

2020-2021 Local Indicators

Priority 1

Local Climate Survey

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

- Mis-Assignments of Teachers of English Learners = 0
- Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home = 0%
- Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) = 0

Priority 2

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and report to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Narrative Summary

NUSD staff are implementing the state academic standards through common structures and processes for school; implementing and monitoring the NUSD Curriculum Alignment Guides to ensure access and readiness for all students; and professional development for teachers and leaders. NUSD has been using the Smarter Balanced Assessment interim assessment blocks aligned to ELA and math since 2017. The IABs enable us to monitor our performance and progress. This tool is aligned to State

Standards, uses computer-adaptive question types, and benchmarks our student progress in comparison to the annual summative assessment.

The implementation of State Standards is also monitored through classroom and Professional Learning Community (PLC) walkthroughs. This data is reported to the Board multiple times a year in both Board communications and at Board meetings through presentations and study sessions. There was a pause in data reporting and reduced implementation due to the pandemic.

School leaders are provided support through monthly district administration meetings which focus on our “4 commitments” (formative feedback, site-based professional development, use of our NUSD System of Assessments, and implementation of quality PLCs.) Site administrators also receive on-going, non-evaluative support by a coach who facilitates triads of principals in best practice discussions and supports school leaders through dilemmas. Administrators are also provided support by the supervisors of schools and directors which occurs individually on the school site on a regular basis.

This work, building an aligned instructional system, is important work for our staff to undertake to improve student achievement in NUSD. At the same time, this work is complicated in Natomas because of the mobility rate of our students and our chronic absenteeism rate. Two in three third graders attended kindergarten in our district, 9 in 10 sixth graders attended fifth grade in our district, and 72% of our graduates were enrolled at the same high school in 9th grade.

Priority 3

Parent and Family Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Initial Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Initial Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Initial Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Initial Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Through improved and expanded opportunities to engage and involve parents/guardians in their child's education - from early learning through high school - has resulted in more students than ever in NUSD having access to college and career options and being college and career ready. Parents are able to be engaged and involved in multiple ways at NUSD schools and staff continue to help parents navigate the choices and opportunities that exist in NUSD. During the pandemic adjustments were made to continue engagement opportunities through increased surveys, virtual meetings sessions, and teleconferencing.

NUSD provides staff multiple training opportunities to develop skills and knowledge to better partner with families, as well as workshops and videos for families on how to better partner with school staff on their child's education in NUSD as well as preparing for college/career. Each year all of our schools host parent-teacher conferences, open houses, and back to school nights. NUSD is a Safe Haven District, and has provided training to staff on how to support families of immigrants. NUSD provides families information at the beginning of each year describing their rights and how to advocate for their children, as well as non discrimination policies and information. NUSD teachers participated in an innovative research program to reduce disparity and disproportionality

and behaviors that lead to suspensions through a partnership with the University of California Berkeley. There was a delay in related professional development during 2019-20 and 2020-21 due to the pandemic and completion of the study. In 2021-22, NUSD will launch a systemic professional development, support and collaboration series focused on Restorative Practices, Trauma Informed Practices, Positive Behavior Intervention Supports, and related site programs, through Anti-Racist/Anti-Bias Training and Culturally Responsive Relevant Pedagogy and Classroom Management. This action is in alignment with the Theory of Action, Board Policy and Administrative Regulation 0100.

When our families were surveyed in 2021, 87% said that "staff are committed, collaborative, caring and exemplary;" 85% said "School staff welcome my suggestions;" 86% said "I feel welcome to participate at this school;" 90% said "My child's school keeps me well-informed about school activities;" and 86% said, "My Child's school encourages me to be an active partner in educating my child.

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

Initial Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Initial Implementation

7. Rate the LEA'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.

Initial Implementation

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Initial Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Natomas Unified has developed programs and supports to build relationships with parents and families including a Family Engagement Department and Parent University team. Schools and the district have expanded and improved engagement opportunities to build relationships with parents and families including: providing communication tools like Infinite Campus Messenger and Parent Portal; PTSA; School Site Councils;

Principal Coffee Chats; Sunday messages to families; ELAC and DELAC; support from the Constituent and Customer Services Department; Back-to-school Night; Open House; FAFSA night; College fair; Secondary Showcase; UCAN student athlete partnership; College informational workshops with Office of Student Assistance and Relief (OSAR); Los Rios Educational Talent Search (ETS); Early Academic Outreach Program (EAOP). Modified implementation of the aforementioned programs were conducted during the pandemic. The increased use of Zoom during the pandemic increased meeting attendance and engagement opportunities. In addition, the district will launch ParentSquare, a multilingual application for parents and students in 2021-22 with a small pilot launch and a full launch in 2022-23.

