



Newport-Mesa

Unified School District

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Local Performance Indicators

Report to the Board of Education
June 23, 2026

Local Performance Indicators

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



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

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

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

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

Now

2025

Dashboard

2024-25 outcomes

Later

2026

Dashboard

2025-26 outcomes

October 15, 2026

California School

DASHBOARD

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DISTRICT PERFORMANCE OVERVIEW

Print Report

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2025

5

Chronic Absenteeism

Yellow

Suspension Rate

Green

English Learner Progress

Green

Graduation Rate

Green

College/Career

Green

English Language Arts

Green

Mathematics

Green

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

Informational Purposes

Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.

Science

English Language Arts Growth

Mathematics Growth

LEARN MORE

Teacher Assignments

92.9% Clear

Above the State Average

What you see now on the CDE website is the 2025 Dashboard released on November 15, 2025, which reflects the results of the 2024-25 school year. The results of this 2025-26 report will be included on the 2026 California School Dashboard anticipated to be released on October 15, 2026.

This presentation, the Local Performance Indicators Report, will be published on the NMUSD District Plan webpage.

Local Performance Indicators

Measure progress

on the local performance indicator based on locally available information

Report results

to the district's local governing board at a regularly scheduled meeting of the local governing board

to educational partners and the public through the California School Dashboard

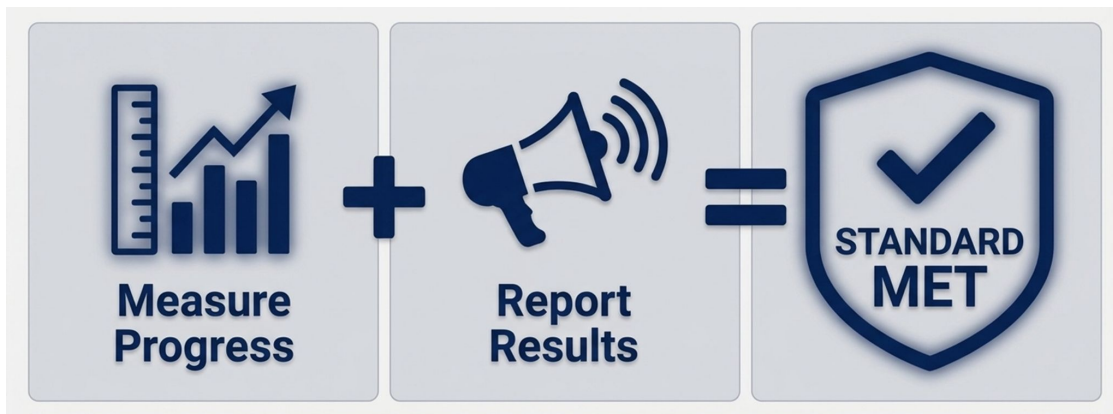
Districts determine

whether they have **Met**, Not Met, or Not Met for Two or More Years for each applicable local performance indicator

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A school district is also called a Local Educational Agency (LEA). NMUSD has measured its progress on the required local performance indicators. The results will be reported at the June 23, 2026 meeting. The state requirement is to measure progress and report. Having done that, the requirements are met.

Districts make this determination by using self-reflection tools included in the evaluation rubrics, which will allow them to measure and report their progress



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

State Priority

1



Appropriately
Assigned Teachers

Access to
Curriculum-Aligned
Instructional
Materials

Safe, Clean and
Functional School
Facilities

Basic Conditions of Learning (*William Legislation*)

Standards:

- District annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable.
- District promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable.

2023-24 Teacher Assignment Monitoring and Outcome Data

Name	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
Newport-Mesa Unified	951.6	92.90%	1.40%	0.00%	0.40%	4.90%	0.10%	0.10%

Source: Data Quest Report "2023-24 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)"

Name	Total Teaching Full-Time Equivalent (FTE)	Clear (% of teaching FTE)	Comparison to Statewide Average
Newport-Mesa Unified	951.6	92.90%	Above

Source: 2025 California School Dashboard

State Priority

1

What you see now on the CDE website: This information is the publicly available data from 2023-24 which is also reported on the 2025 California School Dashboard. CDE has not made 2024-25 data available as of June 23, 2026.

This report, entitled "2023-24 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)" is located at

<https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcome.aspx?agglevel=District&cds=3066597&year=2023-24>

2025-26 Report

2024-25 Appropriately Assigned Teachers*

1	Misassignments of teachers of English learners for the district* (0.087%)
4	Total teacher misassignments* (0.349%)
0	Vacant teacher positions* (0%)

* 2024-25 Preliminary CAL-SASS Data

State Priority

1

Access to Curriculum-Aligned Instructional Materials

0	Number of students without access to their own copies of standards-aligned instructional materials for use at school and at home
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Safe, Clean and Functional School Facilities

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

The 2024-25 preliminary data is data from the CAL-SASS system. 2024-25 data will not be available until the Commission on Teacher Credentialing updates its data in summer 2026.

- Teacher misassignment:** The number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. Examples of teacher misassignment include teachers who are not fully authorized, such as a teacher with a credential but who has not yet met the EL authorization requirements or a teacher working under a temporary permit.
- Good Repair:** "Good repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a Facility Inspection Tool (FIT) developed by the State of California Office of Public School Construction (OPSC) and approved by the State Allocation Board. The FIT evaluates a school facilities' good repair status with ratings of "good," "fair," or "poor." The FIT also provides an overall summary of the conditions at each school on a scale of "exemplary," "good," "fair," or "poor." The instrument shall not require capital enhancements beyond the standards to which the facility was designed and constructed.

