California School Dashboard: Local Indicators

Report to the Board of Education
October 29, 2019
Newport-Mesa Unified

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

Chronic Absenteeism
- Green

Suspension Rate
- Yellow

English Learner Progress
- No Performance Color

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
Local Performance Indicators

• The standards for the local performance indicators are based on whether districts (also known as Local Educational Agencies or LEAs):
  
  – **Measure their progress** on the local performance indicator based on locally available information, and
  
  – **Report the results** to the district's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders 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.

    • *Districts make this determination by using self-reflection tools included in the evaluation rubrics, which will allow them to measure and report their progress through the California School Dashboard.*
Local Performance Indicators

Measure + Report = Met
### Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

- Number of misassignments of teachers of English learners for the district = 1 (0.09%)

- Total teacher misassignments = 1 (0.09%)

- Vacant teacher positions = 7 (0.63%)

- Number of students without access to their own copies of standards-aligned instructional materials for use at school and at home = 0

- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) = 0. *All NMUSD sites met the overall standard of “Good” or “Exemplary.”*
Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Measure + Report = Met
Priority 2: Implementation of State Academic Standards

**Self Reflection Tool:**

1 - *Exploration and Research Phase*
2 - *Beginning Development*
3 - *Initial Implementation*
4 - *Full Implementation*
5 - *Full Implementation and Sustainability*
Recently Adopted Academic Standards and/or Curriculum Frameworks

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

<table>
<thead>
<tr>
<th>Overall – Professional Learning for Teaching</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>English Language Arts – Common Core State Standards for ELA</td>
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<tr>
<td>English Language Development (Aligned to ELA Standards)</td>
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<tr>
<td>Mathematics – Common Core State Standards for Mathematics</td>
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<tr>
<td>Next Generation Science Standards</td>
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<tr>
<td>History-Social Science</td>
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</tbody>
</table>
The district provides adequate professional development so that staff may successfully implement standards-based mathematics curriculum.

Math professional development is sufficient to meet instructional needs.

Technology professional development is sufficient to meet instructional needs.

The district provides adequate professional development to develop students’ accuracy, efficiency, and flexibility in terms of math fluency.

Teachers receive sufficient planning time to successfully integrate technology into their lessons.

Science professional development is sufficient to meet instructional needs.

The district provides adequate professional development so that staff may successfully implement the Next Generation Science Standards.

History/Social Science professional development is sufficient to meet instructional needs.
2. Rate the district’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

<table>
<thead>
<tr>
<th>Overall – Instructional Materials</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>English Language Arts – Common Core State Standards for ELA</td>
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<tr>
<td>English Language Development (Aligned to ELA Standards)</td>
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<tr>
<td>Mathematics – Common Core State Standards for Mathematics</td>
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<td>5</td>
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<tr>
<td>Next Generation Science Standards</td>
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<td>4</td>
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<tr>
<td>History-Social Science</td>
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<td>5</td>
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</tbody>
</table>
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 recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

<table>
<thead>
<tr>
<th>Overall – Supporting Staff</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>English Language Arts – Common Core State Standards for ELA</td>
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<tr>
<td>English Language Development (Aligned to ELA Standards)</td>
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<tr>
<td>Mathematics – Common Core State Standards for Mathematics</td>
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<tr>
<td>Next Generation Science Standards</td>
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<td>5</td>
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<tr>
<td>History-Social Science</td>
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<td>3</td>
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</tbody>
</table>
4. Rate the district’s progress implementing each of the following academic standards adopted by the state board for all students.

<table>
<thead>
<tr>
<th>Secondary – Other Academic Standards</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Technical Education</td>
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<tr>
<td>Health Education Content Standards</td>
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<td>Physical Education Model Content Standards</td>
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<tr>
<td>Visual and Performing Arts</td>
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<tr>
<td>World Language</td>
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</tbody>
</table>
5. During the 2018-19 school year (including summer 2018), rate the district’s success at engaging in the following activities with teachers and school administrators?

