



Newport-Mesa
Unified School District

MID-YEAR REPORT ON THE 2025-26 LOCAL CONTROL AND ACCOUNTABILITY PLAN FEBRUARY 2026

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Mid-Year Report – February 2026

The LCAP is a comprehensive planning tool that guides the district in achieving its mission. The four goals described in this LCAP drive decisions about staffing, instructional materials, technology, facilities, and employee training. The goals describe in broad terms what the district intends to accomplish during the plan's three years as they relate to: 1) academic achievement, 2) students' health and wellness, 3) family and community engagement, and 4) conditions of learning. NMUSD's LCAP applies a multi-tiered approach and considers actions for all students, some students, and few students to provide universal, targeted, and intensive supports aligned to student needs.

The LCAP is aligned to the four Board of Education priorities: 1) improve academic achievement from 2019 levels, focusing on early literacy and the expansion of learning opportunities; 2) expand whole-child support; 3) more meaningfully communicate and engage with constituents; and 4) develop maintenance and facility master plans. Tightly aligned Board priorities and LCAP goals permeate the district and school planning processes and promote cohesion throughout the organization.

Since the 2023-24 school year, all school districts are required to present a mid-year report on the LCAP and the LCFF Budget Overview for Parents. The mid-year report must include all available mid-year outcome data related to metrics identified in the current year's LCAP, and all available mid-year expenditure and implementation data on all actions identified in the current year's LCAP.

LCFF Budget Overview for Parents

Budget Item	Projected 2025-26 Budget Amount	2025-26 Budget Amount (As of December 31)	Difference
Total Local Control Funding Formula (LCFF) funds	\$402,541,190	\$407,100,456	+ \$4,559,266
LCFF supplemental and concentration grants	\$20,315,456	\$20,330,773	+ \$15,317
All other state funds	\$65,274,787	\$62,862,851	- \$2,411,936
All local funds	\$15,865,872	\$16,695,419	+ \$829,547
All federal funds	\$12,374,398	\$12,706,773	+ \$332,375
Total projected revenue	\$496,056,247	\$499,365,499	+ \$3,309,252
Total budgeted general fund expenditures	\$524,834,115	\$540,339,390	+ \$15,505,275

Goals and Actions

Goal 1 – Student Academic Success

Goal #	Description	Type of Goal
1	Increase the academic achievement of students to prepare them for success in college and careers.	Broad

State Priorities addressed by this goal:

Priority 2: Implementation of State Standards, Priority 4: Student Achievement, Priority 8: Other Pupil Outcomes

Measuring and Reporting Mid-Year Results

Metric #	Metric	Baseline	Year 1 Outcome (2024-25)	Year 2 Mid-Year Outcome (2025-26)
M1.1	Participation rate for grades 3-8 and 11 on the English Language Arts California Assessment of Student Performance and Progress assessments SBA (state) CAASPP – ELA	2022-23 95.86%	2023-24 95.6%	2024-25 (Annual Outcome) 97%
M1.2	Participation rate for special education students with significant disabilities in grades 3-8 and 11 on the English Language Arts/Literacy California Alternate Assessments (CAAs) Foundational Academics/Life Skills CAA – ELA	2022-23 96.89%	2023-24 88.3%	2024-25 (Annual Outcome) 92%
M1.3	Percentage of grades 3-8 students who meet or exceed standards on English Language Arts SBA (state) assessments CAASPP – ELA SBA	2022-23 All students: 59.15 % EL: 11.58% LTEL: 3.66% RFEP: 55.58% SED/LI: 43.38% SWD: 26.06 %	2023-24 All students: 58.87 % English learners: 9.49% LTEL: 4.39% RFEP: 53.65% SED/LI: 48.43% SWD: 21.70%	2024-25 (Annual Outcome) All students: 60.8% English learners: 11.6% LTEL: 4.8% RFEP: 54.89% SED/LI: 46.2% SWD: 25%
M1.4	Percentage of grade 11 students who meet or exceed standards on English	2022-23 All students: 57.25% EL: 5.16%	2023-24 All students: 62.53% EL: 7.06%	2024-25 (Annual Outcome) All students: 65.75% EL: 7.1%

Metric #	Metric	Baseline	Year 1 Outcome (2024-25)	Year 2 Mid-Year Outcome (2025-26)
	Language Arts SBA (state) Early Assessment Program CAASPP – ELA SBA	LTEL: 4.44% RFEP: 59.06% SED/LI: 48.73% SWD: 12.59%	LTEL: 5.26% RFEP: 62.18% SED/LI: 38.47% SWD: 17.45%	LTEL: 8.6% RFEP: 62.06% SED/LI: 56.1% SWD: 27.8%
M1.5	Distance from Standard on English Language Arts (SBA) assessments – District, Schools, and Student Groups in Schools CA School Dashboard	2022-23 Middle/Intermediate Ensign SWD: -74 TeWinkle EL: -87.2 HOM: -87.2 Middle/High Costa Mesa – Grades 7, 8, 11 EL: -67.4 HOM: -92.3 High School Back Bay – Grade 11 All: -257.4	2023-24 Middle/Intermediate Ensign SWD: -79.3 TeWinkle EL: -92.3 HOM: -102.6 Middle/High Costa Mesa – Grades 7, 8, 11 EL: -90.5 HOM: -53.2 High School Back Bay – Grade 11 All: -214.5	2024-25 (Annual Outcome) Middle/Intermediate Ensign SWD: -68.8 TeWinkle EL: -66 HOM: -86.4 Middle/High Costa Mesa – Grades 7, 8, 11 EL: -97.7 HOM: -61.2 High School Back Bay – Grade 11 All: -150.6
M1.6	Percentage of English learners making progress in English proficiency on English Language Proficiency Assessments for California (ELPAC) CA School Dashboard – ELPI	2022-23 50.3%	2023-24 47.2%	2024-25 (Annual Outcome) 50.2%
M1.7	Percentage of English learners making progress in English proficiency on English Language Proficiency Assessments for California (ELPAC) – School and Student Groups CA School Dashboard – ELPI	2022-23 Adams: Low 38.6% College Park: Very Low 28.2% Killybrooke: Very Low 33.8% Rea: Low 40.4% Sonora: Low 42.5%	2023-24 Adams: Making Progress 60.3% College Park: Making Progress 47.9% Killybrooke: Making Progress 68.3% Rea: Making Progress 48.5% Sonora: Making Progress 56.8%	2024-25 (Annual Outcome) Adams: Making Progress 62.2% College Park: Making Progress 57.1% Killybrooke: Making Progress 47.6% Rea: Making Progress 53.7% Sonora: Making Progress 49.1%
M1.8	Percentage of English learners reclassified as fluent in English CALPADS Report	2022-23 14.43% (482 students)	2023-24 13.30% (391 students)	2024-25 (Annual Outcome) 16.8% (457 students)

Metric #	Metric	Baseline	Year 1 Outcome (2024-25)	Year 2 Mid-Year Outcome (2025-26)
M1.9	Percent at Benchmark: Kindergarten First Sound Fluency Acadience (Beginning of Year) ¹	2023-24 All: 68% TK Attendees: 83% Non-TK Attendees: 62%	2024-25 All: 73% TK Attendees: 85% Non-TK Attendees: 63%	2025-26 - Not comparable to prior year Acadience Data All: TBD% TK Attendees: TBD % Non-TK Attendees: TBD% <i>MClassDIBELS has no First Sound Fluency equivalent data. The district literacy team is reviewing alternate metrics for appropriate comparisons.</i>
M1.10	Percentages of K-2 students scoring at or above benchmark on Acadience Reading assessments Acadience Reading (Winter) ¹	2023-24 Kindergarten All students: 72% Unduplicated: 60% Grade 1 All students: 65% Unduplicated: 52% Grade 2 All students: 76% Unduplicated: 64%	2024-25 Kindergarten All students: 78% Unduplicated: 65% Grade 1 All students: 72% Unduplicated: 60 % Grade 2 All students: 76% Unduplicated: 67%	2025-26 – Not comparable to prior year Acadience Data Kindergarten All students: 67.7% Unduplicated: 55.1% Grade 1 All students: 70.6% Unduplicated: 58.2% Grade 2 All students: 66.6% Unduplicated: 59.3% <i>MClassDIBELS – new baseline</i>
M1.11	Percentages of grades 3-6 students reading the equivalent of “meets” or “exceeds” state standards mastery levels on Star Reading assessments Star Reading (Winter)	2023-24 All Students: 63.4% EL: 14.7% LTEL: 9.9% RFEP: 61.6% SED/LI: 49.4% Grade 3: 64.4% Grade 4: 63.2% Grade 5: 65.2% Grade 6: 58.3%	2024-25 All Students: 62.8% EL: 10.8% LTEL: 8.8% RFEP: 64.7% SED/LI: 50.2% Grade 3: 59.3% Grade 4: 64.7% Grade 5: 65.1% Grade 6: 61.8%	2025-26 (as of January 30, 2026) All Students: 63.2% EL: 8.6% LTEL: 5.2% RFEP: 62.3 % SED/LI: 50.1% Grade 3: 60.2% Grade 4: 60.8 % Grade 5: 67.2% Grade 6: 64.5%
M1.12	Percentages of grades 7-10 students reading at or above grade level Star Reading assessments Star Reading IRL (Middle of Year)	2023-24 All Students: 46.3% EL: 1.1% LTEL: Not reported RFEP: 34.1% SED/LI: 28% Grade 7: 52.9% Grade 8: 50.3% Grade 9: 46.5%	Discontinued for 2025-26	Discontinued

¹ * Acadience was replaced by Dynamic Indicators of Basic Early Literacy Skills (DIBELS) at the beginning of the 2025-26 school year

Metric #	Metric	Baseline	Year 1 Outcome (2024-25)	Year 2 Mid-Year Outcome (2025-26)
		Grade 10: 36.8%		
M1.13	Participation rate for grades 3-8 and 11 in Math SBA (state) assessments CAASPP – Math SBA	2022-23 96.16%	2023-24 96.3%	2024-25 (Annual Outcome) 97.6%
M1.14	Participation rate for special education students with significant disabilities who receive instruction in Foundational Academics/Life Skills in grades 3-8 and 11 Mathematics California Alternate Assessments (CAAs) CAASPP – Math CAA	2022-23 97.5%	2023-24 88.3%	2024-25 (Annual Outcome) 92.1%
M1.15	Percentage of grades 3-8 students who meet or exceed standards on Mathematics SBA (state) assessments CAASPP – Math SBA	2022-23 All students: 51.20% EL: 10.97% LTEL: 3.70% RFEP: 43.43% SED/LI: 34.09% SWD: 24.70%	2023-24 All students: 50.58% English learners: 10.83% LTEL: 2.91% RFEP: 40.13% SED/LI: 36.68% SWD: 20.44%	2024-25 (Annual Outcome) All students: 52.69% English learners:13.75% LTEL: 3.2% RFEP: 41.9% SED/LI: 36.6% SWD: 22.4%
M1.16	Percentage of grade 11 students who meet or exceed standards on Mathematics SBA (state) Early Assessment Program CAASPP – Math SBA	2022-23 All students: 33.05% EL: 2.43% LTEL: 1.15% RFEP: 22.64% SED/LI: 20.25% SWD: 2.30%	2023-24 All students: 35.68% EL: 5.88% LTEL: 2.82% RFEP: 22.82% SED/LI: 21.25% SWD: 3.40%	2024-25 (Annual Outcome) All students: 38.3% EL: 4.1% LTEL: 1.2% RFEP: 25.5% SED/LI: 23.3% SWD: 10%
M1.17	Distance from Standard on Mathematics (SBA) assessments – District, Schools, and Student Groups in Schools CA School Dashboard	2022-23 District FY: -130.3 HOM: -98.1 SWD: -97.6 Elementary Mariners SWD: -115.2 Middle/Intermediate TeWinkle HOM: -107.1	2023-24 District FY: -95.2 HOM: -87.4 SWD: -101.2 Elementary Mariners SWD: -22.1 Middle/Intermediate TeWinkle HOM: -113.7	2024-25 (Annual Outcome) District FY: -112.7 HOM: -81.9 SWD: -94.7 Elementary Mariners SWD: +2.4 Middle/Intermediate TeWinkle HOM: -133.6

Metric #	Metric	Baseline	Year 1 Outcome (2024-25)	Year 2 Mid-Year Outcome (2025-26)
		Middle/High Costa Mesa HOM: -173.1 Monte Vista HIS: -99.2 SED: -110.8 High School Back Bay All: -305.6 Newport Harbor SWD: -221.6	Middle/High Costa Mesa HOM: -116.2 Monte Vista HIS: *Fewer than 11 students SED: -80.3 High School Back Bay All: -262.5 Newport Harbor SWD: -189.5	Middle/High Costa Mesa HOM: -119.7 Monte Vista HIS: *Fewer than 11 students SED: -222.7 High School Back Bay All: -221.4 Newport Harbor SWD: -194.3
M1.18	Percentages of grades 3-6 students reading the equivalent of “meets” or “exceeds” state standards mastery levels on Star Math assessments Star Math Star Math (Mid-Year/Spring)	2023-24 All Students: 46.8% EL: 14% LTEL: 4.3% RFEP: 37.8% SED/LI: 32.9% Grade 3: 53.7% Grade 4: 51.1% Grade 5: 39.9% Grade 6: 39.8%	2024-25 All Students: 47.5% EL: 10.4% LTEL: 6.4% RFEP: 44.5% SED/LI: 34.9% Grade 3: 53.3% Grade 4: 51.1% Grade 5: 41.6% Grade 6: 43.7%	2025-26 (as of January 30, 2026) All Students: 47.8% EL: 12.9% LTEL: 2.8% RFEP: 40.6% SED/LI: 35.3% Grade 3: 54.9% Grade 4: 48.7% Grade 5: 42.5% Grade 6: 44.9%
M1.20	Percentage of grades 5, 8, 10, 11, 12 students who meet or exceed standards on California Science (state) assessments CAST – DataQuest	2022-23 All students: 37.29% EL: 50% LTEL: 50% RFEP: 80% Grade 5: Grade 8: Grade 10: Grade 11: Grade 12:	Corrected Baselines Below	
M1.20	Percentage of grades 5, 8, 10, 11, 12 students who meet or exceed standards on California Science (state) assessments CAST – DataQuest	2022-23 All students: 37.29% EL: 0.92% LTEL: 0% RFEP: 30.06% Grade 5: 38.88% Grade 8: 40.49% Grade 10: N/A Grade 11: 33.99%	2023-24 All students: 37.61% EL: 1.51% LTEL: 0% RFEP: 28.96% Grade 5: 39.37% Grade 8: 36.92% Grade 10: N/A Grade 11: 37.66%	2024-25 (Annual Outcome) All students: 40.12% EL: 1.44% LTEL: 0.67% RFEP: 28.81% Grade 5: 44.05% Grade 8: 36.10% Grade 10: N/A Grade 11: 41.30%