Implementation of State Academic Standards

State Priority

2

Professional Learning: Academic Standards and/or Curriculum Frameworks

Aligned Instructional Material Availability

Supporting Staff: Improved Instruction

Implementing Other Academic Standards

Support for Teachers and Administrators

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Standards:

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

Rating Scale - Self Reflection Tool

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

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

Professional Learning: Academic Standards and/or Curriculum Frameworks

1. Rate the district's progress in providing professional learning for teaching to the adopted academic standards and/or curriculum frameworks identified below

Professional Learning for Teaching	1	2	3	4	5
English Language Arts – Common Core State Standards for ELA				x	
English Language Development (Aligned to ELA Standards)				x	
Mathematics – Common Core State Standards for Mathematics				x	
Next Generation Science Standards				x	
History-Social Science			x		

* Green = Last year; X = Current Year

2026-27

High Quality Learning:
Instructional Ecosystem

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

Elementary Expository Writing, Illustrative Mathematics, Science: NGSS + Project Lead the Way

Secondary Eliciting and Responding to Student Thinking: Shifting Learning

The reflection tool combines elementary and secondary results for a single rating. During 2025-26 for classroom based teachers, learning occurred principally through early release, late start, and during-the-day training using either floater teachers or regular substitutes, and dedicated staff development days in August and November. Secondary professional development was focused on grade and department-level, collaborative learning with consultant support to deliver high quality first instruction. In particular, middle school science was provided multiple PD sessions to help teachers prepare for each unit and in-class instructional coaching by the science TOSA. 2026-27 high school science will focus on year 3 implementation: incorporating NGSS and the use of OpenSci Ed curriculum. Additionally, the middle and high school science teams are building formative assessments and summative assessments to gauge student learning in NGSS. Middle school ELA teachers continue to implement the StudySync curriculum and will focus efforts on providing both ELA standards with rigor and Designated ELD. High school English Language Arts teachers will implement the Expository Reading and Writing Curriculum in grades 11-12, which are modules of learning developed by the California State University (CSU) system. Math teachers built common curriculum pacing guides for all grade levels in 2024-25 and began training in Building Thinking Classrooms; the work continued in 2025-26 and will continue further in 2026-27. 6th grade teachers will receive Building Thinking Classroom training to further bridge elementary and secondary mathematics. Physical education teachers implemented a new PE 1 and PE 2 course of study in the 2025-26 school year and will continue in 2026-27. Similar opportunities were provided for Arts, Elective, CTE, World Language teachers.

Elementary training was focused on the math adoption, Cognitively Guided Instruction (grade 3) and Write from the beginning and Beyond - expository writing, Thinking Maps, and phonemic awareness and phonics using the Heggerty curriculum (P-2). Full-time support teachers, P-2 classroom teachers, and Specialized Academic Instruction teachers received intensive professional development in foundational and fundamental reading and writing skills through a nationally recognized training program, "Language Essentials for Teachers of Reading and Spelling (LETRS)." The 2026-27 focus for professional development will be NGSS, expository writing, and a continued focus on math.

The district has established a comprehensive professional development plan, based on the staff needs assessment conducted in November, feedback gathered in the LCAP Survey, the staff virtual forum, Certificated Advisory input, and administrator input. This needs assessment process will continue, including a survey each November.

Rating Scale Reminder:

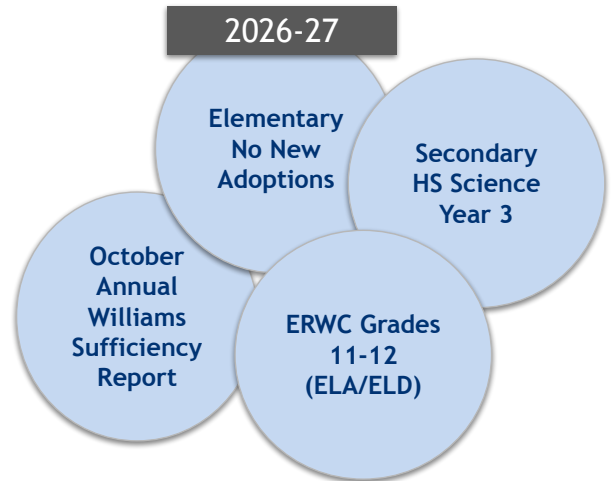
- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Instructional Materials

2. Rate the district's progress in making instructional materials that are aligned to the adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Instructional Materials	1	2	3	4	5
English Language Arts				X	
English Language Development (Aligned to ELA Standards)				X	
Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

* Green = Last year; X = Current Year



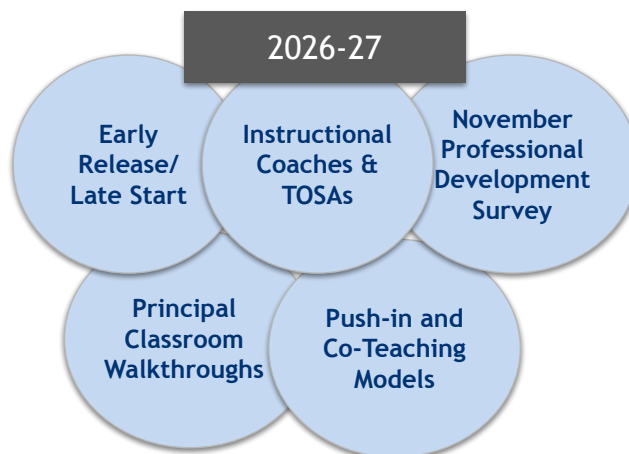
The October Annual Williams Sufficiency Report is presented annually before the 8th week of school at a Board of Education meeting.

Policy & Program Support

3. Rate the district's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing, mentoring).

Overall – Supporting Staff	1	2	3	4	5
English Language Arts				X	
English Language Development (Aligned to ELA Standards)				X	
Mathematics				X	
Next Generation Science Standards				X	
History-Social Science			X		