<table>
<thead>
<tr>
<th>Overall – Professional Learning in 2018-19</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Identifying the professional learning needs of groups of teachers or staff as a whole</td>
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</tr>
<tr>
<td>Identifying the professional learning needs of individual teachers</td>
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<td>4</td>
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<tr>
<td>Providing support for teachers on the standards they have not yet mastered</td>
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<td>4</td>
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</tbody>
</table>
Priority 2: Implementation of State Academic Standards (Recap)

Measure + Report = Met
Priority 3: Parent Engagement

1. seeking input from parents in decision making
2. promoting parental participation in programs
LCAP Survey Participation 2015-16 through 2018-19

<table>
<thead>
<tr>
<th>POPULATION</th>
<th>2018-19 RESPONSES</th>
<th>2017-18 RESPONSES</th>
<th>2016-17 RESPONSES</th>
<th>2015-16 RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>4,082</td>
<td>4,925</td>
<td>3,477</td>
<td>2,062</td>
</tr>
<tr>
<td>Parents/Guardians</td>
<td>2,581</td>
<td>1,574</td>
<td>1,323</td>
<td>940</td>
</tr>
<tr>
<td>Staff</td>
<td>1,112</td>
<td>835</td>
<td>652</td>
<td>579</td>
</tr>
<tr>
<td>TOTAL</td>
<td>8,045</td>
<td>7,334</td>
<td>5,452</td>
<td>3,581</td>
</tr>
</tbody>
</table>

Note: Sample sizes vary across questions, as some questions only pertain to a subset of respondents (e.g., high school students).
GOAL 5: PARENT INVOLVEMENT

- Most parents feel welcome at their child’s school and feel comfortable communicating with school staff. Compared to last year, a higher percentage of parents agree that they feel welcome at their child's school (86%), feel comfortable discussing both academic (88%) and behavioral (86%) progress with their child’s teachers, and receive adequate communication from their child's school (85%).

- Nearly three-quarters or more of all respondents agree with the statements involving parent encouragement to join in their school activities, events, and councils. For example, 76% of respondents agree that parents/families are encouraged to take part in or attend school activities and events. Additionally, 91% are encouraged to join the Parent Teacher Association (PTA)/PFO.

- Compared to last year, a higher percentage of parents agree that they are given the resources and support they need to support their child’s learning across all subject areas. Reading and English Language Development were the highest at 82%. By comparison, just 38% of middle and high school parents agree that parents have the resources and support they need to support their child’s learning in engineering.
“My parents/family are…” OR “I am…” OR “Parents/families are…”

% of Respondents who “Agree” and “Strongly Agree”

### Questions Answered by All Groups

- **Parent (n=2434)**
- **Staff (n=821)**
- **Student (n=3630)**

...encouraged to take part in or attend school activities and events.*

- Parent: 62%
- Staff: 95%
- Student: 90%

### Questions Answered by Parents and Staff

- **Parent (n=2101-2400)**
- **Staff (n=738-802)**

...encouraged to join the Parent Teacher Association (PTA)/PFO.*

- Parent: 89%
- Staff: 94%

...encouraged to join the School Site Council.*

- Parent: 68%
- Staff: 85%
Self-Reflection Tool

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making
Rating Scale - Self Reflection Tool

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

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<tbody>
<tr>
<td>Progress in <strong>developing capacity of staff</strong> to build trusting,</td>
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<td>respectful relationships with families</td>
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<tr>
<td>Progress in <strong>creating welcoming environments</strong> for all families</td>
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<tr>
<td>in the community</td>
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<tr>
<td>Progress in <strong>supporting staff to learn about each family’s</strong></td>
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<tr>
<td><strong>strengths</strong>, cultures, languages, and goals for their children</td>
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<tr>
<td>Developing multiple opportunities for the LEA and school sites</td>
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<td>to engage in <strong>2-way communication</strong> between families and</td>
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<td>educators using language that is understandable and accessible</td>
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<td>to families</td>
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</table>
LCAP Goal 5: Parent Involvement

