



**Newport-Mesa**

Unified School District

**Community Advisory Committee  
(CAC) Parent Meeting**

# Welcome from your CAC Officers



Emily Norton  
Chairperson



Melissa Winberry  
Vice Chairperson



Leila Cesario  
Secretary

A  
special thank you  
to CAC Chairperson Emily Norton  
for the generous donation that  
made these refreshments  
possible.

# Special Education Administrative Team



Sara Jocham, Ed.D  
Assistant Superintendent,  
Special Services



Heather Cash, Ed.D  
Director, Special Education  
Elementary



Rob Nichols  
Director, Special Education  
Secondary



Juliana Sauvao  
Director, Special Education  
SELPA

# Special Education Coordinators



Elke Day  
Preschool Coordinator,  
Special Education



Gina Kasper  
Elementary Coordinator,  
Special Education



Amy Nagy, Ph.D.  
Elementary Coordinator,  
Special Education



Ellen Thomas  
Elementary Coordinator,  
Special Education



Clara Valdez  
Elementary Coordinator,  
Special Education



Kim Doyle  
Secondary Coordinator,  
Special Education



Mike Tincup, Ph.D.  
Secondary Coordinator,  
Special Education

# Parent Introductions

Who do we have in the room?

Name

Grade

School Site

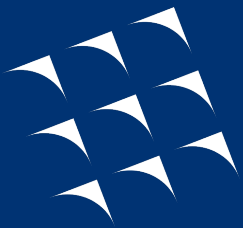
Thank you for joining us tonight!

# Agenda

1. Innovative Technology Presentation
1. LCAP Feedback
1. Questions and Comments

# Innovative Technology Presentation

The bottom right corner of the slide features a decorative graphic consisting of two concentric, curved lines. The outer line is dark blue, and the inner line is a lighter, teal color. These lines curve from the bottom edge towards the right edge of the slide.



**Newport-Mesa**

Unified School District

# AI for Families

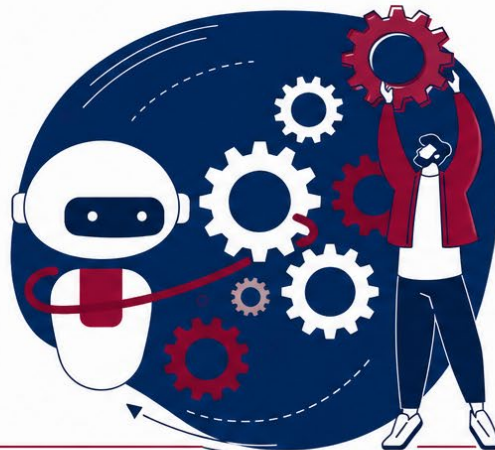
Practical tools to support your child's learning

*Human in the Lead. Learning at Every Level.*

Jenith Mishne, Ed.D. · Director of Educational Technology · NMUSD

# EXAMPLES OF ARTIFICIAL INTELLIGENCE

- Chatbots
- Smart assistants
- E-Payments
- Search algorithms
- Media streaming



- Smart cars
- Navigation apps
- Facial recognition
- Text editors
- Social media feeds



## WHAT IS GENERATIVE AI?

AI has been around a long time, and the public release of Generative AI has been the latest wave of AI.



The most common current use of GenAI is LLMs (large language models).



# FIST TO FIVE



**I Have No  
Frame of  
Reference**



**I've Used  
Generative AI  
for...**



**I Could Teach  
This to Others**

# BIG 5

AI CHATBOTS



CHAT-GPT



COPILOT



CLAUDE



GEMINI



PERPLEXITY

# How AI Can Help Your Child

*Four practical ways to start*



## Make hard reading easier

*"Explain this article like I'm in 4th grade."*



## Practice for a test

*"Quiz me on the water cycle, one question at a time."*



## Break a big task into steps

*"My book report is due Friday. Help me make a checklist."*



## Practice a hard conversation

*"Help me ask my teacher for more time."*

# How AI Can Help You

*Because parenting is hard enough*



## Decode school language

*"What is FAPE? What is a 504 plan?"*



## Prep for the IEP meeting

*"Turn my concerns into clear questions to ask the team."*



## Write the email you've been avoiding

*"Help me write a kind, clear email to my child's teacher."*



## Make weeknights easier

*"What can I make for dinner with chicken and rice?"*

# NotebookLM: A Hub for Your Child

*Add documents → ask anything → answers grounded in your child's world*

## WHAT YOU ADD



### IEP goals

Reading, writing, math targets



### Teacher notes

Updates, observations, emails



### What works at home

Strengths, triggers, interests

## WHAT YOU CAN ASK

- What's working at school that I could try at home?
- What questions should I ask at the IEP meeting?
- Make a quiz for a 4th grader who loves Minecraft.
- Translate the teacher's email into Spanish.