* Green = Last year; X = Current Year



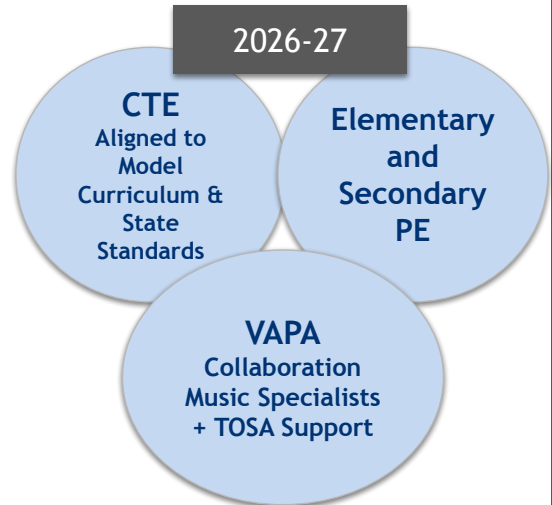
- All teachers receive four days of professional development built into non-student days before school begins and once during the school year.
- For all elementary sites, there is an early release day scheduled for teachers to collaborate and participate in professional learning.
- Seven Teaching and Learning Elementary Teachers on Special Assignment were assigned to support professional learning focused on all content areas. For 2025-26, four TOSA positions were added to support Academic Innovation. They provide training and support for teachers in using GATE strategies.
- Four ELD Teachers on Special Assignment (three elementary and one secondary) provided support to teachers. One elementary and one secondary TOSA supported Newcomer students and their teachers. This will continue.
- Three Educational Technology TOSAs supported teachers in grades Tk-12.
- At the secondary level, site level instructional coaches provided content area support and site level educational technology coaches provided systems and Schoology platform support. Four part time TOSAs (English Language Arts, History/Social Science, Math, and Science) provide support to middle and high school teachers. The TOSAs support teachers by providing professional development, curriculum coaching, and building aligned systems across campuses during their TOSA assignment while maintaining a teaching assignment to keep them connected to the classroom experience. This model will continue for 2026-27.

Implementing Other Academic Standards

4. Rate the district's progress implementing each of the following academic standards adopted by the state board for all students.

Secondary – Other Academic Standards	1	2	3	4	5
Career Technical Education				X	
Health Education Content Standards				X	
Physical Education Model Content Standards				X	
Visual and Performing Arts				X	
World Language				X	

* Green = Last year; X = Current Year



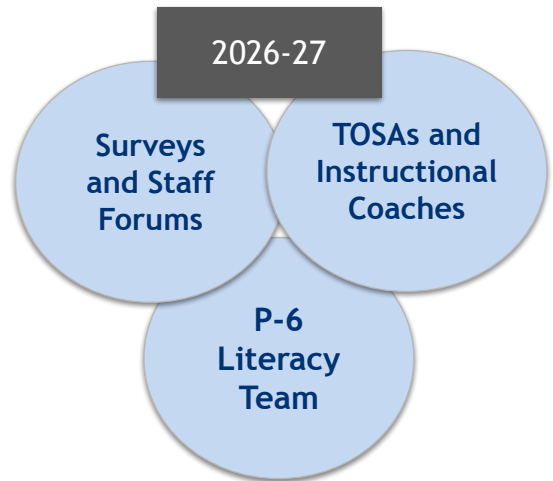
The standards of Career Technical Education (CTE), health, physical education (PE), visual and performing arts (VAPA), and world languages are all delivered at all secondary sites. The standards of PE and VAPA are delivered at elementary sites. NMUSD continues to develop its CTE pathways, provide in-person and online health instruction, and provide PE as required by the state. NMUSD has invested heavily in its elementary VAPA support via the elementary Music Specialists and in its secondary VAPA program. Implementation of PE standards occurs in both elementary and secondary levels, with the addition of PE Specialists at the elementary level to supplement teacher-led PE instruction. World language instruction is provided at each secondary site. There are two elementary dual immersion programs which have expanded up through middle school grades 7-8 and grades 9-10 at the high school level. Quality professional development and teacher articulation were provided for teachers in all content areas mentioned above.

Support for Teachers and Administrators

5. During the 2025-26 school year (including summer 2025), rate the district's success at engaging in the following activities with teachers and school administrators?

Professional Learning Teachers & Administrators	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers			X		
Providing support for teachers on the standards they have not yet mastered			X		

* Green = Last year; X = Current Year



In order to identify some of the professional learning needs of teachers, questions have been posed in the November Professional Development Day Survey since 2021. Representative groups (e.g., the P-6 literacy team, Classified and Certificated Advisories) were consulted. TOSAs and Instructional Coaches provided support and ongoing feedback to the district.

State Priority

3

Building
Partnerships

Building
Relationships

Seeking
Input

Parent/Family Engagement



The standard is to Measure progress in:

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

Building Relationships	
1. Rate the district's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4 - Full Implementation
2. Rate the district's progress in creating welcoming environments for all families in the community.	4 - Full Implementation
3. Rate the district's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3 - Initial Implementation
4. Rate the district's progress in developing multiple opportunities for the LEA and school sites to engage in two-way communication between families and educators using language that is understandable and accessible to families.	4 - Full Implementation

Strengths and Progress

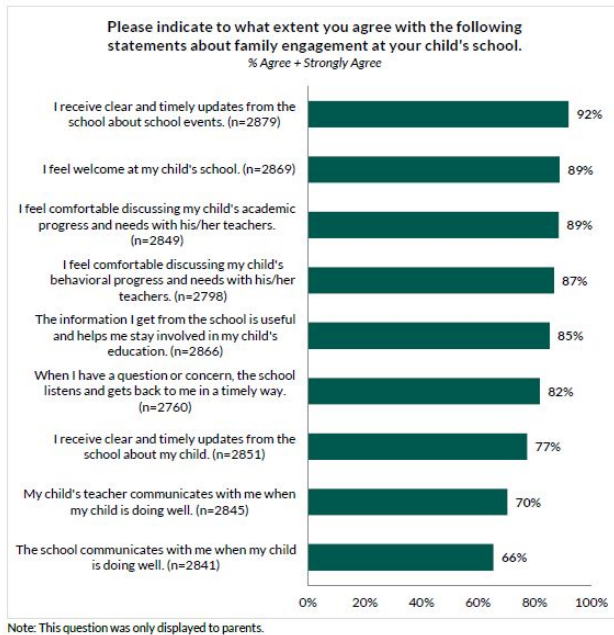
District strengths include creating welcoming environments and multiple opportunities for two-way communication. Welcoming environments at the school site level are created by teachers, office staff, School Community Facilitators, and administrators. School Community Facilitators, in particular, are repeatedly praised by educational partners as valued members of school communities whose presence at high-impact schools helps families make meaningful home-school connections. Effective communication channels include email, text messages, voice messages, apps, and personal phone calls from site staff. The district continues to refine communication standards and streamline district platforms with implementation of ParentSquare, enhance the use of the Aeries student information system, continue to leverage social media, and enhance use of both digital and print communications. There is plentiful information provided in English, Spanish, and Russian (where required) and Mandarin interpretation is supported through the Language Network. The district also continues to provide twice-yearly opportunities for elementary parents to participate in face-to-face parent-teacher conferences. District-provided parent education sessions are provided in-person and virtually throughout the year. Educational partners highlighted the success of site-based events like STEM Fairs, Family Academic Mornings (FAM), and culturally relevant parent workshops such as Grupo Crecer and Disciplina Positiva. In keeping with the NMUSD framework of inclusive practices, families of general education and special education students are invited to learn together at these sessions. This is corroborated by the Hanover LCAP Survey, where 89% of parents report feeling welcome at their child's school and 92% agree they receive clear, timely updates. The district is also effective in helping families support student learning, with