• Decision making: Advisory groups
• Participation: PTA/PTO
• Translation and Interpretation
• Workshops linked to learning and social-emotional growth
Additional Programs for Parents/Families

• Parent Institute for Quality Education (PIQE)
• School Smarts
• Challenge Success
• Elementary site based ELA/ELD and Math
• Parent Education Series
• Pursuing Victory with Honor
“Parents are given the resources and support they need to support their child’s learning in the following core subject areas:”

% of Respondents who “Agree” and “Strongly Agree”

- English Language Development [EL only] (n=167) - 82%
- Reading [Elementary only] (n=1,576) - 82%
- English Language Arts (n=2,262) - 69%
- Technology (n=2,218) - 64%
- Math (n=2,303) - 64%
- History/Social Science (n=2,175) - 60%
- Arts (n=2,166) - 58%
- Science (n=2199) - 58%
- Engineering [Middle and high school only] (n=620) - 37%
## Building Partnerships for Student Outcomes

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<tbody>
<tr>
<td>Progress in <strong>providing professional learning</strong> and support to</td>
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<tr>
<td>teachers and principals to improve a school’s capacity to</td>
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<tr>
<td>partner with families.</td>
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<tr>
<td>Progress in providing families with <strong>information and resources</strong></td>
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<tr>
<td>to support student learning and development in the home.</td>
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<tr>
<td>Progress in implementing <strong>policies or programs for teachers to</strong></td>
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<tr>
<td>meet with families and students** to discuss student progress**</td>
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<td>and ways to work together to support improved student</td>
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<tr>
<td>outcomes.</td>
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<tr>
<td>Progress in <strong>supporting families to understand and exercise</strong></td>
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<td><strong>their legal rights and advocate</strong> for their own students and</td>
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<tr>
<td>all students.</td>
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<tr>
<td>Seeking Input</td>
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<tr>
<td>Progress in <strong>building the capacity of and supporting principals</strong> and staff to effectively <strong>engage families in advisory groups</strong> and with decision-making.</td>
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<tr>
<td>Progress in <strong>building the capacity of and supporting family members</strong> to effectively <strong>engage in advisory groups and decision-making</strong>.</td>
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<tr>
<td>Progress in providing all families with <strong>opportunities to provide input on policies and programs</strong>, and implementing strategies to reach and seek input from any underrepresented groups in the school community.</td>
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<tr>
<td>Progress in providing <strong>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.</strong></td>
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</table>
Involvement for Special Populations

% of Respondents who “Agree” and “Strongly Agree”

- Parents/guardians of English Learners are encouraged to attend the school’s English Learner Advisory Committee (ELAC) meetings.
  - Parents: 83%, Staff: 92%

- Parents/guardians of English Learners are encouraged to attend District English Learner Advisory Committee (DELAC) meetings.
  - Parents: 80%, Staff: 96%

- Parents/guardians of Students in Special Education are encouraged to attend Community Advisory Committee (CAC) meetings.
  - Parents: 78%, Staff: 75%

Note: Only parents of English Learners, principals, and assistant principals saw the ELAC and DELAC items. Only parents of special education students and special education staff saw the CAC item.
Priority 3: Parent Engagement

$\text{Measure} + \text{Report} = \text{Met}$
Priority 6: School Climate

• In addition to the annual LCAP survey, N-MUSD administers the California Healthy Kids Survey in grades 5, 7, 9 and 11 every two years.

• The California Healthy Kids Survey was administered in spring 2018.
Key Findings: California Healthy Kids Survey (2017-18)

• Analysis of three areas:
  – School Connectedness
  – Caring Adults
  – High Expectations
School Connectedness

“How strongly do you agree or disagree with the following statements?… 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... The teachers at this school treat students fairly... I feel safe at my school...”