There are multiple tools for communicating in person, through telephone, and electronically. The district provides translation and interpretation services in multiple languages and our district website is available in four languages. Since 2018-2019 Linked to Learning is a tool used at our elementary schools that facilitates a math program for families to do with their children. Over-the-phone interpretation services by Language Link is available to Limited English Proficient families needing immediate interpreter assistance during scheduled meetings, phone conversations, and/or conference call (ie: IEP). Language Link provides third party interpreters in over 240 languages and dialects. Survey results provide feedback from our Parents and Families reinforce the value of these efforts with people agreeing in very high numbers that our schools are effective at building relationships with our Parents and Families.

When our families were surveyed in 2021, 87% said that "staff are committed, collaborative, caring and exemplary;" 85% said "School staff welcome my suggestions;" 86% said "I feel welcome to participate at this school;" 90% said "My child's school keeps me well-informed about school activities;" and 86% said, "My Child's school encourages me to be an active partner in educating my child.

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

Initial Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Initial Implementation

11. Rate the LEA'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.

Initial Implementation

12. Rate the LEA'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.

Initial Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

NUSD has a Constituent and Customer Services Department that gathers input, suggestions, and complaints from families and staff as a key part of our cycle of continuous learning and improvement. Each school site is represented on the Superintendent's Parent Advisory Council. This diverse group of parents and family members includes people from multiple ethnic groups as well as representatives of English Learners, Students with Disabilities, and low income families. NUSD principals each host parent advisory, PTSA, and/or School Site Councils to continually gather feedback from their families.

When our families were surveyed in 2021, 87% said that "staff are committed, collaborative, caring and exemplary;" 85% said "School staff welcome my suggestions;" 86% said "I feel welcome to participate at this school;" 90% said "My child's school keeps me well-informed about school activities;" and 86% said, "My Child's school encourages me to be an active partner in educating my child."

Priority 6

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

NUSD surveys students in grades 4 through 11 on their perceptions of academic support, school safety and school connectedness. These survey questions are part of a social emotional climate culture survey used across the California by large urban districts in the CORE Collaborative. Results of the School Climate Surveys were shared with the Board of Education and Natomas stakeholders on September 11, 2019. For students in grade 4, 88% reported feeling safe and 90% reported feeling connected to school. For 8th grade students, 87% reported feeling safe or neutral about that question. Also, 83% reported feeling connected or neutral about that question. For 11th grade students, 92% reported feeling safe or neutral about that question and 83% reported feeling connected or neutral about that question. In 4th grade there was a slight decrease in feelings of safety and connectedness but in 8th and 11th grade there were large increases from the year before. Due to the pandemic a similar survey was not implemented in 2020-21, but will resume starting in 2021-22.

Priority 7

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Natomas Unified focuses on improving student access as well as readiness for college and career. In elementary schools, access to Board approved instructional materials at all schools. In secondary schools, the NUSD Course Catalog provides a description of course options and sequences aligned to Board approved graduation requirements and

a-g completion. Students have access to similar courses of study as measured by our increasing A-G rate. Additionally, the Office of the Chief Academic Officer monitors the master schedule at the beginning of the school year to ensure students from all student groups have access to broad courses of study using data reports from our student information system and data warehouse.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Over the past few years the district has expanded access to a broad course of study, as indicated by a significant increase in our a-g rate. In 2010 the district a-g rate was 36%, in 2019 the rate was 69% and NUSD is projecting a new a-g rate for 2020 at 70%. These improvements and current a-g rates are significantly higher than other local districts and the State of California.

3. Identification of any barriers preventing access to a broad course of study for all students.

In addition to the district increase in a-g rates, the district monitors growth for student groups including African American students, Asian students, Hispanic/Latinx students, White students, English Learners, Low Income students, Foster students, and students with disabilities. All student groups have shown improvements over time with, for example, students with disabilities doubling their a-g rate from 17% to 31% in the past three years. English Learners have increased their a-g rate completion rate as well, at the same time that more and more students are reclassified to Fluent English Proficient. One issue that makes this work challenging in NUSD is the high rate of mobility. For example, only 55% of the graduates in 2020 were also enrolled in an NUSD school as 8th graders and only 29% of them were enrolled in Kindergarten in the district.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

Natomas Unified has been working to get Career Technical Education Courses approved for a-g credit. Natomas Unified is also increasing supports to students with disabilities by increasing inclusive practices. Additionally, Natomas Unified staff have worked to increase achievement for English Learner students. NUSD continues to monitor student course enrollment each year. Also, twice a year, each family with a high school student is sent a personalized letter about their student's progress toward graduation and college. This additional tool not only provides information to encourage students to strive toward college access, but also informs them and their families if they are off track for completing any coursework required to graduate or attend a CSU or UC college.

Additional Comments

The broad course of study in Natomas is creating significant opportunities for the diverse students in our community. Natomas Unified's graduation rate has remained over 94% for a number of years and the a-g rate rose from 36% ten years ago to 70% today. That means nearly 3 in 4 students have the opportunity to go to college because of the access and opportunities created in Natomas Unified. Additionally, Natomas students of poverty, African American students, Latinx students, and many other student groups have higher graduation rates and a-g rates than the County or State of California.