Metric #	Metric	Baseline	Year 1 Outcome (2024-25)	Year 2 Mid-Year Outcome (2025-26)
		Grade 12: 17.39%	Grade 12: 9.30%	Grade 12: 18.52%
M1.21	A-G completion rate for seniors enrolled in AVID Aeries	2022-23 AVID Students All: 99% EL: 74% RFEP: 84% SED: 84%	Corrected Baselines Below	
M1.21	A-G completion rate for seniors enrolled in AVID Aeries	2022-23 AVID Students All: 86.1% EL: 75.0% RFEP: 82.9% SED: 85.4%	2023-24 AVID Students All: 84.4% EL: 100% RFEP: 78.5% SED: 80.2%	2024-25 AVID Students (Annual Outcome) All: 88.9% EL: 100% RFEP: 86.4% SED: 100%
M1.22	Percentage of Elementary indicators meeting AVID Implementation Expectations AVID CCI (Certification Instrument) Annual Self Evaluation Tool	2023-24 97% (1 site)	2024-25 83% (6 sites)	2025-26 TBD End of Year Metric available in 2026-27 LCAP
M1.23	Percentage of students who score at least a 3 (passing) on any Advanced Placement (AP) exam	Local AP Data (2022-23) 76%	Local AP Data (2023-24) 79%	Local AP Data (2024-25) 82%
M1.24	Percentage of students who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU (the a-g completion rate) DataQuest 5 Year Cohort Outcomes	2022-23 All students: 54.6% EL: 15.6% LTEL: not reported RFEP: not reported SED/LI: 38.3% SWD: 14.6%	2023-24 All students: 58.1% EL: 17.3% LTEL: not reported RFEP: not reported SED/LI: 40.5% SWD: 15.7%	2024-25 (Annual Outcome) All students: 54.1% EL: 15.9 % LTEL: not reported RFEP: not reported SED/LI: 39.6% SWD: 16.2 %
M1.25	Percentage of students completing Career Technical Education pathways CA School Dashboard	2022-23 10.19% (257 students)	2023-24 15.1% (256 students)	2024-25 (Annual Outcome) 20.0 % (330 students) CTE Pathway Completion Report
M1.26	Percentage of students who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and career technical education sequences or programs of study	2022-23 8.8% (146 students)	2023-24 10.3% (174 students)	2024-25 (Annual Outcome) 12.5 % (205 students)

Metric #	Metric	Baseline	Year 1 Outcome (2024-25)	Year 2 Mid-Year Outcome (2025-26)
	CA School Dashboard			
M1.27	Percentage of high school graduates who have placed in the “Prepared” level on the College/Career Indicator (CCI) CA School Dashboard	2022-23 All students: 52.4% prepared (1,654 students) Back Bay All: 2.5% EL: 0.0% HIS: 3.6% SED/LI: 2.9% Early College All students: 100% SED/LI: 100% Newport Harbor EL: 8.7% SWD: 5.5%	2023-24 All students: 49.7% prepared (1,686 students) Back Bay All: 1.6% EL: 0.0% HIS: 1.1% SED/LI: 0.9% Early College All students: 100% SED/LI: 100% Newport Harbor EL: 4.7% SWD: 8.7%	2024-25 (Annual Outcome) All students: 58.3% prepared (1,629 students) Back Bay All: 1% EL: 0% HIS: 0% SED/LI: 1.2 % Early College All students: 100% SED/LI: 100% Newport Harbor EL: 25% SWD: 12.9%
M1.28	ROP Enrollment Aeries	2023-24 All: 966 SED/LI: 693 (71.7%)	2024-25 Mid-Year Report All: 883 SED/LI: 624 (70.7%)	2025-26 (as of January 15, 2026) All: 796 SED/LI: 625 (78.5%)
M1.29	Qualitative input LCAP Educational Partner Feedback	2023-24 Student Focus Groups – Positive reports on access to broad course of study, materials, and supplemental supports (including tutorials and intervention courses, ROP courses, and fee waivers)	2024-25 Student Focus Groups – Positive reports on access to broad course of study, materials, and supplemental supports (including tutorials and intervention courses, ROP courses, and fee waivers)	2025-26 TBD <i>LCAP input occurs March-April every year</i>
M1.30	Implementation rating of academic content standards, as measured in areas 1-4 on the district self-reflection tool developed by the California Department of Education	2023-24 4 – (Full Implementation)	2024-25 4 – (Full Implementation)	2025-26 TBD <i>LCAP input occurs March-April every year</i>
M1.31	Qualitative input LCAP Educational Partner Feedback	2023-24 After School Program/ELO-P Families – Positive reports on programming, welcoming environments, staffing, and availability of translation/interpretation on behalf of English learners After School Program/ELO-P Staff – Positive reports on programming, welcoming environments, staffing,	2024-25 After School Program/ELO-P Families – Positive reports on programming, welcoming environments, staffing, and availability of translation/interpretation on behalf of English learners After School Program/ELO-P Staff – Positive reports on programming, welcoming environments, staffing,	2025-26 TBD <i>LCAP input occurs March-April every year</i>

Metric #	Metric	Baseline	Year 1 Outcome (2024-25)	Year 2 Mid-Year Outcome (2025-26)
		and availability of translation/interpretation on behalf of English learners	and availability of translation/interpretation on behalf of English learners	
M1.32	Percentages of grades 7-10 students reading the equivalent of “meets” or “exceeds” state standards mastery levels on Star Reading assessments (Middle of Year)	N/A	2024-25 – New Baseline All Students: 61.5% EL: 2.4% LTEL: 2.6% RFEP: 52.2% SED/LI: 50.0% Grade 7: 50.5% Grade 8: 57.3% Grade 9: 64.5% Grade 10: 69.1%	2025-26 (as of January 30, 2026) All Students: 63.7% EL: 9.1% LTEL: 10.9% RFEP: 54.2% SED/LI: 50.8% Grade 7: 58.3% Grade 8: 54.5% Grade 9: 67.7% Grade 10: 73.7%
M1.33	Percentages of summer school participants grades 3-6 students reading the equivalent of “meets” or “exceeds” state standards mastery levels on Star Reading assessments (Middle of Year)		Summer 2025 – New Baseline	2025-26 (as of January 30, 2026) All Students: 55% EL: 13% LTEL: 3% RFEP: 60% SED/LI: 44% Grade 3: 51% Grade 4: 56% Grade 5: 54% Grade 6: 51%
M1.34	Summer School Credits Earned		2023-24 – New Baseline 5,893 Credits	Summer 2025 3,608 Credits

Actions – All Students

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
1.1	Staffing for Academic Support and Training (Universal)	The district provides the following staffing in service of universal academic support and training: • 7 elementary Teaching & Learning Teachers on Special Assignment (TOSAs) • 16 elementary music specialists and 1 Pk-12 Arts TOSA • 13 elementary physical education (PE) specialists and 1 PE lead • 16 elementary science specialists and 1 science lead • 3 TK-12 educational technology TOSAs • 4 secondary TOSAs (English language arts, history/social science, mathematics, and science) • Secondary instructional coaches to support academics and the integration of educational technology • Floater teachers to provide release time for professional development	Staffing has occurred, as planned.	\$6,025,853 out of \$13,579,567 budgeted
1.2	Counseling Software	The district will purchase and implement SchoolLinks software, a college and career readiness platform that students and families can use to explore and plan post-high school education and career options.	SchoolLinks software was purchased, as planned.	\$53,844/ \$53,844
1.3	Advanced Placement and International Baccalaureate	The district will continue to provide staff and other program-related costs for Advanced Placement (AP) classes and the International Baccalaureate (IB) program open to all students.	AP and IB staffing are in place, as planned.	\$0/ \$118,816
1.4	Career Technical Education	To prepare interested students for post-secondary education and careers, the district will continue to provide staffing and other program-related costs for Career Technical Education (CTE).	Staffing and other program-related costs for Career Technical Education (CTE) are ongoing.	\$1,685,246/ \$4,032,779
1.5	Discontinued Tutorial Support	Discontinued – Action provided through site-based tutorial model and alternate funding Paper Tutoring Services, an online personalized learning service for grades 7-12 students, will be available to secondary students at Early College and	Discontinued	\$0

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
		Monte Vista. Existing staff will provide tutorial at the remaining secondary schools.		
1.5	Academic Innovation	The district will provide staffing and materials to support instructional innovation and interdisciplinary learning designed to prepare students for future academic success, build a strong foundation for advanced studies, cultivate lifelong learning skills, and nurture emerging leaders and innovators. This includes fostering intellectual discovery and exploration through critical thinking, problem-solving, and deep learning during the school day, as well as motivating, encouraging, and engaging academic enrichment activities after school. • 4 Elementary Innovation Teachers on Special Assignment (TOSAs) • Memberships, materials, supervision	4 Elementary Innovation Teachers on Special Assignment (TOSAs) were hired, as planned. Battle of the Books was implemented at all 20 schools with upper grades, starting in September 2025. In addition to the one existing competition organized by Eastbluff Elementary, the district added three additional Battle of the Books competitions, so every school had an opportunity to send a team to compete. Odyssey of the Mind is an innovative, creative problem-based program being offered to all students identified for our GATE (Gifted and Talented Education) program. This program began in winter and will conclude with a showcase event in May. VEX Robotics was enhanced this year to include competition teams at all sites. Robotics is part of our 5th grade PLTW curriculum, but competition teams were not previously part of our programs at all sites. Several sites already had robotics teams; for those who did not, the district TOSAs supported sites to start these programs.	\$469,479/ \$882,276
1.6	Teacher Training (Universal)	To support teachers in using best practices, the district will provide professional development, coaching, consultants, and conferences to support high quality instruction, as well as implementation of district adoptions in areas of a broad course of study, but particularly in English language arts/English language development, history/social science, math, and science.	Teacher training is ongoing. Examples of topics include Thinking Maps, Write from the Beginning, NGSS, phonics, music education, student talk and language development, math, and more.	\$503,869/ \$1,019,991
1.7	Teacher and Administrator Training and Professional Development (Title II)	• Coaching and consultation provided for high quality first instruction and responsive teaching practices to support academic, behavioral, and social-emotional learning • Administrator leadership training	Title II funded professional development is being provided, as planned. Elementary teachers participated in LETRS: Language Essentials for Teachers of Reading and Spelling. This training equips teachers to teach reading foundational skills using methods aligned with the science of reading. This	\$185,918/ \$589,004

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
			program was funded for elementary teachers, special education teachers, support teachers, and administrators.	
1.8	Data Analysis & Progress Monitoring System (Universal)	The district will continue to implement an online data warehouse that provides visualizations and intervention documentation to assist sites in identifying and monitoring student academic and behavioral progress.	The district purchased EduClimber, an online data warehouse that provides visualizations for academic and behavioral data. The initial rollout focuses on academic data like Star Reading and Star Math.	\$65,476/ \$76,114
1.9	Assessment (Universal)	Staffing and materials to support universal assessment and data analysis (benchmark assessment, state testing, software, and data analysis tools)	Staffing and materials to support universal assessment and data analysis are being provided, as planned.	\$819,124/ \$1,737,434
1.10	Digital Platforms	Digital platforms for students and staff to access course content, submit student work, and provide feedback on student learning: ClassLink, Schoology, Seesaw, Zoom	Digital platforms are being provided, as planned.	\$301,023/ \$310,028
1.11	Elementary Field Trips & Science Camp	Field trips will be provided for students in grades K-6 and 6th grade science camp.	Field trips and science camps have been scheduled and occur on an ongoing basis.	\$424,043/ \$963,015

Actions – Some Students

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
1.12	Staffing for Academic Support, Training (Targeted)	To enhance targeted student academic support (Tier 2) throughout the district, including teacher training and maintaining systems of intervention, the following staffing are provided: • 7 elementary Teaching & Learning Teachers on Special Assignment (TOSAs) • Secondary instructional coaches • 4 secondary TOSAs <i>Costs are attributed to Action 1.1 above</i> • 4 English language development TOSAs (3 elementary, 1 secondary)	Staffing for academic support, training, and release Time is in place.	\$262,036/ \$759,959
1.13	English Learner Program Staffing, Non-Staffing, and Professional	To support English learners in acquiring English fluency and achieving at grade level or above, the district will continue to provide the following: • English learner program staffing, instructional	English Learner Program Staffing, Non-Staffing, and Professional Development has been provided, as planned. The reclassification process occurred in December 2025/January 2026. 278 students were	\$326,855/ \$1,250,362