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Percentage of Students Reporting Agreement</th>
<th>Moderate Level</th>
<th>High Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th grade students</td>
<td>97%</td>
<td>38%</td>
<td>59%</td>
</tr>
<tr>
<td>7th grade students</td>
<td>92%</td>
<td>36%</td>
<td>56%</td>
</tr>
<tr>
<td>9th grade students</td>
<td>92%</td>
<td>41%</td>
<td>51%</td>
</tr>
<tr>
<td>11th grade students</td>
<td>90%</td>
<td>44%</td>
<td>46%</td>
</tr>
</tbody>
</table>
“At my school, there is a teacher or some other adult... who really cares about me... who notices when I’m not there... who listens to me when I have something to say...”

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reported Levels of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th grade</td>
<td>97% moderate, 61% high</td>
</tr>
<tr>
<td>7th grade</td>
<td>89% moderate, 38% high</td>
</tr>
<tr>
<td>9th grade</td>
<td>87% moderate, 32% high</td>
</tr>
<tr>
<td>11th grade</td>
<td>88% moderate, 32% high</td>
</tr>
</tbody>
</table>
High Expectations

“At my school, there is a teacher or some other adult... 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...”

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of Students</th>
<th>Level of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th</td>
<td>98%</td>
<td>37% moderate, 61% high</td>
</tr>
<tr>
<td>7th</td>
<td>93%</td>
<td>38% moderate, 55% high</td>
</tr>
<tr>
<td>9th</td>
<td>91%</td>
<td>45% moderate, 46% high</td>
</tr>
<tr>
<td>11th</td>
<td>91%</td>
<td>51% moderate, 40% high</td>
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</tbody>
</table>
2018-19 LCAP Survey

**Questions Answered by Students**

- I have friends who feel like they belong at this school. 71%
- I am treated fairly at school. 71%
- If I have a problem, there is an adult on campus who I can go to for help. 68%
- My school has enough staff to support me with my mental health and well-being. 63%
- I feel like I belong at this school. 62%

*Student (n=3555-3772)*
Almost all staff make the success and safety of students a priority. Overall, most staff agree with statements such as "my highest priority is to make my students feel safe and welcome at school" (96%) and "I believe that a student's academic success can be influenced by their emotional and behavioral well-being" (98%). However, less than half of staff agree that truancy prevention training is sufficient to effectively support students (43%). This is significantly higher than last year, however.
Potential Areas for Improvement

- Staff are less likely than students or parents to agree that the district has adequate staffing levels to address mental health and substance use. Just 37% of staff agree that their school has enough staff to support students’ mental health and wellbeing, compared to 69% of parents and 63% of students. Similarly, less than half of staff (43%) agree that their school has sufficient staff to deal with issues related to students’ substance abuse, compared to 51% of parents and 56% of students. Notably, this is higher than last year (32%).

  - Around half of respondents believe that there are sufficient programs and support in place to reduce issues with students' misuse of drugs (50%), alcohol (47%) and substance abuse (53%).
Priority 6: School Climate

\[ \text{Measure} + \text{Report} = \text{Met} \]
### Priority 7: Course Access

**Grades 1-6**
- English
- Mathematics
- Social Sciences
- Science
- Visual and Performing Arts
- Health
- Physical Education

**Grades 7-12**
- English
- Social Sciences
- Foreign Language
- Physical Education
- Science
- Mathematics
- Visual and Performing Arts
- Applied Arts
- Career Technical Education
How the District will Assess Itself

- Graduation Rates - Cohort Outcomes
- Students meeting UC/CSU Requirements *(A-G Requirements)*
- Career Technical Education pathway offerings and completion outcomes
- LCAP Survey results
- VAPA opportunities TK-12
Summary of Results: Elementary

- **Broad Course of Study** is the default instructional program for all elementary students.