88% of parents agreeing the school provides the necessary resources to support learning English. Finally, specialized outreach shows notable growth, with 89% of parents/guardians of English learners agreeing they are encouraged to attend ELAC meetings, and 70% of Special Education parents feeling encouraged to attend Community Advisory Committee (CAC) meetings, which is a significant 7% increase from the prior year.

Focus Area for Improvement

A focus area is to provide professional learning and opportunities to enhance staff capacity in building relationships and learning about families' goals for their children, especially within the context of linguistic and cultural assets. This benefits all families while also aiming to improve the engagement of underrepresented families. 2026-27 professional development will support certificated and classified staff in cultivating a culture of belonging for families to be welcomed, known, and supported. The DELAC Board recommends sites provide more opportunities for families to join students on campus during the school day and to incorporate topics related to cultural awareness and parent involvement in the ELAC (English Learner Advisory Committee) meeting agendas, fostering an appreciation of diversity. Other recommendations include training on how to communicate with families when students are struggling or challenged with academics or behavior.

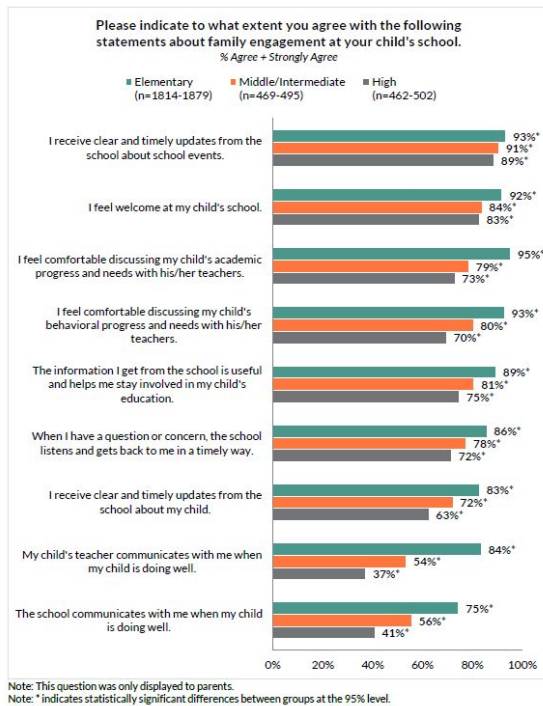
SECTION 4: FAMILY & COMMUNITY ENGAGEMENT



*2025-26 LCAP Survey
% of Respondents who
"Agree" and "Strongly
Agree"*

2025-26 LCAP Survey Results. The analysis document is also provided on the NMUSD District Plans webpage.

Building Relationships: Welcoming environments and communication. The 2025-26 LCAP Survey results affirm that parents feel welcome on campuses and at school events. Translation and interpretation are provided, based on language demand and, for unique languages, advance request.



*2025-26 LCAP Survey
% of Respondents who
"Agree" and "Strongly
Agree"*

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Building Relationships: Welcoming environments and communication. The 2025-26 LCAP Survey results affirm that parents feel welcome on campuses and at school events. Translation and interpretation are provided, based on language demand and, for unique languages, advance request.

2025-26 LCAP Survey

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

Please indicate to what extent you agree with the following statements about supporting your child's learning.
% Agree + % Strongly Agree

I feel the school gives me the information, resources, training, and assistance I need to support my child's progress in learning English (speaking, reading, and writing). (n=365)

88%

I feel encouraged to attend school events that help me understand what my child is learning and how I can help. (n=2816)

83%

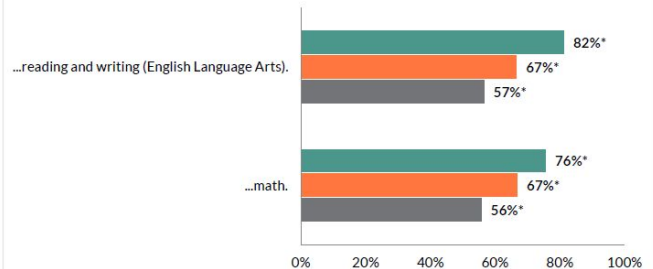
Note: This question was only displayed to parents.

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Please indicate to what extent you agree with the following statements about your child's school. The school gives me the tools, tips, and resources I need to help my child succeed in...

% Agree + Strongly Agree

Elementary (n=1807-1816) Middle/Intermediate (n=475) High (n=464-471)



Note: This question was only displayed to parents.

Note: * indicates statistically significant differences between groups at the 95% level.

Building Partnerships	
1. Rate the district's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3 - Initial Development
2. Rate the district's progress in providing families with information and resources to support student learning and development in the home.	4 - Full Implementation
3. Rate the district's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4 - Full Implementation
4. Rate the district's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3 - Initial Implementation