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
	Development	specialists, consultants, materials, and supplies to support the English learner program • Staffing, materials, and supplies for initial language assessment • Ongoing professional development and targeted focus for psychologists and speech and language pathologists supporting assessments and targeted interventions and supports in special education for students who are English Language Learners. • On-site ELPAC annual testers • Reclassification and progress monitoring data and analysis • Professional development provided by elementary and secondary English language development (ELD) TOSAs and consultants	reclassified mid-year.	
1.14	Early College High School	To enable students to complete college classes while still in high school, the district will continue to staff and promote Early College High School, which is open to all students but principally serves low-income and current and former English learner students.	Staffing and programming at Early College High School has occurred, as planned.	\$1,398,185/ \$2,717,928
1.15	Classified Staffing (Targeted)	To meet the needs of low-income, English learner, and/or foster students for instructional and technology support, the district will continue to supply classified elementary instructional assistants.	Staffing occurred, as planned.	\$546,921/ \$1,103,069
1.16	Classified Staffing (State Funded)	At all elementary schools during the school year, instructional assistants will provide augmented small-group and individual academic support for students, based on their learning needs. Student services will be prioritized first for English learner and special education students, and then for students who are achieving below grade level. • The entire action is funded by the Learning Recovery Emergency Block Grant (LREBG) Effectiveness will be measured by M1.10, M1.11, and M1.18.	Staffing occurred, as planned; however, LREBG funding from the state was lower than anticipated. Therefore, staffing was provided using General Funds after the LCAP was submitted.	\$1,165,100/ \$1,814,999
1.17	Assessment (Targeted)	Staffing and materials to support assessment and data analysis to improve services for struggling students (benchmark assessment analysis, software and data analysis tools, English learner reclassification and	Staffing and materials have been provided, as planned.	\$0

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
		progress monitoring data and analysis, and support for the targeted use of the data analysis/progress monitoring system). (Funding is attributed to Action 1.9 above)		
1.18	Data System for Progress Monitoring (Targeted)	The district will continue to implement an online data warehouse that simultaneously provides intervention documentation and a communication system to assist sites in identifying and monitoring students' academic and behavioral progress. The system enables site teams to monitor, track, and document students' progress through behavioral as well as academic interventions.	The transition from Mr. Elmer to EduClimber is in the middle of a soft launch with priority given to the reclassification process. EL Coordinators are supporting the English learner reclassification process. All principals and assistant principals will have guided opportunities to work in EduClimber through the end of the year. iLEAD teachers have used EduClimber data to inform instructional decisions.	\$65,476/ \$75,718
1.19	Elementary Academic Interventions (Targeted)	To support targeted elementary students who have academic needs, the district will provide instructional intervention staffing and materials. At the elementary level, this includes full-time and part-time reading and math intervention teachers at all elementary schools, plus one Literacy Coach at Whittier Elementary school.	Academic interventions are being provided, as planned. Support teachers and TOSAs are supporting tier 2 and 3 intervention in reading for all grade levels. Training on methods and curriculum use are provided regularly for intervention staff. Systems are in place to ensure that data are used to target specific student needs. Support teachers at all schools focus specifically on reading foundational skills, with other types of interventions such as writing and math provided based on specific school site needs. The addition of a Literacy Coach at Whittier provided classroom teachers and intervention staff with professional development and in-class coaching in addition to what is provided from centralized staff.	\$2,387,242/ \$5,886,623
1.20	Elementary Transitional Kindergarten (Targeted)	At the early learning elementary level, provision of transitional kindergarten teachers and instructional assistants at Title I schools.	Staffing has been provided. Due to high demand, three additional teachers have been hired above what was originally allocated.	\$1,760,195/ \$4,675,162
1.21	Secondary Academic Interventions (Targeted)	To support targeted secondary students who have additional academic needs, the district will continue to provide instructional intervention staffing and materials, such as Read 180, credit recovery, math interventions, and graduation coaching.	Staffing has been provided, as planned.	\$517,622/ \$1,488,346
1.22	Academic Interventions (Secondary Learning Loss)	To ensure that secondary students complete graduation or grade promotion requirements, while at the same time passing courses in which students are currently enrolled, and to increase or improve students' college eligibility, the district will provide	The need for secondary credit recovery and intervention was reviewed at the end of the school year and upon final summer school reporting. Streamlined support continues to be provided through Learning Recovery Emergency Block Grant (LREBG)	\$769,636/ \$3,777,232

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
		additional credit recovery and intervention. These additional credit recovery and intervention classes, originally funded through the Expanded Learning Opportunities Grant, complement existing credit recovery and intervention sections funded through Local Control Funding Formula (LCFF) funds, as described in the LCAP, and Read 180 interventions funded through Title I (federal) funds. 8 full-time administrative interns plus two sections at alternative schools to support secondary student processes and caseloads to address learning loss and credit deficiencies - Academic intervention staffing and materials (middle and high school reading classes, credit recovery, math intervention, etc.) - Additional math support classes to increase student access to college approved A-G courses	funds, including: 8 full-time administrative interns to support secondary student processes and caseloads to address learning loss and credit deficiency; the two sections at alternative schools have been replaced with full-time positions with Multiplier funds - Additional math support classes to increase student access to college approved A-G courses Planned academic intervention staffing and materials (middle and high school reading classes, credit recovery, math intervention, etc.) through LREBG was no longer necessary, based on the gains students made. District-funded remediation supports in Action 1.21 continue.	
1.23	Academic Interventions (Title I)	- To support targeted students who have academic needs, the district will continue to provide instructional intervention staffing and materials. At the elementary level, this includes one full-time reading teacher at each Title I elementary school and 19.5-hourly academic support teachers. - Elementary and secondary site-directed services will be provided through site allocations calculated on a per-pupil basis, based on annual needs assessments, and documented in the School Plan for Student Achievement. - Annual program evaluations will be provided with the assistance of a consultant.	Site-based academic interventions continue to be provided through Title I funds at the 16 Title I schools in NMUSD. All 10 elementary Title I sites continue to deploy highly trained full-time support teachers to support intervention activities. Schools submitted planned actions/services in the School Plan for Student Achievement in November and continue to implement as of mid-year.	\$1,381,909/ \$3,742,696
1.24	Regional Occupational Program (ROP)	- Coastline ROP interagency agreement - College and career counseling position shared between Back Bay and Early College High Schools - Increased number of hours of college and career counseling services from 25 hours per week to 40 hours per week at Estancia High School	The Coastline ROP interagency agreement is in place, as planned.	\$788,224/ \$2,367,836
1.25	Advancement Via Individual Determination (AVID)	To improve college and career readiness, Advancement Via Individual Determination (AVID) and AVID Excel will be available for secondary students as	Advancement Via Individual Determination (AVID) and AVID Excel is available for secondary students. The district sent over 200 participants to the June 2024	\$346,681/ \$1,042,410

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
		an elective option. For elementary students, a schoolwide AVID program will continue at Killybrooke, Newport Coast, Pomona, Rea, Whittier, and Wilson Elementaries. Additional schools will continue to explore the schoolwide AVID model with opportunities to participate in future years.	AVID Summer Institute in San Diego and July 2024 AVID Summer institute in Anaheim with plans to provide the same level of training in 2025 to deepen site team capacity building. Rea Elementary continues to grow and broaden its program (now in Year 7) while AVID Elementary Year 1 implementation is underway at Killybrooke, Newport Coast, Pomona, Whittier, and Wilson Elementaries.	
1.26	Summer Programs	To accelerate recovery from learning loss during distance learning, the district will offer the following during summer 2025: - Academic programs at 5 elementary sites, secondary enrichment programs at 2 sites, bridge programs at middle school sites, and credit recovery at high school sites: - For the elementary programs, instructional assistants will be included to provide small-group and individual academic support to identified students. - Additional support will be provided to welcome students with IEPs into the expanded general education academic summer program, alongside their typical peers. These supports include one-on-one behavioral interventionists and instructional assistants, as appropriate for students. - Transportation - Funding for the elementary program will be provided by LREBG to address academics (\$1,340,609) while ELO-P funds will support enrichment (\$688,833). The secondary academic program will be funded by LREBG funds (\$415,970). Effectiveness will be measured by M1.33 and M1.34	Summer programs were provided in June-July 2025 as planned. - The academic instruction utilized age-appropriate fiction and non-fiction materials in reading. Thinking Maps, a district-wide tool, was used to support students reading comprehension and writing. - Heggerty Phonics Curriculum, the district-adopted materials were used to provide extra support for students in reading. Along with the support of instructional assistants, Credentialed NMUSD teachers were hired to lead small groups. - The district-adopted math curriculum, Imagine Math, was used for math instruction. - Collaboration among the general education summer program and the ESY (Extended School Year) program ensued throughout the program, allowing all students access and support to the academic and enrichment programs. - Transportation was provided for almost 450 elementary students to our five summer campuses. As of the mid-year report, the elementary and secondary program locations for 2026 are yet to be announced.	\$3,889,689/ \$4,003,825
1.27	After School Education & Safety (ASES) and Expanded Learning Opportunities Program (ELO-P)	- To provide academic enrichment and safety for students, After School Education & Safety (ASES) will be available for elementary students. - The Expanded Learning Opportunities Program (ELO-P) will be provided in conjunction with the	ASES and ELOP after school programs are being provided as planned. - Programming is offered to students Monday – Friday until 6:00 p.m. at ten sites. - The program’s three priorities include supporting academic achievement, providing	\$2,669,790/ \$4,987,059

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
		existing ASES program.	diverse enrichment opportunities, and strengthening leadership opportunities. The CDE program requirements are followed ensuring the appropriate structure, staff, academic, and nutrition support are provided.	
1.28	Additional Bilingual Office Staffing: After School Education & Safety (ASES) and Expanded Learning Opportunities Program (ELO-P)	Additional bilingual office staff will be provided at the elementary schools with after school ELO programs to support a variety of office functions and activities during the transition from school day to after school programming. Staff will assist in communication with non-English speaking families.	Additional bilingual office staff has been provided at the elementary schools with after school ELO programs, as planned. Staff serve as an enormous asset to the program and school community.	\$71,785/ \$191,696
1.29	Reading Intervention, Inclusive Practices, Co-teaching	- Outreach to identify elementary students struggling with foundational reading skills and related appropriate interventions, provided by the Education Specialist TOSA Team. - Elementary inclusive practices model with push-in teacher support - General Education/Special Education co-teaching models in specific content areas implemented at several secondary schools; provide updated staff training on co-teaching for the inclusive classroom - Co-teaching training for administrators - Universal Design for Learning (UDL) training for co-taught teachers	MClassDIBELS screening for all students K-2 with identified at-risk student intervention groups. Students identified at risk on Star Reading grades 3-6 screened for additional reading intervention. Education Specialist focus on push-in Specialized Academic Instruction in TK-1 grade and as appropriate for older students. Outreach, co-teaching, and training have occurred, as planned and are ongoing throughout the year. Co-teaching models implemented at Costa Mesa Middle-High School, Corona del Mar Middle-High School, Newport Harbor High School, TeWinkle Middle School, Ensign Middle School, Back Bay High School. Co-teaching training for administrators offered in the fall 2025. Professional Development proposal for UDL training August 2026 for co-teachers.	\$0/ \$0
1.30	Special Education Professional Development (Targeted)	Identifying academic practices to support special education students within general education settings; Dyslexia-related foundational reading skills, Developing and implementing co-teaching strategies, Paraprofessional training in data, behavior interventions and supports.	Special Education professional development has been provided and is ongoing throughout the year. School site instructional assistant training provided on a monthly basis.	\$0/ \$0

Actions – Few Students

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
1.31	Advanced Placement and SAT Fee Waivers and Proctoring	The district will continue to provide fee waivers for low-income students to participate in college assessments. Provide ACT/SAT college entrance exams proctoring for high school sites.	AP testing occurs in the spring; therefore, implementation will occur after the mid-year report.	\$2,332/ \$35,000
1.32	Newcomer English learners – Student Support (Title III)	- One elementary and one secondary ELD TOSA focused on providing professional development and coaching support for teachers of newcomer English learner students, provided by federal funds - Change of Funding: Due to a decline in Title III funding, the district will allocate LCFF funds for Secondary Summer Language Academy and Saturday Academy for Newcomer English learner students.	Staffing is in place, as planned. Secondary Summer Language Academy and Saturday Academy for Newcomer English learner students occurred, as planned.	\$153,597/ \$354,669
1.33	Newcomer English learners – Student Support	- Bilingual Instructional Assistants - Secondary Summer Language Academy and Saturday Academy for Newcomer English learner students	5 of the 6 Bilingual Instructional Assistant positions under Multilingual Programs have been filled. Vacancies have been filled by Strategic Kids staff. 7 additional positions were originally allocated due to increased enrollment of Russian speaking newcomers. These positions were not filled and in fall 2025 eliminated due to a decreased need. Secondary Summer Language Academy and Saturday Academy for Newcomer English learner students occurred, as planned.	\$104/355/ \$934,920
1.34	Long Term English learners – Student Support and Professional Development	- LTEL students will meet quarterly with staff for goal setting sessions; staff will monitor the progress of LTELs, particularly reading levels, at each grading period to update differentiated learning plans and prescribe interventions - During ELA and Designated ELD instruction LTEL students will receive differentiated instruction and support with ELA and ELD standards - Provide professional development to teachers on academic language support in conjunction with instructional coach trainings for Integrated ELD - Provide professional development on the needs and strategies for LTEL students as well as specialized curricular training	- Quarterly LTEL students goal setting sessions and monitoring protocols have been established - LTEL students receive differentiated instruction and support with ELA and ELD standards through the Study Sync curriculum. - Professional development has been provided for Integrated ELD through Instructional Coaches as well as ELD TOSAs. - Professional development has been provided for Designated ELD through curricular training as well as ELD TOSAs. - Professional development specific to LTELs took place at each school site in August.	\$0/ \$0