- **Music, PE, and Science**
  - 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.
Summary of Results: *Elementary*

- **English Learner Students:** 30 minutes (or more) of Designated ELD according to proficiency levels
  - Remainder of instruction is with English Only and RFEP peers with regular, ongoing access and enrollment in the broad course of study

- **Students with an IEP:**
  - Students with mild-moderate disabilities are included in classrooms with their age-level peers
  - Students with moderate-severe disabilities are provided a Broad Course of study through Unique Learning System (a complete, standards-aligned functional curriculum for students with significant disabilities) in an appropriate setting designated by their IEP
Summary of Results: Secondary

Graduation Rates - Cohort Outcomes
- All: 90.4%
- EL: 76.0%
- Low Income: 87.5%

Graduating Seniors meeting UC/CSU Requirements (A-G)
- All: 58.7%
- EL*: 22.0%
- Low Income: 45.6%
Secondary: Career Technical Education (CTE) & Visual and Performing Arts (VAPA)

**Number of Pathway offerings:**
Eight (8)

- Business Management
- Design, Visual & Media Arts
- Engineering Design
- Food Service & Hospitality
- Patient Care
- Production & Managerial Arts
- Residential & Commercial Construction
- Software & Systems Development

**CTE Completers:**
115

**Secondary VAPA Classes:**
183
...take A-G courses (e.g., social science, English, math, lab science, language other than English, visual and performing arts, college preparatory elective).*

...have a four-year academic plan focused on college and career goals.*

...take International Baccalaureate (IB) courses.

...take Advanced Placement (AP) courses.*

...take Advanced Placement (AP) tests.*

...take International Baccalaureate (IB) tests.

...enroll in Career Technical Education pathways.^

<table>
<thead>
<tr>
<th>Parent (n=100-401)</th>
<th>Staff (n=29-231)</th>
<th>Student (n=15-2062)</th>
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</thead>
<tbody>
<tr>
<td>86%</td>
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<tr>
<td>60%</td>
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<td>59%</td>
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</tbody>
</table>
Identify the Barriers

• Access to integrated interventions (academic, behavioral, and social-emotional)
• Varied grading and homework practices throughout the district
• Limited options to make up failed core courses present challenges for some students
• 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 limited access to understanding the content delivered in core courses.
Informing Development of the LCAP

- MTSS: Build system-wide interventions (academic, behavioral, and social-emotional)
- Continue to provide a Broad Course of Study as the default program for elementary students and an A-G aligned course of study for secondary students
- Continue to provide CTE pathways that lead to a certificate and meet high levels of college and career readiness
- Continue to provide in-class interventions, supplemental classes, and tutorial support at the secondary schools in a variety of in-class and center-based formats, as well as summer remediation and enrichment
Informing the LCAP: English Learners

- Explore scheduling options for Level 1 (Newcomers) in English Language Development, Reading, and strategic access to core content

- Provide access to content area courses (delivered in English) using scaffolds and supports known as an Integrated English Language Development approach

- Continue to review the effectiveness of English Language Development Levels 2 and 3 to ensure student access to both English Language Arts and Designated English Language Development courses in tandem
Informing the LCAP: Students with an IEP

- For students with an IEP, NMUSD will continue to refine inclusive practices, where students with mild to moderate levels of disability are included in classrooms with age-level peers, supported by special education instructional staff pushing into the classroom, in addition to providing pull-out targeted instruction in areas of deficit.

- Consistent collaboration between general education and special education teachers ensures students access to a broad course of study.
Priority 7: Course Access

Measure + Report = Met
Local Indicators (Recap)

• Priority 1: Basics - Teachers, Instructional Materials, Facilities
• Priority 2: Implementation of State Standards
• Priority 3: Parental Involvement
• Priority 6: School Climate
• Priority 7: Course Access

Measure + Report = Met