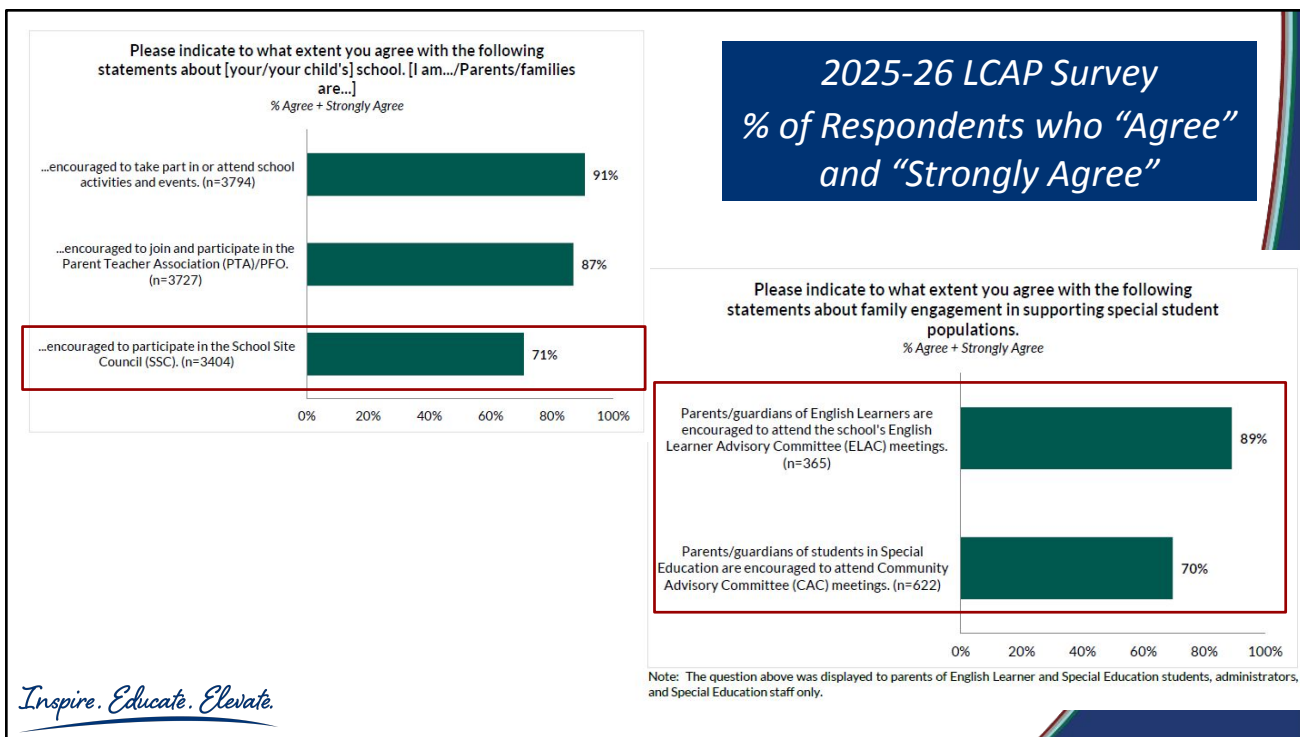
Strengths and Progress

A district strength in the area of building partnerships for student outcomes is providing information and resources to support student learning and development in the home. 2025-26 LCAP Survey responses indicate parents showed high levels of agreement when asked if the school gives them the tools, tips, and resources needed to help their child succeed. 88% agreed or strongly agreed in the area of English Language Development (ELD), 75% in reading and writing (English Language Arts), and 71% in mathematics. Additionally, 83% of parents feel encouraged to attend school events that help them understand what their child is learning and how they can help. There are a variety of site-based and district-based resources for families to extend their support for their children. Educational partners highlighted the widespread success of interactive, site-based events such as Family Academic Mornings (FAM), STEM Fairs, Literacy Nights, and AVID Nights. The district has also seen success in offering culturally relevant parent education programs and workshops, with parents specifically praising Grupo Crecer, Disciplina Positiva, and Latino Family Literacy for supporting families.

Focus Area for Improvement

A primary focus area is to differentiate family engagement and academic support strategies by school level. While elementary parents feel highly supported, Hanover Survey results show that only 57% of high school parents feel they receive adequate support in ELA and math, indicating a need for targeted, grade-specific workshops and clearer guidance on curriculum expectations as content becomes more complex in upper grades. Additionally, the Spring 2026 Local Indicators Survey identified "supporting staff to learn about each family's strengths, cultures, languages, and goals" as the lowest-rated engagement category. To improve the engagement of underrepresented families, NMUSD will continue to train staff on more successfully outreaching

to families to address their interests and concerns. Finally, to bridge the digital divide and support families in navigating student learning from home, survey respondents recommended offering hands-on technology workshops (such as Aeries and ParentSquare walkthroughs) specifically tailored for parents who are unfamiliar with digital platforms. Professional development in 2026-27 will continue to support certificated and classified staff in cultivating a culture of belonging where all families are welcomed, known, and supported.



The 2025-26 LCAP Survey results affirm parent respondent perceptions that parents are given multiple opportunities to participate in PTA/PTO, School Site Councils, and English Learner Advisory Committees.

Seeking Input	
1. Rate the district's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4 - Full Implementation
2. Rate the district's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4 - Full Implementation
3. Rate the district's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4 - Full Implementation
4. Rate the district's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluate family engagement activities at school and district levels.	3 - Initial Implementation

Seeking Input: Advisory groups. Families are given multiple opportunities to participate in PTA/PTO, School Site Councils, and site and district level English Learner Advisory Committees.

For the 2025-26 school year, all 31 school sites convened School Site Council meetings. English Learner Advisory Committees were required at 22 school sites, as dictated by student enrollment figures. Each of these groups is responsible for providing input on school programs in order to support student academic achievement. In addition to fulfilling an advisory role, each School Site Council has a decision-making function relative to conducting an annual evaluation of programs within the Single Plan for Student Achievement, and approving the School Plan for Student Achievement and the Comprehensive School Safety Plan.

The English Learner Advisory Committees send representatives to monthly District English Learner Advisory Committee meetings, which provides input on district-level programs for English learners. Sites provide documentation to the district regarding the election, composition, schedule, attendance, agenda, and outcomes of these site meetings, and district staff compiles the same documentation for the district meetings. District staff monitors these compliance items throughout each year.

Strengths and Progress

Strengths and Progress Strengths in the area of seeking input for decision-making include the advisory committee structure at school site and district levels. At the school level, there are Parent Teacher Associations or Parent Teacher Organizations at each school, as well as School Site Councils (SSCs) and English Learner Advisory Committees (ELACs). District-level advisory committees meet regularly throughout the year, including the Superintendent's Parent Advisory Council (SPAC), the District English Learner Advisory Committee (DELAC), and the Community

Advisory Committee (CAC).