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
1.35	Foster Youth – Academic Case Management	- Elementary counselors and Secondary Administrative Interns will monitor foster youth academic outcomes throughout the year - Counselors and Administrative Interns will participate in Student Success Teams, as needed	- Elementary counselors and Secondary Administrative Interns continue to monitor foster youth progress and outcomes. - Counselors and Administrative Interns participate in Student Success Teams, as needed. - Consistent review of data occurs ensuring the appropriate support is communicated and offered to students. - School attendance is regularly reviewed with transportation assistance offered, when needed. - Assistance with basic needs and mental health are all offered in collaboration with school staff, district staff, and community partners so that students may focus on academic achievement.	\$0/ \$0
1.36	Special Education Staffing Devoted to Students with Specific Needs	Classrooms/Staffing devoted to students with specific needs: - TK-12: Compass Program for students with social-emotional and behavioral challenges - Preschool-Adult Transition: Self-contained classrooms for students with moderate-severe and autism needs 4 Adaptive PE Teachers	Special Education staffing is in place, as planned. Compass (behavior) program is offered at the elementary, middle, and high school levels. Transition meetings were implemented in spring 2025 and planned for spring 2026 for preschool, middle and high school students with IEPs.	\$8,847,117/ \$21,028,753
1.37	Intensive Individualized Reading Intervention	Intensive individualized intervention for elementary students struggling with foundational reading skills, provided by the Dyslexia Specialist Team	Intensive individualized intervention is being facilitated by the Education Specialist TOSA team and is ongoing, as planned.	\$218,364/ \$609,995
1.38	Extended School Year	Extended school year provided to elementary and secondary students per IEP recommendations	The summer 2025 extended school year program was provided as planned and co-located with other elementary and summer school programs throughout the district.	\$600,640/ \$642,879
1.39	Work Experience & Job Coaching	Work experience and job coaching for students in high school and adult transition, in partnership with WorkAbility	Work experience and job coaching is being provided on an ongoing basis, as planned.	\$96,645/ \$334,625
1.40	Special Education Professional Development (Intensive)	- Training and support to meet the needs of students - Coaching and support for implementation of Unique Learning Systems - Principal data and reports provided, as needed, to	- Coaching and support for the implementation of Unique Learning Systems is being provided, as planned. - Site-based instructional assistant training facilitated by special education staff is in place. - Special Education department offers 64 trainings	\$0/ \$0

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
		monitor student growth	available to site administrators on various topics.	
1.41	English Language Arts: Academic Monitoring and Support (Intensive)	To support schools with student groups identified for very low performance on English Language Arts assessments and the College/Career Indicator, the district will do the following: • Systematize progress monitoring through data protocols using Aeries Analytics for classroom and school team use • Sites will update their School Plans for Student Achievement to reflect additional targeted support and monitoring for students tied to expected ELA outcomes for 2025-26 • Mid-year data check-ins will serve to gauge site progress • Curriculum map developments will occur at the secondary level • Administrative interns and/or counselors will conduct monthly check-ins • Champions for students including AVID teachers, ELD teachers, administrative interns, Special Education case carriers, and counselors will conduct goal setting with students • Homeless student mentoring referrals will be reviewed, and a co-teaching plan will be implemented. • Ensure teachers for Specialized Academic Instruction (SAI) and Self-Contained Classrooms (SCC) classrooms have accessed initial and ongoing training for the core English Language Arts program. • Continue to provide IEP training for case carriers to encourage greater than 95% participation. • Continue to provide SBA and CAA assessment training for teachers to ensure adherence to testing protocols. • Monitor increased student opportunities to take practice tests in classrooms throughout the year. • Monitor SBA and CAA assessment participation to encourage and facilitate greater than 95% participation. Effectiveness will be measured by M1.5 and M1.27.	• Progress monitoring is ongoing through data protocols outside of Aeries analytics, as it has not yet launched as of mid-year. • Sites updated their School Plans for Student Achievement submitted to the Board in November 2025. • Curriculum map developments are ongoing. • Monthly check-ins and student goal setting have been facilitated, as appropriate. • Homeless student mentoring referrals have been reviewed and supported based on the student's specific needs. • For our students experiencing homelessness, partnerships with local leaders, mentors serve as additional members of the high school student's support team. The mentors provide career coaching and mentorship. • All Education Specialists (SAI) teachers are required to attend site PLTs and training with their gen ed peer teachers in all subject areas including math. • The Special Education Department is providing legal training to ensure adherence to the 95% participation rate. • All teachers administering the CAA are required to attend and complete annual training on its administration in addition to completing the CAA decision tree for alternate assessments. • All special education teachers review appropriate testing accommodations and update annually in Synergy.	\$0/ \$0

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
1.42	Mathematics: Academic Monitoring and Support (Intensive)	To support schools with student groups identified for very low performance on Mathematics assessments and the College/Career Indicator, the district will do the following: • Systematize progress monitoring through data protocols using Aeries Analytics for classroom and school team use. • Sites will update their School Plans for Student Achievement to reflect additional targeted support and monitoring for students tied to expected math outcomes for 2025-26. • Mid-year data check-ins will serve to gauge site progress. • Curriculum map developments will occur at the secondary level. • Administrative interns and/or will conduct monthly check-ins. • Champions for students including AVID teachers, ELD teachers, administrative interns, Special Education case carriers, and counselors will conduct goal setting with students. • Homeless student mentoring referrals will be reviewed, and a co-teaching plan will be implemented. • Ensure teachers for Specialized Academic Instruction (SAI) and Self-Contained Classrooms (SCC) classrooms have accessed initial and ongoing training for the core mathematics program. • Continue to provide IEP training for case carriers to encourage greater than 95% participation. • Continue to provide SBA and CAA assessment training for teachers to ensure adherence to testing protocols. • Monitor increased student opportunities to take practice tests in classrooms throughout the year. • Monitor SBA and CAA assessment participation to encourage and facilitate greater than 95% participation. Effectiveness will be measured by M1.17 and 1.27	• Progress monitoring is ongoing through data protocols using available metric data. • Sites updated their School Plans for Student Achievement submitted to the Board in November 2025. • Curriculum map developments are ongoing. • Monthly check-ins and student goal setting have been facilitated, as appropriate. • Homeless student mentoring referrals have been reviewed. • Specialized Academic Instruction (SAI) and Self-Contained Classrooms (SCC) teachers are included in and are included in initial and ongoing training for the core mathematics program. • All Education Specialists (SAI) teachers are required to attend site PLTs and training with their general education peer teachers in all subject areas including math. • The Special Education Department is providing legal training in LRE and IEP compliance to ensure adherence to the 95% participation rate. • All teachers administering the CAA are required to attend and complete annual training on its administration in addition to completing the CAA decision tree for alternate assessments. • All special education teachers review appropriate testing accommodations and update annually in Synergy.	\$0/ \$0

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
1.43	College/Career Readiness Monitoring and Support (Intensive)	To support schools with student groups identified for very low performance on the College/Career Indicator, the district will do the following: • Provide additional career counseling and student recruitment for Career Technical Education (CTE) courses leading to pathway completion • Sites will update their School Plans for Student Achievement to reflect additional targeted support and monitoring for students tied to expected College/Career Indicator (CCI) outcomes for 2025-26. • Mid-year data check-ins will serve to gauge site progress. • Administrative interns and/or will conduct monthly check-ins. • Progress monitoring will occur using updated internal data displays with academic and career indicators for students in 10th, 11th, and 12th grade • Special Education Coordinators will continue to attend secondary counselor meetings • Counselors and case carriers will collaboratively update four-year planning documentation for students with disabilities to ensure cross-referencing the newly established Individual Transition Plan (ITP) documents. Effectiveness will be measured by M1.27.	• Office of College & Career Education presented at DELAC in November 2025 and continues to collaborate with site ELACs to promote CTE pathway awareness • Office of College & Career Education presented to Secondary Special Education coordinators and leads in Spring 2025 and will lead a Special Education parent workshop in Spring 2026 to promote CTE pathway awareness & completion • District special education staff and DELAC parent representative will participate in CTE Annual Stakeholder Advisory meeting in February 2026 • Sites updated their School Plans for Student Achievement submitted to the Board in November 2025. • Curriculum map developments are ongoing • Monthly check-ins and student goal setting have been facilitated, as appropriate. • Homeless student mentoring referrals have been reviewed. • Progress monitoring occurred using updated internal data displays with academic and career indicators for students in 12th grade • Progress monitoring occurred using updated internal data displays for CTE enrollment with a focus on special populations • Special Education Coordinators continue to meet with secondary counselors, and the review and update of four-year planning documents is in process. • The alternate pathway to a diploma is being developed, secondary counselors are being trained in courses of study for a graduation and transition plan for students with IEPs.	\$0/ \$0
1.44	English Learner Progress Monitoring and Support (Intensive)	To support schools with student groups identified for very low performance on the English Learner Progress Indicator, the district will do the following: • Facilitated teacher planning sessions with English Language Development Teachers on	• Facilitated teacher planning sessions have occurred with English Language Development Teachers on Special Assignment (TOSA) to design Designated and Integrated lessons based on student needs	\$0/ \$0

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
		Special Assignment (TOSA) to design Designated and Integrated lessons based on student needs • Quarterly district data check-Ins • Student goal setting sessions • EL progress monitoring assessments Effectiveness will be measured by M1.7	• Quarterly district data check-Ins and Student goal setting sessions have occurred • EL progress monitoring assessments continue	

Goals and Actions

Goal 2 - (Student) Mental Health, Wellness and Engagement

Goal #	Description	Type of Goal
2	Address student mental health and physical wellness. Engage students in programs that support behaviors that contribute to a better learning environment.	Broad

State Priorities addressed by this goal:

Priority 5: Student Engagement, Priority 6: School Climate

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome (2024-25)	Year 2 Mid-Year Outcome (2025-26)
M2.1	Attendance rate for all K-12 students Aeries Attendance	2023-24 (As of May 1, 2024) 93.7%	2024-25 (As of May 1, 2025) 94.2%	2025-26 (as of December 31, 2025) 94.0%
M2.2	Chronic absenteeism rate for grades TK-8 students CA School Dashboard	2022-23 All students: 22.1% PI: 40.9% (18 of 44 students)	2023-24 All students: 13.5% PI: 37.8% (14 of 37 students)	2024-25 (Annual Outcome) All students: 12.3% PI: 25% (8 of 32 students)
M2.3	Chronic absenteeism rate for grades TK-8 students – Schools and Student Groups CA School Dashboard	2022-23 Elementary Adams SWD: 44.2% WHI: 35.1% California SED: 36.1% Eastbluff SED: 27.4% Killybrooke 2+: 22.9% Lincoln HIS: 36.2% Newport Coast All: 19.5% EL: 32.1%	2023-24 Elementary Adams SWD: 20% WHI: 21.2% California SED: 14.2% Eastbluff SED: 17.3% Killybrooke 2+: 14.3% Lincoln HIS: 24.5% Newport Coast All: 12.4% EL: 18.3%	2024-25 (Annual Outcome) Elementary Adams SWD: 21.3% WHI: 6.9% California SED: 9.8% Eastbluff SED: 13.6% Killybrooke 2+: 7.9% Lincoln HIS: 17.9% Newport Coast All: 9.3% EL: 12.5%

Metric #	Metric	Baseline	Year 1 Outcome (2024-25)	Year 2 Mid-Year Outcome (2025-26)
		HIS: 23.1% 2+: 25.0% SED: 34.8% SWD: 22.2% WH: 21% Newport HIS: 32.1% 2+: 40% SWD: 44.2% Paularino EL: 34.7% HIS: 38.1% Rea EL: 34.5% HOM: 30.2% Sonora EL: 27.5% Wilson All: 30.5% EL: 31.3% HIS: 29.9% SWD: 42.9% Woodland All: 24.7% HI: 40.3% SED: 42% SWD: 27.9% WHI: 18.1% Middle/Intermediate Corona del Mar EL: 23.1% HIS: 23% SWD: 33.3% Costa Mesa All: 24.6% EL: 29.6% SWD: 37.1% WHI: 31.1% Ensign WHI: 22.9% Monte Vista	HIS: 0% 2+: 15.8% SED: 23.2% SWD: 13.2% WH: 15.2% Newport HIS: 20% 2+: 25.7% SWD: 22.4% Paularino EL: 18.4% HIS: 20.4% Rea EL: 19.6% HOM: 16.1% Sonora EL: 20.3% Wilson All: 17% EL: 18.4% HIS: 16.2% SWD: 26.5% Woodland All: 9.5% HI: 17.5% SED: 17.4% SWD: 11.9% WHI: 5.7% Middle/Intermediate Corona del Mar EL: 8% HIS: 12.8% SWD: 23.1% Costa Mesa All: 15.2% EL: 20.8% SWD: 19.8% WHI: 14.7% Ensign WHI: 21.2% Monte Vista	HIS: 9.7% 2+: 12.3% SED: 9.3% SWD: 7.1% WH: 9.1% Newport HIS: 12.7% 2+: 25% SWD: 10.6% Paularino EL: 19.2% HIS: 22% Rea EL: 14.5% HOM: 18.8% Sonora EL: 15.5% Wilson All: 14.1% EL: 13.3 % HIS: 12.3% SWD: 19% Woodland All: 8.5% HI: 14.6% SED: 17.4% SWD: 14.1% WHI: 5.7% Middle/Intermediate Corona del Mar EL: 5.3% HIS: 10% SWD: 17.1% Costa Mesa All: 18.9% EL: 30.9% SWD: 29.1% WHI: 16.5% Ensign WHI: 16.4% Monte Vista