**Tip: Build one notebook per child – it becomes a library of what works.**

# Using Your IEP Recording

*Three steps. No special tools. Your privacy stays protected.*

1



## Record

Open Voice Memos. Tap the red button. Place phone on the table.

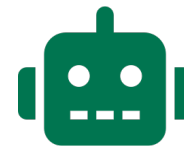
2



## Transcribe

Tap your recording. Tap the transcript icon. Copy the text.

3



## Ask

Paste into ChatGPT, Claude, or Gemini. Ask for a summary or follow-ups.



**Before you paste: remove names, school, and date of birth. Use "my child" instead.**

# Protect Your Family

*Treat AI like a notebook – useful, but not a place for secrets.*

## NEVER SHARE

- Your child's full name
- Date of birth or student ID
- School name and address
- Diagnosis or medical info
- Photos of your child
- Anyone else's name from the IEP

## SAFE TO SHARE

- "My child" instead of a name
- Grade level and general age
- Subject area or topic
- What kind of help they need
- Strengths and interests
- Your own questions and concerns



Newport-Mesa  
Unified School District

# One Small Step This Week

*Pick one. Try it. Tell us how it went.*



## Try the Parent App

Visit [ai-for-parents.lovable.app](https://ai-for-parents.lovable.app) and pick one prompt to try at home.



## Build a Notebook

Open NotebookLM. Add one document about your child. Ask one question.



## Ask a Question

Use any AI tool to decode one school term you've been wondering about.

*Human in the Lead. Learning at Every Level.*

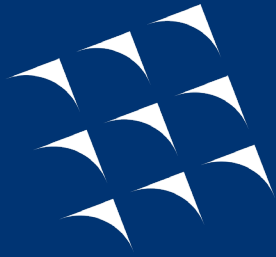


# Resources

- [ai-for-parents.lovable.app](https://ai-for-parents.lovable.app)
- <https://notebooklm.google.com/>



# LCAP Presentation and Feedback



**Newport-Mesa**

Unified School District

*Local Control and  
Accountability Plan (LCAP)  
&  
LCAP Federal Addendum*



# 2025-26 Educational Partner Input

**Community Advisory Committee  
April 30, 2026**

*Inspire. Educate. Elevate.*

# Welcome! Thank you!



- Vanessa Galey, Director of Special Projects  
[lcapfeedback@nmusd.us](mailto:lcapfeedback@nmusd.us)
- Jenith Mishne, Director of Educational Technology

Hello  
my name is

# Icebreaker: What Would You Do?

\$1,000,000 for  
student achievement

Think

\$100 for student  
achievement

Pair Share

# District Plans

Vision, Mission, Belief

[District Plans](#)

Strategic Planning  
Process (2025-26)

Award-Winning Schools

School Accountability  
Report Card (SARC)

Harbor Council PTA

## — LOCAL CONTROL AND ACCOUNTABILITY PLAN - LCAP

### 2025-26

- [2025-26 LCAP Infographic Lite / 2025-26 LCAP Infographic Lite \(Español\)](#)
- [2025-26 LCAP Infographic / 2025-26 LCAP Infographic \(Español\)](#)
- [2025-26 NMUSD LCAP / en Español](#)
- [2025-26 LCAP Actions & Services \(Short Version\) / en Español / На русском](#)
- [2025 LCAP Survey Analysis](#)
- [Report on Local Performance Indicators for 2024-25](#)
- [2025-26 LCAP Federal Addendum](#)





