9, percentage of students who **feel teachers have high expectations** by race/ethnicity include: 76% Asian American, 49% African American, 70% Hispanic, and 78% White, and 80% Multiracial.
- In grade 11, percentage of students who **feel teachers have high expectations** by race/ethnicity include: 74% Asian American, 74% Hispanic, 82% White, and 82% Multiracial.

**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

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. The percentages of students reporting high expectations from adults in school all or some of the time are as follows: grade 5-86%, 7-71%, 9-74%, 11-77%. Based on this survey a significant number of students believe that NMUSD has high expectations for their students; However, there was a decline in this perception in 7th grade. In addition, the 7th grade African American students group was significantly lower in their perception of high expectations than other disaggregated groups.

**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 foster a culture of beliefs that all students can and will learn by strengthening essential practices and alignment/articulation in the 2025-26 school year at all grade levels and across the district.*

## 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

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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 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: 93.7% (1.0)  
EL: 83.9% (-.5)  
Low-Income: 91.2% (-.7)  
SWD: 80.3% (-4.4)

## Secondary VAPA

88 Courses  
4,482 students

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

All: 58.1 (+3.5)  
EL\*: 17.3% (+1.7)  
Low-Income: 40.5% (+2.2)  
SWD: 15.7% (+1.1)

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

2024-2025  
NEWPORT-MESA UNIFIED  
SCHOOL DISTRICT  
Career Technical Education Pathways  
Grades 9-12



BACK BAY

**Business Management**

- Intro to Business
- Entrepreneurship
- Enterprise I
- Enterprise II

**Design, Visual, & Media Arts**

- Intro to Media Arts
- Intermediate Media Arts
- Advanced Media Arts Portfolio

CORONA DEL MAR

**Animation**

- Animation I
- Animation II

**Design, Visual, & Media Arts**

- Intro to Media Arts
- Intermediate Media Arts
- AP Studio Art 2D

**Engineering Design**

- Design Engineering
- Principles of Engineering
- Aerospace Engineering
- Advanced Design Engineering

**Stage Technology**

- Technical Theatre
- Advanced Technical Theatre

COSTA MESA

**Child Development**

- Child Development
- Careers w/ Children Internship

**Design, Visual, & Media Arts**

- Intro to Media Arts
- Intermediate Media Arts
- AP Studio Art 2D

**Engineering Design**

- Intro to Engineering Design
- Principles of Engineering
- Aerospace Engineering
- Engineering Design & Development

**Music & Recording Arts**

- Music Technology I
- Music Technology II
- Music Technology III

**Patient Care**

- Medical Careers & Health Systems
- Sports Medicine & Athletic Training
- Advanced Sports Medicine

**Software & Systems Development**

- Exploring Computer Science
- Python Programming
- AP Computer Science Principles
- AP Computer Science A

ESTANCIA

**Construction**

- BITA 1
- BITA 2
- BITA 3
- BITA 4

**Design, Visual, & Media Arts**

- Communications Design
- Intro to Media Arts
- Intermediate Media Arts
- Advanced Media Arts Portfolio

NEWPORT HARBOR

**Business Management**

- IB Business Management HL1
- IB Business Management HL2

**Design, Visual, & Media Arts**

- Intro to Media Arts
- Intermediate Media Arts
- Advanced Media Arts Portfolio

**Emergency Response**

- Emergency Medical Responder

**Film/Video Production**

- Intro to Film & Video Production
- Intermediate Film & Video Production
- Advanced Film & Video Production

**Engineering**

- Design Engineering
- Principles of Engineering
- AP Computer Science Principles
- Engineering Design & Development

**Patient Care**

- Medical Careers & Health Systems
- Emergency Medical Responder
- Body Systems & Disorders

**Food Service & Hospitality**

- Foods
- Baking & Pastry
- Culinary Arts
- Advanced Culinary Arts

**Software & Systems Development**

- Exploring Computer Science
- Python Programming
- AP Computer Science Principles
- AP Computer Science A

**Stage Technology**

- Technical Theatre
- Advanced Technical Theatre

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For more information, scan the QR code or visit

[nmusd.us/cte](https://nmusd.us/cte)



# Secondary: Career Technical Education (CTE)

## CTE Completers

15.1% (256 students)

## Access - Broad Course of Study

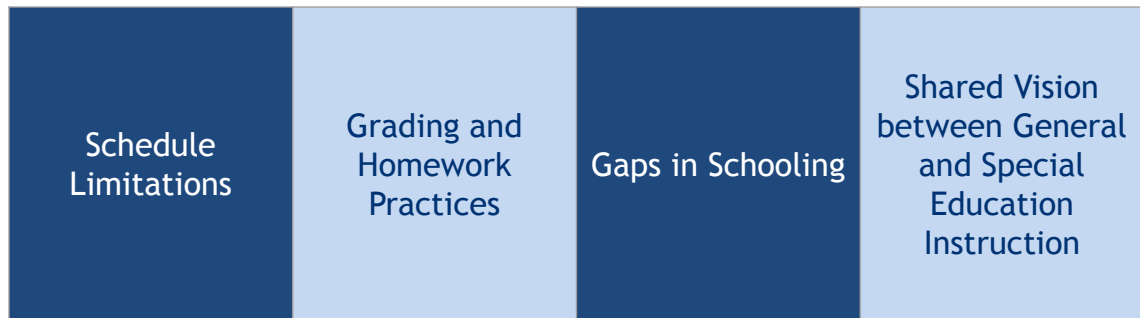
### English Learner Students:

- 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.

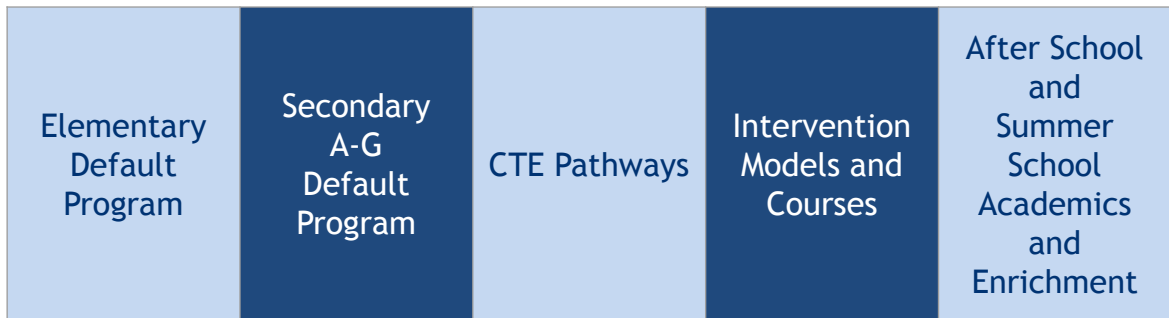
## Identify the Barriers to Providing Access to a Broad Course of Study



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



- All English learners are provided Designated English Language Development
- All English learners are provided access to content area courses (delivered in English) using scaffolds and supports known as an Integrated English Language Development approach
- An updated structure will be in place next school year to provide Designated ELD to all English learners including Long Term English Learners

## Informing the LCAP: Students with an IEP



- Provide professional development to support inclusive practices and co-teaching. NMUSD plans to provide PD to both certificated and classified staff – including instructional aides and behavior intervention aides.
- For students with an IEP, NMUSD will continue to refine instructional practices through inclusive practices, where students with 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