Metric #	Metric	Baseline	Year 1 Outcome (2024-25)	Year 2 Mid-Year Outcome (2025-26)
		WHI: 25.6% TeWinkle All: 25.5% EL: 31% HIS: 27.7% SED: 28.6%	WHI: 66.7% (12 Students) TeWinkle All: 18.5% EL: 23.6% HIS: 19.7% SED: 20.3%	WHI: (Fewer than 11 students) TeWinkle All: 19.8% EL: 16.1% HIS: 19 % SED: 21.5%
M2.4	Suspension rates for K-12 students CA School Dashboard	2022-23 All students: 3.3% EL: 5.6% FY: 13.8% LTEL: Not reported RFEP: Not reported SED: 4.8% SWD: 6.4 %	2023-24 All students: 2.5% EL: 4.3% FY: 13.3% LTEL: 10.4% RFEP: Not reported SED: 3.5% SWD: 4.1 %	2024-25 (Annual Outcome) All students: 1.9% EL: 3.7% FY: 24% LTEL: 8.1 % RFEP: Not reported SED: 2.9% SWD: 4%
M2.5	Suspension rates for K-12 students – Schools and Student Groups CA School Dashboard	2022-23 Elementary California All: 3.3% HIS: 4.5% 2+: 6.1% SED: 4.3% SWD: 6.8% Mariners EL: 9.1% SWD: 7.5% Paularino HIS: 4.4% SED: 3.8% Sonora SWD: 7% Wilson EL: 4.1% HOM: 6.4% SWD: 6.1% Middle/Intermediate Costa Mesa EL: 10.3% HIS: 8.7%	2023-24 Elementary California All: 1.6% HIS: 1.4% 2+: 0% SED: 2.8% SWD: 3.2% Mariners EL: 2.9% SWD: 2.0% Paularino HIS: 2.4% SED: 1.8% Sonora SWD: 1.8% Wilson EL: 1.3% HOM: 0% SWD: 4.4% Middle/Intermediate Costa Mesa EL: 7.1% HIS: 5.5%	2024-25 (Annual Outcome) Elementary California All: 0.5% HIS: 0.7% 2+: 0% SED: 1.2% SWD: 1.6% Mariners EL: 0% SWD: 4.1% Paularino HIS: 0.4% SED: 0.3% Sonora SWD: 1.7% Wilson EL: 5.8% HOM: 4.5% SWD: 6% Middle/Intermediate Costa Mesa EL: 8.3 % HIS: 4.4%

Metric #	Metric	Baseline	Year 1 Outcome (2024-25)	Year 2 Mid-Year Outcome (2025-26)
		HOM: 14.6% Ensign EL: 18.6% TeWinkle EL: 15.2% SED: 12.8% SWD: 22.5% High School Back Bay All: 17.4% EL: 20.2% HIS: 21.3% SED: 18.6% Estancia SWD: 12.3% Newport Harbor EL: 13.5% SWD: 10.8%	HOM: 5.4% Ensign EL: 16.8% TeWinkle EL: 9.0% SED: 7.2% SWD: 9.2% High School Back Bay All: 15.6% EL: 22% HIS: 19.8% SED: 15.9% Estancia SWD: 5.7% Newport Harbor EL: 7.0% SWD: 6.5%	HOM: 9.3% Ensign EL: 17.2 % TeWinkle EL: 6.1% SED: 5% SWD: 13.3% High School Back Bay All: 5 % EL: 11.5% HIS: 6.7 % SED: 5.6% Estancia SWD: 6% Newport Harbor EL: 4.6% SWD: 4.8%
M2.6	Expulsion rate for all K-12 students, as reported by the California Department of Education's DataQuest	2022-23 Less than 0.01% (9 students)	2023-24 Less than 0.02% (4 students)	2024-25 (Annual Outcome) Less than 0.0% (5 students)
M2.7	Dropout rates for grades 7-8 and 9-12 students, based on five-year cohort CALPADS (7-8) DataQuest (9-12)	2022-23 Grades 7-8 All students: 0% Grades 9-12 All students: 5.3% (89 students) EL: 15.5% (42 students) LTEL: Not Reported RFEP: Not Reported SED: 8.1% (74 students) SWD: 15.3% (28 students)	2023-24 Grades 7-8 All students: 0% Grades 9-12 All students: 3.4% (57 students) EL: 12.3% (32 students) LTEL: Not Reported RFEP: Not Reported SED: 5.6% (51 students) SWD: 5.7% (10 students)	2024-25 (Annual Outcome) Grades 7-8 All students: 0% Grades 9-12 All students: 2.6% (44 students) EL: 8.8% (26 students) LTEL: Not Reported RFEP: Not Reported SED: 3.7% (38 students) SWD: 2.8% (6 students)
M2.8	Graduation rates, using the combined four-and five-year graduation rate report CA School Dashboard	2022-23 All students: 94.7% EL: 84.4% LTEL: Not reported RFEP: Not Reported SED/LI: 91.9%	2023-24 All students: 93.7% EL: 83.9% LTEL: 94.1% RFEP: Not Reported SED/LI: 91.2%	2024-25 (Annual Outcome) All students: 94.8% EL: 87% LTEL: 93.3% RFEP: Not Reported SED/LI: 93.4%

Metric #	Metric	Baseline	Year 1 Outcome (2024-25)	Year 2 Mid-Year Outcome (2025-26)
		SWD: 84.7% Early College All students: 100% SED/LI: 100%	SWD: 80.3% Early College All students: 100% SED/LI: 100%	SWD: 84 % Early College All students: 100% SED/LI: 100%
M2.9	Percentage of students responding to the California Healthy Kids Survey (CHKS) CHKS Main Report	2022-23 All Grade Spans: 75% Elementary: 59% Middle: 83 % High: 70%	2023-24 All Grade Spans: 76% Elementary: 61% Middle: 82% High: 81%	2024-25 (Annual Outcome) All Grade Spans: 72.1% Elementary: 61 % Middle: 86 % High: 70.6%
M2.10	Student perceptions of school safety (feeling safe at school) CHKS Main Report	2022-23 Grade 5: 79% Grade 7: 53% Grade 9: 60% Grade 11: 69%	2023-24 Grade 5: 77% Grade 7: 58% Grade 9: 68% Grade 11: 71%	2024-25 (Annual Outcome) Grade 5: 81% Grade 7: 59% Grade 9: 70 % Grade 11: 75 %
M2.11	Student perceptions of school connectedness CHKS Main Report	2022-23 Grade 5: 73% Grade 7: 55% Grade 9: 59% Grade 11: 62%	2023-24 Grade 5: 74% Grade 7: 58% Grade 9: 60% Grade 11: 63%	2024-25 (Annual Outcome) Grade 5: 76% Grade 7: 58% Grade 9: 63% Grade 11: 66%

Actions – All Students

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
2.1	PBIS Tier 1	The district and individual school sites will continue to implement and refine the Positive Behavioral Interventions and Supports (PBIS) program to encourage student behaviors that enhance learning.	Sites continue to implement and refine PBIS. One elementary school continued Year 2 of the CA-ISP, three elementary schools and one secondary alternative school worked under an individual support model, ten elementary schools underwent Tier II team training, and eight elementary schools and three secondary schools participated in a facilitated work day.	\$12,734/ \$35,000
2.2	Restorative Practices Tier 1	The district and school sites will continue to expand and refine implementations of Restorative Practices, focusing on community and relationship building for all students.	Ongoing	\$0/ \$0
2.3	Social-Emotional Learning	Discontinued Elementary schools will use standardized practices, including Inclusive (Warm) Welcome, Engaging Strategies (Brain Break), an Intentional Close (Optimistic Closure), use of the Mood Meter and the Meta Moment. A pilot of elementary Social Emotional learning materials will take place during the school year.	This action was discontinued.	N/A
2.3	Student Belonging	- Professional development and collaborative planning to support Tier 1 Classroom Management centering on student belonging (welcomed, known, and supported) - A pilot of elementary learning materials for personal and social development and other life skills will take place during the school year.	Content has been provided, and discussions are ongoing to support students' sense of belonging. - To enhance students' sense of belonging, materials and discussions focus on Welcome, Known, and Supported. - Discussions are ongoing on how to support staff feel a sense of belonging, along with the parents/caregivers of students. - Research-based action steps that strengthen the sense of belonging include greeting students at the door, knowing all students' names, and getting to know the student, beyond an academic grade.	\$0/ \$0
2.4	Staffing: Student Behavior and Engagement	The district will provide staffing to enhance student behavior and engagement: 31 secondary counselors 22 elementary counselors	Staffing has occurred as planned.	\$4,360,740/ \$10,049,796

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
		4 behavior specialists (PK-12) - Coordination of Elementary and Secondary Student Services Tier 1 program delivery: - Student Support - Restorative Practices - Positive Behavior Intervention and Supports		
2.5	Attendance and Truancy Prevention	To improve general attendance, the district will continue its attendance monitoring and positive messaging efforts. These efforts include: - Attendance dashboard system - Standard communication processes to families through digital and hard copy mailings - the “Attendance Matters” campaign on websites and in student-parent handbooks. - Coordination of Tier 1 services by the Child Welfare & Attendance Coordinator	The attendance campaign continues at each campus.	\$251,206/ \$394,155
2.6	Professional Development: Health, Behavior, and Engagement	To enhance delivery of services to students, the district will provide professional development to General and Special Education staff on how to support students with behavior challenges	Professional development is being provided during and after the school day throughout the year, primarily to Special Education classified and certificated staff.	\$0/ \$6,000
2.7	Physical Health	The district will continue to support students’ physical health support through providing the following: - Nurses covering schools, district-wide 32 health assistants at schools, district-wide - Health assistant hours reflecting bell-to-bell coverage 4 health assistant cover positions	School nurses support students’ physical health support through providing the following: - working closely with physicians to interpret and coordinate doctors’ orders relative to student participation in all school programs and activities. - monitoring and providing support to students with medical conditions that require significant interventions during the school day; Diabetes type 1, Anaphylaxis, Seizure Disorders et al. - providing references to outside resources for families in need of support for vision, dental, orthopedic, physical, and behavioral needs. - reviewing medical needs of students with staff and providing training as needed. - creating individualized health care plans to be prepared for the needs of students with significant health issues. - providing supervision to health assistants, providing training to all school site staff to	\$2,268,299/ \$6,000,042

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
			develop strong situational awareness, as well as to how best to provide a positive response in health-related situations.	
2.8	Drug/Alcohol Prevention	The district will maintain drug and alcohol prevention programs through the following: - OC Sherriff's Department for elementary sites - Step Up for elementary sites in Newport Beach - TUPE grant (for secondary sites) - Districtwide parent education & messaging	Drug and alcohol prevention programs through Step Up and the TUPE grant are being provided, as planned.	\$6,111/ \$50,000

Actions – Some Students

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
2.9	PBIS Tier 2	The district and individual school sites will continue to implement and refine the Positive Behavioral Interventions and Supports (PBIS) program to encourage student behaviors that enhance learning. The Tier 2 implementations will focus on some students who will participate in a check-in, check-out process.	Tier 2 support is provided at each school. Descriptions of Tier 2 actions are embedded in each School Plan for Student Achievement as they relate to academics, behavior, and emotional regulation.	\$0/ \$0
2.10	Restorative Practices Tier 2	The district and school sites will continue to refine implementations of Restorative Practices, focusing on conflict resolution circles for some students.	Ongoing	\$0/ \$0
2.11	Staffing: Behavior, Mental Health, and Physical Health (Targeted)	To support students with behavioral, mental, and physical health challenges, the district will provide the following: - Targeted support by 22 full-time elementary school counselors (<i>complements universal support provided by these counselors in Action 2.4.</i>) 4 general education behavioral specialists (PreK-12) (<i>complements Universal support provided by this staff, where costs are included in Action 2.4</i>) 35.6 school psychologists (<i>complements Intensive support provided by this staff, where costs are included in Action 2.23</i>) 38 speech pathologists (<i>complements Intensive</i>	Staffing and related supports have occurred as planned.	\$251,199/ \$466,302

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
		<i>support provided by this staff, where costs are included in Action 2.23)</i> • 10 occupational therapists (<i>complements Intensive support provided by this staff, where costs are included in Action 2.23)</i> • Coordination of Elementary and Secondary Student Services Tier 2 program delivery: ○ Student Support ○ Restorative Practices ○ Positive Behavior Intervention and Supports <i>(complements Universal support provided by this staff; costs included in Action 2.4)</i> • 3 504 Coordinators • Social Work Interns • Refinement of the Student Success Team process		
2.12	Attendance and Truancy Prevention Supports (Targeted)	For students with attendance challenges, including students who are identified as chronically absent or at risk of chronic absenteeism, each site's school attendance review team will track and monitor attendance, identify barriers and solutions to increase attendance. Sites will use an attendance platform to monitor signs of chronic absenteeism and escalate communications for families using hard copy mailing and digital notifications. • Truancy prevention and intervention, with the following elements: • Ongoing training for site administrators and front office staffs in truancy prevention and intervention guidelines • Implementation of attendance support for school sites and families, including but not limited to, creating a positive school climate, incentives and recognitions, home visits, progress monitoring, and School Attendance Review Team/Student Study Team (SART/SST) meetings • Implementation of elementary and secondary attendance intervention protocols • Coordination of Tier 2 services by the Child	Planned services have been provided.	\$0/ \$0

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
		Welfare and Attendance Coordinator <i>(complements Universal support provided by this staff; costs included in Action 2.4)</i>		
2.13	Physical Health Support	The district will provide physical health support through the following: Partnership with Share Ourselves Medical Clinic provides services, including illness care for students and their families, and extended hours of operation	Ongoing	\$0/ \$0
2.14	Drug/Alcohol Intervention (Targeted)	Identified students will participate in drug and alcohol support supported by contracts with outside agencies.	School level support is provided on an ongoing basis.	\$2,100/ \$10,000
2.15	Professional Development for Special Education: Health, Behavior, and Engagement	- Provide professional development, including the following topics: - Identify behavioral practices to support special education students within general education settings - Abide by special education legal guidelines - Provide individualized Education Plan (IEP) goal writing - Identify district administrative responsibilities for facilitating IEP team meetings - Provide paraprofessional training	- Professional development opportunities have been provided, and are ongoing throughout the year, as planned. - Legal training was provided to special education staff by the NMUSD SELPA. - Coordinators facilitate inclusive practices and supports for site teams.	\$0/ \$0