**Newport-Mesa Unified School District**

## LOCAL CONTROL AND ACCOUNTABILITY PLAN

2025-26 Highlights

<b>GOAL #1</b> <b>STUDENT</b>  <b>Increase Academic Achievement</b>	<b>HIGHLIGHTED OUTCOME TARGETS</b> Increase Kindergarten to 2nd Grade Literacy Benchmark for Fall Snapshot 75% Maintain a 3.0 graduation rate for seniors 95% Increase % of English learners who graduate on time in English 18% <b>HIGHLIGHTED ACTIONS</b> • Provide summer programs to boost early literacy and student achievement. • Expand ABE to support college readiness and ABE completion. • Support English learners with targeted instruction and progress monitoring. • Provide professional development and support to implement high-quality instruction in core subjects.	<b>GOAL #2</b> <b>STUDENT</b>  <b>Support Student Mental Health and Wellness</b>	<b>HIGHLIGHTED OUTCOME TARGETS</b> Increase Attendance Rate for All Students 95% Reduce Chronic Absences for All Students 8% Reduce Suspension Rates for All Students 1% <b>HIGHLIGHTED ACTIONS</b> • Launch campaign and tools to decrease chronic absenteeism. • Expand counselors and wellness staff to support student engagement. • Provide targeted attendance supports including alerts, incentives, and interventions. • Train staff and implement alternatives to reduce suspensions.
<b>GOAL #3</b> <b>STUDENT</b>  <b>Engage Families and Cultivate Partnerships</b>	<b>HIGHLIGHTED OUTCOME TARGETS</b> Increase % of District and Site Committees Meeting Quarterly 100% Maintain or Increase Number of Districtwide Parent Educator Sessions 5 Maintain Qualitative Input from Advisory Committees 100% <b>HIGHLIGHTED ACTIONS</b> • Provide 5 district-wide parent education sessions based on needs. • Support advisory committees to gather input on school programs. • Provide School Community Facilitators to strengthen family-school connections. • Support EL advisory committees with resources and family education.	<b>GOAL #4</b> <b>STUDENT</b>  <b>Provide Quality Instruction &amp; Resources</b>	<b>HIGHLIGHTED OUTCOME TARGETS</b> Increase Appropriate Assigned & Fully Certified Teachers 100% Increase Number of Classes for Dual Immersion Language Programs 41 Increase % of Students Enrolled in AP Classes 40% <b>HIGHLIGHTED ACTIONS</b> • Hire fully credentialed teachers and qualified paraprofessionals. • Provide materials and software for dual language immersion programs. • Provide Early College with materials for dual enrollment courses. • Enhance learning environments to support whole child development.

Newport-Mesa Unified School District, 2865 Bow Street, Redding, CA 96001, Phone (754) 64-8383, Website www.nmuedu.org, CDEP 33687000000

# The 2026-27 District LCAP and 2026-27 School Plans guide how we will:

- Increase academic achievement
- Support students academically & emotionally
- Partner with and support families
- Decide how funds & resources are used

**Newport-Mesa Unified School District**

## LOCAL CONTROL AND ACCOUNTABILITY PLAN

2025-26 Highlights

<b>GOAL #5</b> <b>STUDENT ENGAGEMENT &amp; CAREER PATHWAYS</b>  <b>Student Engagement &amp; Career Pathways</b>	<b>HIGHLIGHTED OUTCOME TARGETS</b> Increase Attendance Rate 85% Increase % of Students Prepared for College and Career 55% Increase Enrollment in CTE Courses 125% <b>HIGHLIGHTED ACTIONS</b> • Hire Graduation Coach to support attendance and achievement. • Offer two new Career and Technical Education courses. • Provide academic and career focused field trips. • Strengthen continuation programs and MTSS through coaching and training.	<b>GOAL #6</b> <b>STUDENT ENGAGEMENT &amp; CAREER PATHWAYS</b>  <b>Student Engagement &amp; Career Pathways</b>	<b>HIGHLIGHTED OUTCOME TARGETS</b> Increase Graduation Rate 85% Increase Participation in Traditional Learning Experiences 2% Monitor % of Teachers Meeting Minimum State Certification 100% <b>HIGHLIGHTED ACTIONS</b> • Implement goal setting to boost student engagement. • Partner with Project Knapick to improve attendance and work completion. • Provide PD to strengthen independent study policies and instruction. • Offer tutorial support to target students.
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**DISTRICT STORY**

17,635 K-12th grade STUDENTS

2,902 EMPLOYEES

31 SCHOOLS

- Elementary: 22
- Middle School: 4
- High School: 4
- Early College HS: 1
- Alternative Ed: 1
- Independent Study: 1