The district has broadened its reach to gather input, evidenced by a 30% increase in LCAP Survey participation this year, reaching a record 4,187 responses. 68% of survey respondents indicate they feel the district truly values their input and encourages them to share ideas. Encouragement to participate in specialized advisory committees is particularly high: 89% of EL parents feel encouraged to attend ELAC meetings, 71% of parents feel encouraged to join the School Site Council, and 70% of Special Education parents feel encouraged to attend CAC meetings, a notable 7% increase from the prior year. Additionally, the Parent Advisory group specifically highlighted that parents feel included and appreciate the numerous opportunities to provide feedback, noting they have seen real changes result from this engagement.

Focus Area for Improvement

While general survey participation is high, the Spring 2026 Local Indicators Survey identified increasing meaningful parent participation in decision-making and strengthening outreach to underrepresented groups as highest priority areas for improvement.

To address this, educational partners and Hanover Research recommend making feedback loops more visible so that families and staff can clearly see how their input directly influences district decisions. The district will focus on consistently sharing follow-up updates that highlight key actions taken in response to survey input, which will help close a perception gap where staff feel less valued by the survey process (59%) compared to parents (72%).

Additionally, to better reach underrepresented groups who face barriers to traditional participation, the district will continue to train staff and provide more tailored outreach and engagement opportunities.

State Priority

6

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

School Climate



Priority 6: School Climate

NMUSD administers
CHKS every year

	Response Rates			
	5th	7th	9th	11th
23-24	61%	85%	82%	81%
24-25	61%	86%	75%	63%
25-26	68%	91%	86%	70%

School
Connectedness

Caring Adults

School Safety

High
Expectations

NMUSD has administered California Healthy Kids Survey (CHKS) annually since 2020-21. 2023-24 through 2025-26 results are included here. Schools have a participation rate goal of 85%.

According to the guidebook to understanding the results of the California Healthy Kids Survey, “The research on promoting achievement emphasizes the need for two conditions: (1) a sense of the school as a caring, supportive community characterized by positive relationships among and between teachers and other school staff, students, and parents; and (2) a culture rooted in high achievement expectations and standards.”

School Safety



5th Grade

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

7th, 9th, & 11th Grade

Do you feel safe at school?
Experienced any harassment (secondary)

Grade Level	2023-24	2024-25	2025-26	Δ 2024-25 & 2025-26
5th	77%	81%	85%	+4%
7th	58%	59%	67%	+8%
9th	68%	70%	74%	+4%
11th	71%	75%	78%	+3%

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

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

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

- In grade 5, the breakdown of students who feel safe at school in percentages by race/ethnicity include: 91% Asian American, 73% Hispanic, 84% White, and 84% Multiracial.
- In grade 7, percentage of students who perceive school as very safe or safe by race/ethnicity include: 59% Asian American, 49% African American, 56% Hispanic, 63% White, and 53% Multiracial.
- In grade 9, percentage of students who perceive school as very safe or safe by race/ethnicity include: 62% Asian American, 59% African American, 55% Hispanic, 71% White, and 71% Multiracial.
- In grade 11, percentage of students who perceive school as very safe or safe by race/ethnicity include: 67% Asian American, 62% Hispanic, 72% White, and 65% Multiracial.

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

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

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

NMUSD will continue to focus on student wellness and safety in the 2026-27 school year at all grade levels and across the district.

School Connectedness



5th Grade

Do you feel close to people at school?...
Are you happy to be at this school?...Do
you feel like you are part of this
school?...Do teachers treat students fairly
at school?... Do you feel safe at school?

7th, 9th, & 11th Grade

I feel close to people at this school... I am
happy to be at this school... I feel like I
am part of this school...

Grade Level	2023-24	2024-25	2025-26	Δ 2024-25 & 2025-26
5th	74%	76%	76%	0%
7th	58%	58%	64%	+6%
9th	60%	63%	66%	+3%
11th	63%	66%	67%	+1%

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

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

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

- In grade 5, the breakdown of students who **feel connected to school** in percentages by race/ethnicity include: 80% Asian American, 72% Hispanic, 79% White, and 77% Multiracial.
- In grade 7, percentage of students who **feel connected to school** by race/ethnicity include: 59% Asian American, 49% African American, 56% Hispanic, 63% White, and 53% Multiracial.
- In grade 9, percentage of students who **feel connected to school** by race/ethnicity include: 62% Asian American, 59% African American, 55% Hispanic, 71% White, and 71% Multiracial.
- In grade 11, percentage of students who **feel connected to school** by race/ethnicity include: 67% Asian American, 62% Hispanic, 72% White, and 65% Multiracial.

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

Research shows that school connectedness is associated with multiple positive academic,

social-emotional, and health outcomes. It also shows that youth who feel safe at school, experience caring adults, and have opportunities for engagement and other developmental supports are more likely to feel connected to the school. School connectedness declined markedly after elementary school; however, in grades 9 and 11 there is an increase of students who felt connected to school compared to previous years.

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

NMUSD will focus on student belonging in the 2026-27 school year at all grade levels and across the district.

Caring Adults



5th Grade

Do the teachers and other grown-ups at school care about you?... Do the teachers and other grown-ups at school listen when you have something to say?... Do the teachers and other grown-ups at school make an effort to get to know you?

7th, 9th, & 11th Grade

There is a teacher or some other adult from my school... who really cares about me... who notices when I'm not there... who listens to me when I have something to say.

Grade Level	2023-24	2024-25	2025-26	Δ 2024-25 & 2025-26
5th	71%	73%	72%	-1%
7th	56%	55%	64%	+9%
9th	56%	61%	62%	+1%
11th	65%	70%	69%	-1%

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

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

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

- In grade 5 the breakdown of students who **feel they have caring adults at school** in percentages by race/ethnicity include: 66% Asian American, 69% Hispanic, 79% White, and 77% Multiracial..
- In grade 7, percentage of students who **feel they have caring adults at school** by race/ethnicity include: 55% Asian American, 64% African American, 50% Hispanic, 62% White, 54% Multiracial.
- In grade 9, percentage of students who **feel they have caring adults at school** by race/ethnicity include: 62% Asian American, 42% African American, 55% Hispanic, and 67% White, and 68% Multiracial.
- In grade 11, percentage of students who **feel they have a caring adults at school** by race/ethnicity include: 70% Asian American, 65% Hispanic, and 76% White, and 52% Multiracial.