Actions – Few Students

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
2.16	Restorative Practices Tier 3	The district and school sites will continue to expand and refine implementations of Restorative Practices, focusing on Tier 3 on students returning from suspension and formal restorative conferences.	Tier 3 support is provided at each school, including Restorative Practices to integrate students upon return from suspension.	\$105,500/ \$220,000
2.17	Behavior: Training, Monitoring, and Intensive Student Support	To support schools with student groups identified for high rates of suspension, the district will provide staff refresher training on PBIS foundations, protocols for monitoring and reporting student behavior using the	School level support is provided on an ongoing basis.	\$0/ \$0

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
		district student information system AERIES, and administrator training on methods of providing other means of correction prior to suspending students. For secondary sites, alternatives to suspension will be considered where appropriate, including utilizing the Alternative to Suspension program located off-site. Sites will update their School Plans for Student Achievement to reflect additional targeted support and monitoring for students tied to expected outcomes for 2025-26. Mid-and-of-year data check-ins will serve to gauge site progress as measured by M1.4 and M1.5.		
2.18	Behavior, Mental Health, and Physical Health (Intensive)	5 general education social workers and social work interns	Staffing and supports have been provided as planned.	\$441,152/ \$957,779
2.19	Drug/Alcohol Intervention (Intensive)	Identified students will participate in intensive supplemental support through contracts with outside agencies.	Identified students have participated in intensive supports, as planned.	\$56,667/ \$85,000
2.20	Attendance and Truancy Intervention (Intensive)	Identified students and families will participate in the following programs to reduce truancy and engage students in learning: - School Attendance Review Board (SARB), with the following program elements: - Ongoing SARB hearings - Ongoing District Attorney and parent meetings - Ongoing referrals to Probation and social services - Connections to outside agencies, counseling, and substance abuse intervention and rehabilitation	These activities continue as of mid-year, as planned.	\$0/ \$0
2.21	Attendance and Chronic Absenteeism: Training, Monitoring, and Intensive Student Support	To support schools with student groups identified for high rates of absenteeism, the district will systematize progress monitoring through data protocols using Aeries Analytics for classroom and school team use. Impacted sites will receive priority training on using their dashboards in conjunction with the existing Attention2Attendance platform. Sites will update their School Plans for Student Achievement to reflect	As of mid-year, data protocols have been conducted using Attention2Attendance data rather than Aeries Analytics. Mid-year data checks have occurred with all schools, with particular attention paid to students at risk of becoming chronically absent.	\$0/ \$0

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
		additional targeted support and monitoring for students tied to expected attendance outcomes for 2025-26. Mid-year data check-ins will serve to gauge site progress. The home-visit team will operate at capacity to prioritize impacted sites at the onset of the school year as measured by M2.2 and M2.3.		
2.22	Special Education Staffing and Supports	To support the mental health and well-being of students with special education needs, the district will provide the following staffing: • 5 special education behavioral specialists • 2 special education TOSAs to support students with mild to moderate disabilities • 3 special education TOSA to support students with moderate to severe disabilities • 1 special education inclusion specialist • 2 autism specialists • 3 autism TOSAs • 1 audiologist	Staffing has occurred as planned, with the following adjustments: • 4 special education behavior specialists • 4 education specialist TOSAs to support students with mild/moderate disabilities • 2 education specialist TOSAs to support students with extensive student needs. • 1 early childhood inclusion TOSA • 1 early childhood education specialist	\$1,438,788/ \$3,044,776
2.23	Intensive Support	The following existing staff will provide intensive support: • 35.6 school psychologists • 38 speech pathologists • 10 occupational therapists • Nursing services per IEP • Non-public schools/agency contracts • Physical therapy and vision support contracts	Staffing has occurred as planned.	\$8,394,317/ \$19,407,081
2.24	Wraparound Services	• Wraparound services for students provided within the home setting, when students' disabilities prevent them from fully accessing on-site education.	Wraparound services for students provided within the home setting have been provided, as planned.	\$39,828/ \$125,000
2.25	Support for Foster Youth	• Streamline and augment enrollment and intake processes • School site level case management via "Foster Youth Champions" including regular check-ins student-to-case manager and case-manager-to-district teams	• Enrollment processes have been updated. The district team has developed a follow-up protocol for newly enrolled students, along with regular data clean-up for any current students. • District team members support case management with additional communication to the sites	\$0/ \$0

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
2.26	Homeless Student Support	The district contracts Project Hope Alliance, an organization that works with homeless students and their families.	The district team has connected with Project Hope Alliance to discuss various needs of students and families, including attendance and resources. Resources have included support with basic needs, housing support, counseling, among other necessary resources.	\$137,500/ \$275,000
2.27	Professional Development for Special Education: Intensive Behavior	Enhancing effectiveness of social-emotional supports and behavior monitoring systems	Ongoing training, social-emotional supports, and behavior monitoring systems are continuously reviewed, supported, and monitored in the Compass Program. This includes consistent implementation of Functional Behavior Assessments, Behavior Intervention Plans, Special Circumstance Independence Assistance and Student Independence Plans.	\$0/ \$0

Goals and Actions

Goal 3 – Family and Community Engagement

Goal #	Description	Type of Goal
3	Engage families in programs that support positive student behaviors that contribute to a better learning environment. Involve families in decision-making and in programs that support student wellness and academic achievement. Cultivate partnerships with community organizations and industry.	Broad

State Priorities addressed by this goal:
Priority 3: Parent Involvement

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome (2024-25)	Year 2 Mid-Year Outcome (2025-26)
M3.1	Percentage of the following district and site committees convening at least quarterly, as documented by committee and district records and school calendars: District English Language Advisory Committee (DELAC), Community Advisory Committee (CAC), Superintendent’s Parent Advisory Council (SPAC), site English Language Advisory Committees (ELACs), and School Site Councils (SSCs). These committees provide input and involve parents/ families in decision-making.	2023-24 94.5%	2024-25 95.0%	2025-26 (as of January 15, 2026) 97.0%
M3.2	Number of district-level parent education sessions to promote parental participation in programs for low-income, foster youth, and English learner students and to promote parental participation in programs for individuals with exceptional needs	2023-24 5	2024-25 4	2025-26 (as of January 15, 2026) 4 Four sessions are scheduled February through May

Metric #	Metric	Baseline	Year 1 Outcome (2024-25)	Year 2 Mid-Year Outcome (2025-26)
M3.3	Percentage of positive responses to the question: "Parents are given the information, resources, training, and assistance they need to support their child's learning." LCAP Survey	2023-24 All ELA: 68% All Math: 66% ELD: 83%	2024-25 All ELA: 73% All Math: 70% ELD: 84%	2025-26 LCAP Survey will be administered in spring 2026
M3.4	Qualitative input from Advisory Committees LCAP Educational Partner Feedback	DELAC – Positive reports on welcoming environments, staffing, and availability of translation/interpretation on behalf of English learners ELACs – Positive reports on welcoming environments, staffing, and availability of translation/interpretation on behalf of English learners Classified Advisory – Positive reports on welcoming environments and staffing on behalf of all students, low-income students, and English learners Certificated Advisory – Positive reports on welcoming environments and staffing on behalf of all students, low-income students, and English learners	DELAC – Positive reports on welcoming environments, staffing, and availability of translation/interpretation on behalf of English learners ELACs – Positive reports on welcoming environments, staffing, and availability of translation/interpretation on behalf of English learners Classified Advisory – Positive reports on welcoming environments and staffing on behalf of all students, low-income students, and English learners Certificated Advisory – Positive reports on welcoming environments and staffing on behalf of all students, low-income students, and English learners	2025-26 LCAP input occurs February through April 2026.

Actions – All Students

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
3.1	Parent/Family Education	The district will offer 5 district-wide sessions of a virtual parent education series based on topics generated from an annual needs assessment.	4 sessions have been offered supporting digital citizenship and AI awareness as of January 2026.	\$0/ \$0
3.2	Site-Based Parent/Family Education	Elementary site-based parent education and parent information meetings about academics, behavior, and social-emotional well-being.	Site-Based parent/family education is ongoing throughout the year. Families are encouraged to contact their school offices for specific dates/times and topics.	\$1,866/ \$24,200

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
3.3	Site-Based Parent/Family Education (Title I)	Elementary and secondary site-based parent education and information meetings at Title I schools based on input from parents/families through an annual needs assessment.	Site-Based parent/family education is ongoing throughout the year. Families are encouraged to contact their school offices for specific dates/times and topics.	\$3,931/ \$39,863
3.4	General Parent/Family Communication	NMUSD will continue to provide Parent/family communications: newsletters, school-based social media campaigns, district webpage, and phone/text/email messaging system ParentSquare. Parents/families will continue to access information about student grades and assessment results through the Aeries Parent Portal.	General communication is ongoing, as planned. The Parent/Family Resources webpage is updated throughout the year.	\$246,009/ \$214,839
3.5	District Surveys	The district will continue to conduct an annual LCAP survey. All parents/families are invited to participate to provide feedback about district goals and program implementations.	The LCAP survey launches in spring 2026. Results will be reported in June 2026.	\$0/ \$13,301
3.6	General Advisory Committees	To involve parents/families in students' education and provide valuable feedback about district and site programs and processes, the district will continue to support general parent advisory committees, including the Superintendent's Parent Advisory Committee and School Site Councils.	Advisory committees are scheduled, agendas are publicly posted, and meetings continue to occur on an ongoing basis.	\$0/ \$0
3.7	Family/Community Outreach	NMUSD will provide online and in-person opportunities to provide input and feedback through forums and focus groups.	Public forums on district plans (through Zoom) are scheduled for March 2026.	\$0/ \$0
3.8	Elementary Parent/Teacher Conferences	The district will standardize data shared in the progress reporting component of conferences. It will support teachers in partnering with parents and caregivers by disseminating resources through the Teaching and Learning resource page and other virtual and face-to-face training opportunities, applying friendly and supportive tools to help teachers connect report card language of citizenship to reinforce clear expectations of positive behaviors at home, and partnering with parents to build resilience within students.	Discussions are ongoing regarding parent conferences. The focus on student belonging has supported these efforts as NMUSD continues to work as a district with asset-based lens and strengthening the partnership between home and school.	\$0/ \$0

Actions – Some Students

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
3.9	School Community Facilitators	The district will continue to provide 28 School Community Facilitator positions to support English and non-English-speaking families for the following functions: • Performance of liaison duties among school, community resource agencies, and parents at Adams, College Park, Eastbluff, Kaiser, Killybrooke, Mariners, Newport Coast, Newport Heights, Paularino, Rea, Sonora, Victoria, Whittier, Wilson, Woodland elementary schools; Corona del Mar, Costa Mesa, Ensign, TeWinkle middle schools; Back Bay, Corona del Mar, Costa Mesa, Early College, Estancia, Monte Vista, and Newport Harbor high schools • Communication with parents concerning student performance and attendance as part of the truancy prevention and intervention process • Parent education and outreach	Staffing has been provided, communications regarding attendance have occurred, and site-based parent education and outreach has occurred, as planned.	\$1,254,993/ \$3,031,989
3.10	Translation/ Interpretation	The district will continue to provide the following to support non-English-speaking families: • Site-based translation and interpretation • Two district translators to provide Spanish written materials and interpretation • One district translator to provide Russian written materials and interpretation	Translation and interpretation support is being provided by the two existing Spanish translators and a Russian translator, as well as through a contract with the Language Network.	\$234,819/ \$609,851
3.11	Language Assessment: Individual Conferencing	The district will continue to provide assessments of English fluency to provide needed supports for English learners (ELs). To support families in understanding the purpose, test format, and how to read the results of these assessments, parent conferencing occurs (in primary languages). EL program services, implications, and options for students are also discussed.	Parent conferencing related to language assessment continues upon initial assessment and through the annual reclassification process.	\$0
3.12	English Learner Program Advisory Committees and District Parent/Family Education for Multilingual Learners	To involve parents in students' educations and provide valuable feedback on district and site programs and processes, the district will continue to support parent advisory committees, including the District English Language Advisory Committee (DELAC) and site English Language Advisory Committees (ELACs). In	Site level ELACs and the district level DELAC continue to meet. Agendas are publicly posted, and all interested school and community members are invited to attend these meetings.	\$54,701/ \$213,664

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
		response to recommendations from these committees, the district will provide ongoing parent and family education.		