51% Low Income

15% English Learners

<1% Career Path

54% High Need

**BUDGET**

Revenue Sources

Total LDOF Funds: \$402,541,190

Federal Funds: \$12,374,941

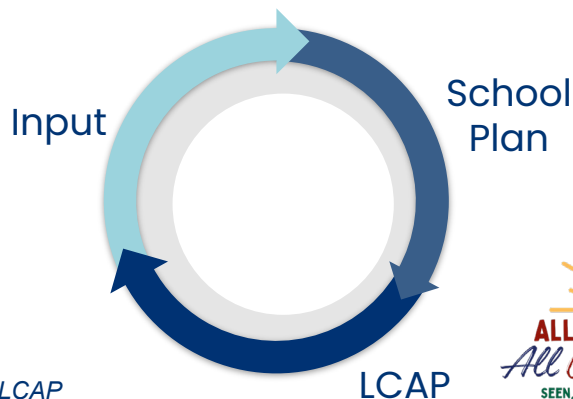
Local Funds: \$19,868,872

Other State Funds: \$65,274,737

Total Revenue: \$496,056,247

All other LDOF Funds: \$382,225,734

Supplemental & Competitive Grants: \$20,315,456 (based on enrollment of high-need students)



\* District Plan = LCAP





**Newport-Mesa**  
Unified School District  
*Inspire. Educate. Elevate.*

# Our Collective Beliefs

## WHY:

### BELONGING

Culture of beliefs that all students are seen, heard, supported and safe

- All students are all our students
- Culture of belief that what each of us does impacts the life and learning of each student
- Belief that how students feel impacts their learning
- Belief that the best learning can only occur when students feel they belong

## HOW:

### HIGH QUALITY INSTRUCTION

Culture of beliefs that all students can and will learn in Tier 1

- Essential practices
- Alignment and articulation

## WHAT:

### CORE-CURRICULUM

Culture of beliefs that students deserve the same level of rigor and instruction

- State Standards
- Pacing Guides
- Use of adopted materials
- Agreed supplemental materials

### POSITIVE BEHAVIOR

#### Student Safety

Culture of belief that teaching behavior is the best way to improve behaviors

- PBIS work, discipline, classroom management
- Safe learning environments including physical safety and learning environment

### COLLABORATION

#### Collective Teacher Efficacy

Culture of belief that we have the answers in the room and can support one another to be our best and have the strongest system

- Local Data- system, tools, calendar, qualitative and quantitative
- Common, agreed upon structure and practices
- Data-informed decision making



Actions/ Services	Goal 1: Student Academic Success
<b>ALL</b>	<ul style="list-style-type: none"> <li>General student support, teacher training and release time:               <ul style="list-style-type: none"> <li><b>Elementary:</b> Teaching &amp; Learning Teachers on Special Assignment (TOSA), Music Specialists + TOSA, PE Specialists + PE Lead, Science Specialists + Science Lead</li> <li><b>Secondary:</b> Instructional Coaches, ELA, History-Social Science, Math, and Science TOSAs</li> <li><b>TK-12:</b> Educational Technology TOSAs, VAPA TOSA</li> </ul> </li> <li>Advanced Placement (AP) staffing</li> <li>Career Technical Education (CTE) staffing</li> <li>Secondary counseling, SchoolLinks software</li> <li>Teacher and Administrator Training and Professional Development</li> <li>Data Visualization System to assist sites in monitoring student academic and behavioral progress</li> <li>Staffing and materials to support universal assessment and data analysis (benchmark assessment, state testing, software, and data analysis tools)</li> <li>Digital platforms for students and staff to access course content, submit student work, and provide feedback on student learning (including but not limited to: ClassLink, Google Classroom, Seesaw, Schoology, Zoom, etc.)</li> <li>Professional development: coaching, conferences, consultants; elementary science adoption training including General and Special Education teachers</li> <li>Floater teachers to substitute during teacher release time (including PD)</li> </ul>
<b>Universal</b>	