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

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

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

NMUSD will focus on student belonging in the 2026-27 school year at all grade levels and across the district.

High Expectations



5th Grade

Do the teachers and other grown-ups at school tell you when you do a good job?... Do the teachers and other grown-ups at school believe that you can do a good job?... Do the teachers and other grown-ups at school want you to do your best?

7th, 9th, & 11th Grade

There is a teacher or some other adult from my school... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

Grade Level	2023-24	2024-25	2025-26	Δ 2024-25 to 2025-26
5th	85%	86%	86%	0%
7th	72%	71%	77%	+6%
9th	70%	74%	76%	+2%
11th	73%	77%	76%	-1%

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

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

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

- In grade 5 the breakdown of students who **feel teachers have high expectations** in percentages by race/ethnicity include: 84% Asian American, 83% Hispanic, 89% White, and 87% Multiracial.
- In grade 7, percentage of students who **feel teachers have high expectations** by race/ethnicity include: 73% Asian American, 77% African American, 68% Hispanic, 77% White, and 70% Multiracial.
- In grade 9, percentage of students who **feel teachers have high expectations** by race/ethnicity include: 76% Asian American, 49% African American, 70% Hispanic, and 78% White, and 80% Multiracial.
- In grade 11, percentage of students who **feel teachers have high expectations** by race/ethnicity include: 74% Asian American, 74% Hispanic, 82% White, and 82% Multiracial.

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

Research shows that when schools (or families or communities) provide three developmental supports—caring adult relationships, high expectations, and opportunities for meaningful participation—students are more likely to report more positive academic, social-emotional, and health outcomes, including higher grades, school connectedness, attendance, and perceived safety. The percentages of students reporting high expectations from adults in school all or some of the time are as follows: grade 5-86%, 7-71%, 9-74%, 11-77%. Based on this survey a significant number of students believe that NMUSD has high expectations for their students; However, there was a decline in this perception in 7th grade. In addition, the 7th grade African American students group was significantly lower in their perception of high expectations than other disaggregated groups.

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

NMUSD will continue to foster a culture of beliefs that all students can and will learn by strengthening essential practices and alignment/articulation in the 2026-27 school year at all grade levels and across the district.

State Priority

7

Course Access



Access and enrollment in a broad course of study that includes:

- the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12
- including the programs and services developed and provided to unduplicated students and individuals with exceptional needs

Access and enrollment in a broad course of study that includes:

- the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12
- including the programs and services developed and provided to unduplicated students and individuals with exceptional needs

How the District will Assess Itself

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

Elementary Access - Broad Course of Study

Grades 1-6

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

Music, PE, and Science

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

Default instructional program

Elementary: The default instructional program for all elementary students includes the required course of study. Elementary students access PE and science through both their teachers-of-record and additional instruction provided by PE and Science Specialists. Music instruction is provided by Music Specialists.

Secondary Access - Broad Course of Study

Grades 7-12

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

Graduation Rates

All: 94.8% (1.0)
EL: 87.0% (+3.1)
Low-Income: 93.4% (+2.2)
SWD: 84% (+3.7)

Secondary VAPA

4,075 students

Meeting UC/CSU Requirements (A-G)

All: 54.1 (-4.0)
EL: 15.9% (-1.4)
Low-Income: 39.6% (-0.9)
SWD: 16.2% (+0.5)

EL means English Learner; Low-Income means eligible for Free and reduced lunch; SWD means Students with Disabilities

If a 12 grade student is still an English learner, that means the student has not demonstrated English proficiency commensurate to their English only peers. It is a significant challenge to graduate meeting college entrance requirements for these students. Another group to look at would be Reclassified Fluent English Proficient students. These are former English learners.

Summary of Results: Secondary 5 Year Cohort Outcomes

**2025-2026
NEWPORT-MESA UNIFIED
SCHOOL DISTRICT**
Career Technical Education
School-Specific Pathways
Grades 9-12



BACK BAY

- Business**
- Business Essentials
 - Applied Business Practices
 - Business Leadership

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

CORONA DEL MAR

- Animation**
- Animation I
 - Animation II
 - Animation III

- Computer Science**
- AP Computer Science Principles
 - AP Computer Science A

- Engineering**
- Intro to Engineering Design
 - Principles of Engineering
 - Aerospace Engineering
 - Advanced Design Engineering

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

- Stage Technology**
- Technical Theatre
 - Advanced Technical Theatre

ESTANCIA

- Construction**
- Building Industry Technology Academy (BITA) 1
 - BITA 2
 - BITA 3
 - BITA 4

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

MONTE VISTA

- Aviation**
- Intro to Aviation

- Engineering**
- Intro to Engineering Design
 - Principles of Engineering
 - AP Computer Science Principles
 - Engineering Design & Development

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

- Cosmetology**
- Cosmetology 1
 - Cosmetology 2

COSTA MESA

- Child Development**
- Child Development
 - Careers w/ Children Internship

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

- Medical**
- Medical Careers & Health Systems
 - Emergency Medical Responder

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

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

- Music & Recording Arts**
- Music Technology I
 - Music Technology II
 - Music Technology III

NEWPORT HARBOR

- Business**
- IB Business Management HL1
 - IB Business Management HL2

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

- Emergency Response**
- Emergency Medical Responder
 - Emergency Medical Technician

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

- Stage Technology**
- Technical Theatre
 - Advanced Technical Theatre

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

- Cybersecurity**
- AP Cyber: Networking

- Film & Broadcast Media**
- Intro to Film & Video Production
 - Intermediate Film & Video Production
 - Advanced Film & Video Production

**Courses italicized are required for pathway completion*



Inspire. Educate. Elevate.