Actions – Few Students

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
3.13	Special Education Translation/Interpretation	Special education translation and interpretation services will be provided.	Special education translation and interpretation services continue to be provided on an ongoing basis.	\$234,758/ \$516,503
3.14	Homeless Student and Family Support	NMUSD will continue to provide homeless students and family services. The district will contract with Project Hope Alliance, an organization that works with homeless families to help homeless students succeed. (Costs attributed to Action 2.26.)	The contract with Project Hope Alliance is in place and staff continue to support homeless families and students.	\$0/ \$0
3.15	Community Advisory Committee for Special Education Students	The district will continue to support the Community Advisory Committee's meetings and activities to support special education students.	The CAC continues to meet, as planned.	\$0/ \$0
3.16	Alternative Dispute Resolution	Alternative Dispute Resolution (ADR) process to engage families in resolving IDEA (disability category) disagreements will be implemented.	ADR is being implemented.	\$750/ \$15,157
3.17	School Attendance Review Board Parent Education	Parent education about attendance and truancy through the School Attendance and Review Board (SARB) will be provided.	School Attendance Review Board parent education has been offered to identified families.	\$0/ \$0

Goals and Actions

Goal 4 – Conditions of Learning

Goal #	Description	Type of Goal
4	To support all students in learning to the best of their abilities, students will continue to learn from instructional materials aligned to state standards, have access to a broad course of study, and receive instruction provided by credentialed teachers in facilities in good repair.	Maintenance Goal

State Priorities addressed by this goal:

Priority 1: Basic Services, Priority 7: Course Access

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome (2024-25)	Year 2 Mid-Year Outcome (2025-26)
M4.1	Percentage of appropriately assigned and fully credentialed teachers CAL-SASS	2023-24 99.60%	2023-24 99.60%	2024-25 TBD <i>This information will be available from CDE in Summer 2026.</i>
M4.2	Percentage of students who have access to standards-aligned instructional materials SARC	2023-24 100%	2024-25 100%	2025-26 100%
M4.3	Percentage of facilities maintained in good repair SARC	2023-24 100%	2024-25 100%	2025-26 100%

Metric #	Metric	Baseline	Year 1 Outcome (2024-25)	Year 2 Mid-Year Outcome (2025-26)
M4.4	Number of classes for dual immersion language programs Master schedules	2023-24 29 Classes College Park: 7 classes grades K-6 (1 per grade) Whittier: 14 classes grades K-6 (2 per grade) Costa Mesa Middle School: 4 classes (double blocked Mandarin; 2 for each grade) Costa Mesa High School: 0 classes (Mandarin immersion) Ensign Intermediate: 4 classes (Spanish and HSS; 1 per of each per grade) Newport Harbor High School: 0 classes (double blocked Spanish and HSS)	2024-25 32 Classes College Park: 7 classes grades K-6 (1 per grade) Whittier: 14 classes grades K-6 (2 per grade) Costa Mesa Middle School: 4 classes (double blocked Mandarin; 2 for each grade) Costa Mesa High School: 1 class (Mandarin immersion combined with Mandarin 3) Ensign Intermediate: 4 classes (2 Spanish and 2 HSS) Newport Harbor High School: 2 classes (double blocked Spanish and HSS)	2025-26 47 Classes College Park: 7 classes grades K-6 (1 per grade) Whittier: 14 classes grades K-6 (2 per grade) Costa Mesa Middle School: 4 classes (double blocked Mandarin; 2 for each grade) Costa Mesa High School: 2 classes (Mandarin immersion combined with Mandarin 3 & Mandarin 4) Ensign Intermediate: 8 classes (4 Spanish and 4 HSS) Newport Harbor High School: 4 classes (2 Spanish and 2 HSS)
M4.5	Percentage of grades 7-12 unique students in Visual and Performing Arts (VAPA) classes Aeries Enrollment	May 2023-24 All students: 52.2% (4,688) EL: 55.6% (644) LTEL: 45.8% (469) SED/LI: 56.5% (2,737) SWD: 53.8% (629)	May 2024-25 All Students: 51.1% (4,368) EL: 57.34% (523) LTEL: 61.7% (375) SED/LI: 51.4% (2,637) SWD: 58.38% (627)	2025-26 (as of January 5, 2026) All Students: 15.8% (1,328) EL: 15.3% (135) LTEL: 13.2% (78) SED/LI: 15.9% (815) SWD: 19.8% (217)
M4.6	Percentage of students enrolled in Advanced Placement (AP) classes Aeries Enrollment	2023-24 (May) All students: 35.8% (2,256) EL: 6.7% (53) LTEL: 4.3% (29) RFEP: 28.8% (440) SED/LI: 29.8% (1,007) SWD: 6.3% (50)	May 2024-25 All students: 41.7% (2,485) EL: 9.5% (60) LTEL: 7.9% (39) RFEP: 33.0% (503) SED/LI: 30.9% (1,105) SWD: 6.0% (41)	January 2025-26 All students: 44.7% (2,628) EL: 14% (86) LTEL: 10.9% (46) RFEP: 35.2% (495) SED/LI: 33.8% (1,202) SWD: 7.6% (54)
M4.7	Number of Career Technical Education pathways offered in grades 9-12	2023-24 18	2024-25 23	2025-26 25

Metric #	Metric	Baseline	Year 1 Outcome (2024-25)	Year 2 Mid-Year Outcome (2025-26)
M4.8	Percent of school ratings of effectiveness for LCFF Concentrated Support for Unduplicated Students School Plan for Student Achievement Annual Evaluation	2023-24 75%	2024-25 82%	2025-26 Available June 2026

Actions – All Students

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
4.1	Standards-Aligned Instructional Materials	To increase academic achievement, the district will continue to provide standards-aligned instructional materials and licensing fees to support a broad course of study, including but not limited to English language arts/English language development, math, history/social science, and science instructional materials.	Standards-aligned instructional materials continue to be provided at all school sites as described in each school's School Accountability Report Card, published on the district web site.	\$3,055,396/ \$2,277,828
4.2	General Instructional Staffing	To increase academic achievement, the district will continue to hire and assign fully credentialed teachers and qualified paraprofessionals.	Credentialed teachers continue to be hired.	\$53,209,988/ \$125,921,740
4.3	Infrastructure	To support instruction, the district will continue to maintain the technology infrastructure, including: - Staffing: Regular IT staffing to support access to devices and academic software - Employee devices - Wireless access points and other devices to ensure connectivity	Infrastructure has been maintained.	\$2,753,591/ \$11,273,808
4.4	Access to Devices	To support students' academic achievement, the district will continue to provide access to Chromebooks.	The 1:1 device model continues to be in place K-12, with the following adjustment: Students in grades K-2 have access to Chromebooks stored in carts in their classrooms, with the option to check out for use at home, as needed.	\$1,672,319/ \$1,715,542
4.5	Facilities Maintenance	To support instruction, the district will maintain school facilities in good repair.	Facilities continue to be maintained in good repair, as documented on site Facilities Inspection Tools, and reported on each school's School Accountability	\$12,204,804/ \$20,228,913

Action #	Title	Description	Implementation	Expenditures as of December 31, 2025
			Report Card.	
4.6	Safety: Staffing, Equipment, Supplies, Protocols	To support instruction and the health and safety of all students and staff, the district will continue to maintain staffing, equipment, supplies, and protocols, including but not limited to: • Raptor and VelocityEHS Security Systems • Standard Response Protocol (I Love U Guys) training and materials • Districtwide security cameras, alerting systems, and window tinting	• Raptor and VelocityEHS Security Systems are in place. • Standard Response Protocol (I Love U Guys) training and materials have been provided. • Districtwide security cameras with enhanced security and alerting systems are installed and being programmed to take advantage of their artificial intelligence features. Emergency alerting systems and window tinting purchases have been completed and are being installed at each district-owned site. • Fence screening is in process.	\$423,000/ \$423,000

Actions – Some Students

Action #	Title	Description	Implementation	Total Funds
4.7	English Language Development Instructional Materials	To support English learner students in becoming fluent in English, the district will continue to supply standard-aligned physical and digital designated English language development materials.	Standards-aligned physical and digital designated English language development materials have been provided, as planned.	\$25,750/ \$25,000
4.8	Dual Immersion Instructional Materials and Staffing	To support the academic achievement of students enrolled in the elementary dual language Immersion programs, the district will continue to supply standards-aligned instructional materials and access to supplemental software.	Standards-aligned instructional materials and access to supplemental software have been provided, as planned.	\$160,401/ \$348,166
4.9	Early College Instructional Materials	To enable students to complete college classes while still in high school, the district will continue to supply Early College High School with standards-aligned instructional materials.	Early College High School standards-aligned instructional materials have been provided, as planned.	\$1,834/ \$14,096
4.10	Supplemental Materials, Staffing and Learning Environment	To address the needs of the whole child, provide supplemental enhancements for the strongest learning environments and learning opportunities.	Sites planned actions based on specific needs identified through the school planning process. Plans were approved in November 2025 and are currently being enacted. Examples of programming include events like Future Trojan Night at TeWinkle, exploratory field trips and experiences at Back Bay High School, and supplemental arts, athletics, and STEM experiences at Adams, College Park, Pomona, Sonora, Whittier, and various other Title I elementary schools.	\$258,205/ \$820,000

Actions – Few Students

Action #	Title	Description	Implementation	Total Funds
4.11	Special Education Instructional Materials	To support the academic achievement of grades K-12 students with moderate to severe disabilities, the district will continue to supply the standards-aligned English language arts materials, Unique Learning Systems and News 2 You.	Standards-aligned English language arts materials, Unique Learning Systems and News 2 You is being provided, as planned.	\$0/ \$89,299
4.12	Special Education Assistive Technology	Assistive technology for students per IEP recommendation	Assistive technology for students per IEP recommendation is being provided, as planned.	\$107,569/ \$145,790
4.13	Special Education Low Incidence Equipment	Low-incidence equipment and materials for students per IEP recommendations (for example, Brailers, enlargers, Hoyer lifts, etc.)	Low-incidence equipment and materials for students per IEP recommendations (for example, Brailers, enlargers, Hoyer lifts, etc.) is being provided as planned and as needs arise.	\$13,577/ \$40,700

Goals and Actions

Goal 5 – Equity Multiplier at Back Bay High School

Goal #	Description	Type of Goal
5	Increase student engagement and positive behavior as measured by attendance rates, suspension rates, and graduation rates. Connect students to hands-on learning experiences and career pathways as measured by counts of participating students.	Equity Multiplier Focus

State Priorities addressed by this goal:

Priority 5: Student Engagement; Priority 6: School Climate

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome (2024-25)	Year 2 Mid-Year Outcome (2025-26)
M5.1	Attendance Rate Aeries	2023-24 (May 1) 71.9%	2024-25 (May 1) 71.6%	2025-26 (Dec 19, 2025) 74.7%
M5.2	Suspension rates CA School Dashboard	2022-23 All: 17.4% EL: 20.2% HIS: 21.3% SED/LI: 18.6%	2023-24 All: 15.6% EL: 22.0% HIS: 19.8% SED/LI: 15.9%	2024-25 (Annual Outcome) All: 5.0% EL: 11.5% HIS: 6.7% SED/LI: 5.6%
M5.3	Graduation Rate CA School Dashboard	2022-23 87.7%	2023-24 85.4%	2024-25 (Annual Outcome) 88.1%
M5.4	Percentage of students placed in the “Prepared” level on the College/Career Indicator CA School Dashboard	2022-23 All: 2.5% EL: 0.0% HI: 3.6% SED/LI: 2.9%	2023-24 All: 1.6% EL: 0.0% HI: 1.1% SED/LI: 0.9%	2024-25 (Annual Outcome) All: 1.0% EL: 0.0% HI: 0.0% SED/LI: 1.2%
M5.5	Distance from Standard on English Language Arts (SBA) assessments CA School Dashboard	2022-23 All: -257.4	2023-24 All: -214.5	2024-25 (Annual Outcome) All: -150.6

Metric #	Metric	Baseline	Year 1 Outcome (2024-25)	Year 2 Mid-Year Outcome (2025-26)
M5.6	Distance from Standard on Mathematics (SBA) assessments CA School Dashboard	2022-23 All: -305.6	2023-24 All: -262.5	2024-25 (Annual Outcome) All: -221.4
M5.7	Student participation out-of-class experiences (field trips, motivational speakers, career fairs)	New Metric – No Baseline	2024-25 2 experiences 20.4% participation rate	2025-26 (as of January 15, 2026) 0 experiences 0% participation rate
M5.8	Student enrollment in career technical education courses Aeries	2023-24 90 students	2024-25 (Term 1, 2, 3) as of 05/02/2025 120 students	2025-26 (Term 1, 2,3) as of 01/15/2026 177 students
M5.9	Teacher Retention Rate Human Resources Records	2023-24 94%	2024-25 93%	2025-26 82%
M5.10	Percent of Experienced Teachers Percent of Effective Teachers Percent of In-Field Teachers Teacher Equity Data Analysis – LCAP Federal Addendum	2023-24 100% 100% 94.1%	2024-25 100% 100% 100%	2024-25 100% 100% 100%

Actions – All Students

Action #	Title	Description	Implementation	Total Funds
5.1	Additional Staffing	Staff a full-time Graduation Coach for academic case management and behavioral support, co-facilitating intake, and coordinating student goal setting	Staffing has occurred, as planned.	\$56,367/ \$181,692
5.2	Site-Based Parent/Family Education	Site-based parent education and parent information meetings about academics, behavior, and social-emotional well-being.	Parent education and parent information meetings about academics, behavior, and social-emotional well-being have occurred without requiring expenditures.	\$0/ \$500
5.3	CTE Course Alignment	- Align existing CTE courses to increase CTE pathway completers as well as increase outcomes on the CCI indicator - Coordinate data management to support accurate reporting of CTE outcomes	- Preliminary course alignment has occurred through teacher extra duty will continue through second semester. - Coordinated data management has occurred in partnership with the CTE Office. - Based on high levels of interest, a supplemental course unit “Gone Boarding” was added.	\$21,683/ \$10,000

Action #	Title	Description	Implementation	Total Funds
5.4	Field Trips and Out-of-Class Experiences	Provide field trips and out-of-class experiences to promote academic engagement and career development	- Field trips and out-of-class experiences have been offered; however, other funding sources have been used in the first semester. - Based on student feedback, calming and welcoming spaces and experiences have been designed and encouraged on campus, allowing students to engage in their academics and social emotional wellbeing.	\$0/ \$3,000
5.5	Professional Development	Conference attendance, membership, and ongoing coaching to support model continuation program development and strengthen multi-tiered systems of support	A site team attended a continuation schools conference to support Back Bay staff professional learning and support the unique needs of students in alternative education.	\$3,076/ \$64,000
5.6	Keynote Speaker	Keynote speaker to promote rigor and transforming adversity, unlocking personal potential, and a mindset of success.	The keynote speaker is contracted for a schoolwide kindness event in March 2026 focused on overcoming challenges and adversity.	\$0/ \$6,000
5.7	Kindness Space and Events	Develop a kindness space on campus supported with two kindness/wellness day events to support students' transformation in rising above adversity.	A first semester event was completed with positive student reviews. A second semester event is scheduled for March 2026 with a similar format to the first event.	\$0/ \$13,000