Actions/ Services	Goal 1: Student Academic Success
<b>SOME</b>	<ul style="list-style-type: none"> <li>Staffing to provide targeted student support and teacher training on behalf of strategic student groups:               <ul style="list-style-type: none"> <li>TK-12: Elementary and Secondary ELD TOSAs</li> <li>Early and Enhanced Learning: Preschool and transitional kindergarten teachers and instructional assistants at Title I schools</li> <li>Elementary Expanded Learning Opportunities Program (ELOP) and After School Education &amp; Safety (ASES)</li> </ul> </li> <li>K-12 Summer Programs: Elementary (five sites) and Secondary (two locations)</li> <li>Elementary part-time hourly reading and math intervention teachers</li> <li>Full-time support teachers at 22 elementary sites to address literacy and math</li> <li>Outreach to identify elementary students struggling with foundational reading skills and related appropriate interventions</li> <li>Elementary inclusive practices model with push-in teacher support</li> <li>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</li> <li>English learner program staffing, professional development and coaching, and English learner reclassification and progress monitoring data and analysis</li> <li>Academic intervention staffing and materials (Middle and High school reading classes, Credit Recovery, Math intervention, etc.)               <ul style="list-style-type: none"> <li>Additional math support classes to increase student access to college approved (A-G) courses</li> </ul> </li> <li>Secondary administrative interns/graduation coaches to address learning loss and credit deficiency</li> <li>Secondary tutoring using existing staff at comprehensive middle and high schools</li> <li>Regional Occupational Program (ROP)</li> <li>Advancement Via Individual Determination (AVID) middle and high school courses and tutoring; middle school AVID Excel for middle school English learner students. Continued AVID program at Rea Elementary, Killybrooke, Newport Coast, Pomona, Whittier, and Wilson Elementary Schools</li> <li>Early College HS staffing</li> <li>Provide ACT/SAT college entrance exams proctoring for high school sites</li> <li>Professional Development for Special Education: 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</li> </ul>
<b>Targeted supplemental support</b>	

Actions/ Services	Goal 1: Student Academic Success
<b>FEW</b>	<ul style="list-style-type: none"> <li>Classified staff to meet the needs of low-income, EL, and/or foster students</li> <li>Advanced Placement, International Baccalaureate, and SAT Fee Waivers and Proctoring</li> <li>Monte Vista Independent Study School Staffing and Instructional Materials</li> <li>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; Bilingual Instructional Assistants for newcomers</li> <li>Secondary Summer Language Academy for Newcomer English learner students; Secondary Saturday Language Academy</li> <li>Long-term English Learner support: Quarterly goal setting sessions supported by differentiated learning plans in grades 5-12; piloting a differentiated instruction ELA/ELD standards co-teach model; <b>intensive Designated ELD support in secondary ELA</b>; teacher professional development on academic language support</li> <li>Parent/family education provided by consultants and ELD TOSAs with support from School Community Facilitators and Student Services staff</li> <li>Classrooms/Staffing devoted to students with specific needs:               <ul style="list-style-type: none"> <li>TK-12: Compass Program for students with social-emotional and behavioral challenges</li> <li>Preschool-Adult Transition: Self-contained classrooms for students with moderate-severe and autism needs</li> <li>4 Adapted PE Teachers</li> </ul> </li> <li>Intensive individualized intervention for elementary students struggling with foundational reading skills</li> <li>Extended School Year provided to elementary and secondary students per IEP recommendation</li> <li>Work experience and job coaching for students in high school and adult transition, in partnership with WorkAbility</li> <li>Professional Development:               <ul style="list-style-type: none"> <li>Coaching and support for implementation of Unique Learning Systems</li> </ul> </li> </ul>
<b>Intensive supplemental support</b>	

# Input on Site & District Programs

1. What are the **SUCCESES** you have seen for our students and our families?
2. What **SUGGESTIONS** do you have for improving our school programs?

1

**Academics**  
*Well Rounded  
Education*

2

**Behavior &  
Mental Health**  
*Safe and Healthy  
Students*

3

**Parent/Family  
Engagement  
and Education**

4

**Facilities,  
Materials, &  
Technology**

Join at [menti.com](https://www.menti.com) | use code **3209 9792**

The code allows your audience to join the presentation and expires in 2 days.

# Instructions

Go to  
**[www.menti.com](https://www.menti.com)**

Enter the code  
|| ● ● ●



**3209 9792**

SCHOOLS ENROLLMENT DEPARTMENTS CALENDARS

Or use QR code



1

What is ONE thing you think will have High Impact on Academics?

**Academics**

*Well Rounded  
Education*

2

# High Impact Wellness, Mental Health, Behavior

**Behavior &  
Mental Health**  
*Safe and Healthy  
Students*

# Thank you!



Do you have more ideas?  
Please share them!

[lcapfeedback@nmusd.us](mailto:lcapfeedback@nmusd.us)

# Questions?



# Save the Date\* for next year's meetings:

October 22, 2026  
December 10, 2026  
February 25, 2027  
April 22, 2027

\*dates subject to change based on district calendar and room availability