Secondary: Career Technical Education (CTE)

CTE Completers

20.0% (330 students)

Access - Broad Course of Study

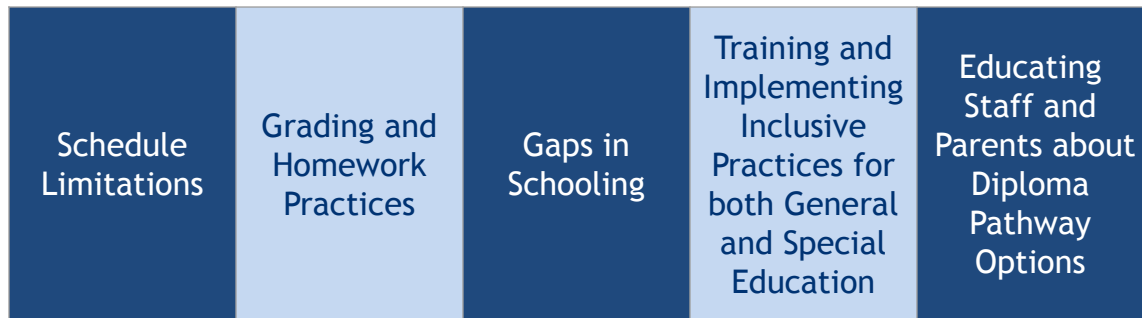
English Learner Students:

- Daily Designated ELD according to proficiency levels
- Integrated ELD: Content instruction is with English Only and reclassified peers with regular, ongoing access and enrollment in the broad course of study.

Students with an IEP:

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

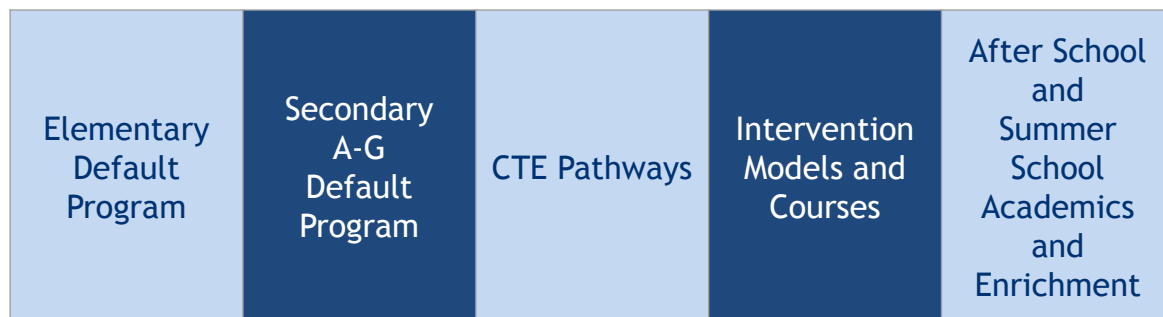
Identify the Barriers to Providing Access to a Broad Course of Study



Barriers include:

- For students with multiple Fs, schedule limitations to both make up credits and continue to earn original credits
- Varied grading and homework practices throughout the district
- Students who have recently arrived to the U.S. schooling system with gaps in educational experience need additional, intensive instruction in basic English skills. These students have challenges in understanding the content delivered in core courses.
- For students with IEPs, there is an opportunity to provide more training to support implementing inclusive practices with both General and Special Education staff.
- There is a need to educate staff and parents about Diploma Pathway Options so they choose the appropriate courses and related supports.

Informing Development of the LCAP - All Students



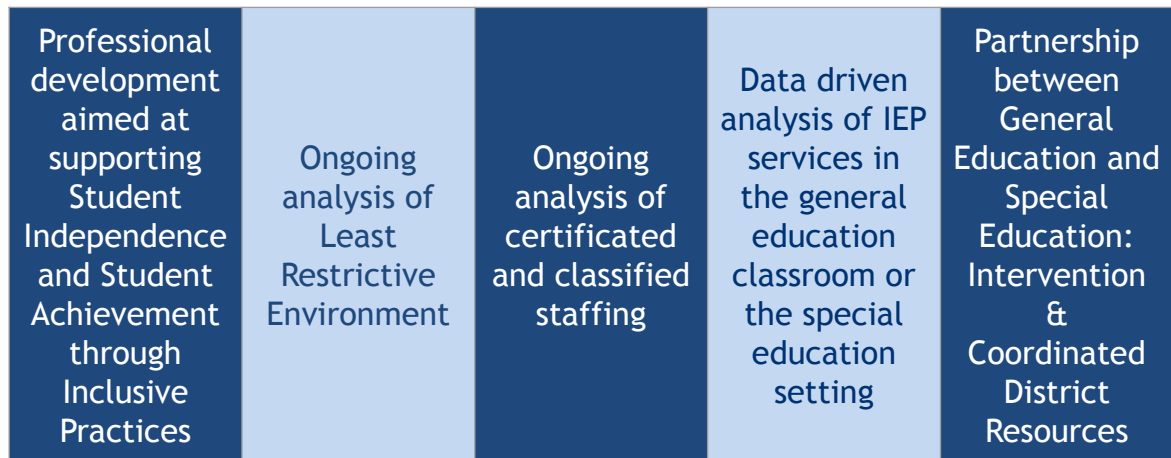
- Continue to provide a Broad Course of Study as the default program for elementary students
- Continue to provide an A-G aligned course of study for secondary students, to the extent that it is possible
- Continue to provide CTE pathways that meet high levels of career and college readiness
- For students who struggle in reading and mathematics, continue to provide elementary push-in support, secondary intervention, credit recovery, and tutorial support at the secondary schools
- Continue to provide K-12 summer remediation and enrichment

Informing the LCAP: English Learners



- All English learners are provided Designated English Language Development
- All English learners are provided access to content area courses (delivered in English) using scaffolds and supports known as an Integrated English Language Development approach
- English learners receive targeted ELD based on English proficiency level

Informing the LCAP: Students with an IEP



- NMUSD provides professional development in inclusive practices and co-teaching to certificated and classified staff — including instructional aides and behavior intervention aides — with a focus on building student independence and achievement.
- For students with an IEP, NMUSD will continue to refine instructional practices through inclusive practices, where students with disability are included in classrooms with grade-level peers, supported by special education instructional staff pushing into the classroom, in addition to providing pull-out targeted instruction in areas of deficit. These students are rostered as general education students.
- Consistent collaboration between general education and special education teachers ensures students access to a broad course of study.

Local Performance Indicators

Measure progress

Report results

Districts determine



NMUSD Performance Level:

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