Goals and Actions

Goal 6 – Equity Multiplier at Monte Vista Independent Study School

Goal #	Description	Type of Goal
6	Increase student engagement and positive behavior as measured by attendance rates, percentage of students meeting full apportionment, and graduation rates. Connect students to hands-on learning experiences and career pathways as measured by counts of participating students.	Equity Multiplier Focus

State Priorities addressed by this goal:

Priority 5: Student Engagement; Priority 6: School Climate

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome (2024-25)	Year 2 Mid-Year Outcome (2025-26)
M6.1	Attendance: Percentage of students completing full apportionment Aeries Monthly Attendance Summary	2023-24 50% of required weekly workload	2024-25 68.86%	2025-26 (as of January 30, 2026) 69.83%
M6.2	Chronic absenteeism rate for grades TK-8 students 2023 CA Dashboard	2022-23 WHI: 25.6% (10 of 39 students)	2023-24 WHI: 66.7% (8 of 12 students in grades 7-8)	2024-25 (Annual Outcome) No placement data reported on CA Dashboard
M6.3	Graduation Rate CA School Dashboard	2022-23 84.6%	2023-24 80%	2024-25 (Annual Outcome) No performance color reported on CA Dashboard
M6.4	Distance from Standard on Mathematics (SBA) assessments CA School Dashboard	2022-23 HIS: -99.2 SED: -110.8	2023-24 HIS: Not reported (Fewer than 11 students) SED: -80.3 (11 Students)	2024-25 (Annual Outcome) No performance color reported on CA Dashboard
M6.5	Student participation in traditional learning experiences (art & field trips)	2023-24 0	2024-25 2 experiences 32% participation rate	2025-26 (as of January 30, 2026) 5 experiences 26% participation rate

Metric #	Metric	Baseline	Year 1 Outcome (2024-25)	Year 2 Mid-Year Outcome (2025-26)
M6.6	Percentage of teachers meeting Independent Study Certification – General Supervision Human Resources Records	2023-24 100%	2024-25 100%	2025-26 (as of January 30, 2026) 100%
M6.7	Teacher Retention Rate Human Resources Records	2023-24 100%	2024-25 100%	2025-26 (as of January 30, 2026) 66.7%

Actions – All Students

Action #	Title	Description	Implementation	Total Funds
6.1	Additional Staffing – MV	Maintain increased hours for dedicated School Community Facilitator (previously 2.5 days per week) to five days per week Discontinued Staff a full-time Graduation Coach for academic case management and behavioral support, co-facilitating intake, coordinating student goal setting including academics, behavior, and engagement	The School Community Facilitator continues to work five days per week at Monte Vista.	\$20,257/ \$55,165
6.2	Site-Based Parent/Family Education – MV	Site-based parent education and parent information meetings about academics, behavior, and social-emotional well-being	Parent education and information meetings have occurred, as planned. The site adjusted to a weekly parent meeting and orientation model.	\$0/ \$0
6.3	Student goal setting – MV	To increase student participation and engagement, students will complete twice a year goal setting	Goal setting is completed on an ongoing basis through a weekly one-on-one focused on academics and engagement.	\$0/ \$0
6.4	Support for At-Risk Youth – MV	Discontinued Contract with Project Kinship to work with at-risk youth to increase student attendance and % of work completion	Discontinued	\$0/ \$0
6.5	Field Trips and Out-of-Class Experiences – MV	Specialist support and external providers for arts, science, music, and physical education	Active Learning and Segerstrom Center have provided high-impact physical and wellness activities for students through weekly sessions in pickleball, basketball, soccer and yoga, art, college and career fair, mindfulness and restoration, living history and cosmetology. Students attended a field trip to Bowers Museum.	\$11,310/ \$33,000
6.6	Professional Development – MV	Professional development for teachers and leaders to refine independent study policies and practices	In 2025-26 teachers participated in two PD sessions focused on individual positive behaviors. Another session focused on building 1:1 connections with foster youth students. An additional training from	\$0/ \$0

Action #	Title	Description	Implementation	Total Funds
			Creative Leadership focused on quarterly schoolwide goals for independent study.	
6.7	Math and Reading Intervention – MV	• Provide tutorial support to targeted students • Augment reading instruction through tutorial and supplies	Tutorial support has been provided through one ELA and two math tutors mostly within bell; there has been low demand for extra duty pay to support student learning.	\$433/ \$15,022



Newport-Mesa
Unified School District

MID-YEAR REPORT ON PROGRESS 2025-26 ACTION TABLES

2025-26 Mid-Year Estimated Actual Expenditures Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$296,680,288	\$132,701,810

Goal #	Action #	Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Staffing for Academic Support and Training (Universal)	No	\$13,579,567	\$6,025,853
1	2	Counseling Software	No	\$53,844	\$53,844
1	3	Advanced Placement and International Baccalaureate	No	\$118,816	\$-
1	4	Career Technical Education	No	\$4,032,779	\$1,685,246
1	5	Academic Innovation	No	\$882,276	\$469,479
1	6	Teacher Training (Universal)	No	\$1,019,991	\$503,869
1	7	Teacher and Administrator Training and Professional Development (Title II)	No	\$589,004	\$185,918
1	8	Data Analysis & Progress Monitoring System (Universal)	No	\$76,114	\$65,476
1	9	Assessment (Universal)	No	\$1,737,434	\$819,124
1	10	Digital Platforms	No	\$310,028	\$301,023
1	11	Elementary Field Trips & Science Camp	No	\$963,015	\$424,043
1	12	Staffing for Academic Support, Training (Targeted)	No	\$759,959	\$262,036
1	13	English Learner Program Staffing, Non-Staffing, and Professional Development	Yes	\$1,250,362	\$326,855
1	14	Early College High School	Yes	\$2,717,928	\$1,398,185
1	15	Classified Staffing (Targeted)	Yes	\$1,103,069	\$546,921
1	16	Classified Staffing (State Funded)	No	\$1,814,999	\$1,165,100
1	17	Assessment (Targeted)	No	\$-	\$-
1	18	Data System for Progress Monitoring (Targeted)	Yes	\$75,718	\$65,476
1	19	Elementary Academic Interventions (Targeted)	Yes	\$5,886,623	\$2,387,242
1	20	Elementary Transitional Kindergarten (Targeted)	Yes	\$4,675,162	\$1,760,195
1	21	Secondary Academic Interventions (Targeted)	Yes	\$1,488,346	\$517,622
1	22	Academic Interventions (Secondary Learning Loss)	No	\$3,777,232	\$769,636
1	23	Academic Interventions (Title I)	No	\$3,742,696	\$1,381,909
1	24	Regional Occupational Program (ROP)	Yes	\$2,367,836	\$788,224

Goal #	Action #	Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	25	Advancement Via Individual Determination (AVID)	Yes	\$1,042,410	\$346,681
1	26	Summer Programs	No	\$4,003,825	\$3,889,689
1	27	After School Education & Safety (ASES) and Expanded Learning Opportunities Program (ELO-P)	No	\$4,987,059	\$2,669,790
1	28	Additional Bilingual Office Staffing: After School Education & Safety (ASES) and Expanded Learning Opportunities Program (ELO-P)	Yes	\$191,696	\$71,785
1	29	Reading Intervention, Inclusive Practices, Co-teaching	No	\$-	\$-
1	30	Special Education Professional Development (Targeted)	No	\$-	\$-
1	31	Advanced Placement and SAT Fee Waivers and Proctoring	Yes	\$35,000	\$2,332
1	32	Newcomer English learners – Student Support (Title III)	No	\$354,669	\$153,597
1	33	Newcomer English learners – Student Support	Yes	\$934,920	\$104,355
1	34	Long Term English learners – Student Support and Professional Development	No	\$-	\$-
1	35	Foster Youth – Academic Case Management	No	\$-	\$-
1	36	Special Education Staffing Devoted to Students with Specific Needs	No	\$21,028,753	\$8,847,117
1	37	Intensive Individualized Reading Intervention	No	\$609,995	\$218,364
1	38	Extended School Year	No	\$642,879	\$600,640
1	39	Work Experience & Job Coaching	No	\$334,625	\$96,645
1	40	Special Education Professional Development (Intensive)	No	\$-	\$-
1	41	English Language Arts: Academic Monitoring and Support (Intensive)	No	\$-	\$-
1	42	Mathematics: Academic Monitoring and Support (Intensive)	No	\$-	\$-
1	43	College/Career Readiness Monitoring and Support (Intensive)	No	\$-	\$-
2	1	PBIS Tier 1	No	\$35,000	\$12,734
2	2	Restorative Practices Tier 1	No	\$-	\$-
2	3	Student Belonging	No	\$-	\$-
2	4	Staffing: Student Behavior and Engagement	No	\$10,049,796	\$4,360,740
2	5	Attendance and Truancy Prevention	No	\$394,155	\$251,206
2	6	Professional Development: Health, Behavior, and Engagement	No	\$6,000	\$-
2	7	Physical Health	No	\$6,000,042	\$2,268,299
2	8	Drug/Alcohol Prevention	No	\$50,000	\$6,111
2	9	PBIS Tier 2	No	\$-	\$-
2	10	Restorative Practices Tier 2	No	\$-	\$-
2	11	Staffing: Behavior, Mental Health, and Physical Health (Targeted)	No	\$466,302	\$251,199
2	12	Attendance and Truancy Prevention Supports (Targeted)	No	\$-	\$-

Goal #	Action #	Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	13	Physical Health Support	No	\$-	\$-
2	14	Drug/Alcohol Intervention (Targeted)	No	\$10,000	\$2,100
2	15	Professional Development for Special Education: Health, Behavior, and Engagement	No	\$-	\$-
2	16	Restorative Practices Tier 3	No	\$220,000	\$105,500
2	17	Behavior: Training, Monitoring, and Intensive Student Support	No	\$-	\$-
2	18	Behavior, Mental Health, and Physical Health (Intensive)	No	\$957,779	\$441,152
2	19	Drug/Alcohol Intervention (Intensive)	No	\$85,000	\$56,667
2	20	Attendance and Truancy Intervention (Intensive)	No	\$-	\$-
2	21	Attendance and Chronic Absenteeism: Training, Monitoring, and Intensive Student Support	No	\$-	\$-
2	22	Special Education Staffing and Supports	No	\$3,044,776	\$1,438,788
2	23	Intensive Support	No	\$19,407,081	\$8,394,317
2	24	Wraparound Services	No	\$125,000	\$39,828
2	25	Support for Foster Youth	No	\$-	\$-
2	26	Homeless Student Support	No	\$275,000	\$137,500
2	27	Professional Development for Special Education: Intensive Behavior	No	\$-	\$-
3	1	Parent/Family Education	No	\$-	\$-
3	2	Site-Based Parent/Family Education	Yes	\$24,200	\$1,866
3	3	Site-Based Parent/Family Education (Title I)	No	\$39,863	\$3,931
3	4	General Parent/Family Communication	No	\$214,839	\$246,009
3	5	District Surveys	No	\$13,301	\$-
3	6	General Advisory Committees	No	\$-	\$-
3	7	Family/Community Outreach	No	\$-	\$-
3	8	Elementary Parent/Teacher Conferences	No	\$-	\$-
3	9	School Community Facilitators	Yes	\$3,031,989	\$1,254,993
3	10	Translation/ Interpretation	Yes	\$609,851	\$234,819
3	11	Language Assessment: Individual Conferencing	No	\$-	\$-
3	12	English Learner Program Advisory Committees and District Parent/Family Education for Multilingual Learners	Yes	\$213,664	\$54,701
3	13	Special Education Translation/Interpretation	No	\$516,503	\$234,758
3	14	Homeless Student and Family Support	No	\$-	\$-
3	15	Community Advisory Committee for Special Education Students	No	\$-	\$-
3	16	Alternative Dispute Resolution	No	\$15,257	\$750

Goal #	Action #	Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	17	School Attendance Review Board Parent Education	No	\$-	\$-
4	1	Standards-Aligned Instructional Materials	No	\$2,277,828	\$3,055,396
4	2	General Instructional Staffing	No	\$125,921,740	\$53,209,988
4	3	Infrastructure	No	\$11,273,808	\$2,753,591
4	4	Access to Devices	No	\$1,715,542	\$1,672,319
4	5	Facilities Maintenance	No	\$20,228,913	\$12,204,804
4	6	Safety: Staffing, Equipment, Supplies, Protocols	No	\$423,000	\$423,000
4	7	English Language Development Instructional Materials	Yes	\$25,000	\$25,750
4	8	Dual Immersion Instructional Materials and Staffing	No	\$348,166	\$160,401
4	9	Early College Instructional Materials	Yes	\$14,096	\$1,834
4	10	Supplemental Materials, Staffing and Learning Environment	Yes	\$820,000	\$258,205
4	11	Special Education Instructional Materials	No	\$89,299	\$-
4	12	Special Education Assistive Technology	No	\$145,790	\$107,569
4	13	Special Education Low Incidence Equipment	No	\$40,700	\$13,577
5	1	Additional Staffing - BB	No	\$181,692	\$56,367
5	2	Site-Based Parent/Family Education - BB	No	\$500	\$-
5	3	CTE Course Alignment - BB	No	\$10,000	\$21,683
5	4	Field Trips and Out-of-Class Experiences - BB	No	\$3,000	\$-
5	5	Professional Development - BB	No	\$64,000	\$3,076
5	6	Focus on Kindness - BB	No	\$-	\$-
6	1	Additional Staffing - MV	No	\$55,165	\$20,257
6	2	Site-Based Parent/Family Education - MV	No	\$-	\$-
6	3	Student Goal Setting - MV	No	\$-	\$-
6	4	Support for At-Risk Youth - MV	No	\$-	\$-
6	5	Field Trips and Out-of-Class Experiences - MV	No	\$33,000	\$11,310
6	6	Professional Development - MV	No	\$-	\$-
6	7	Math and Reading Intervention - MV	No	\$15,022	\$443