

## **2022-2023 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.

As of June 21, 2023, the latest Teacher Preparation and Placement public data available is from school year 2020-21

- Mis-Assignments of Teachers of English Learners = 3.78%
- Total Teacher Misassignments = 5.45%
- Vacant Teacher Positions = 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 access and readiness for all

students; and professional development for teachers and leaders. NUSD has been using the Smarter Balanced Assessment interim assessment blocks (IABs) aligned to ELA and math since 2017, with adjustments necessary during the pandemic so some data may not be available for those impacted years. These IABs along with internal districtwide writing assessments (beginning in 2022) and curriculum-embedded assessments aligned to state standards 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. 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 their supervisors and other leaders, 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, 8 in 10 sixth graders attended fifth grade in our district, and 80% of our graduates were enrolled in an NUSD high school in 9th grade. In addition, the global pandemic has caused a learning disruption for students and has significantly impacted student attendance, specifically chronic absenteeism.

### **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.**

Full Implementation

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

Full 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.**

Full 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.**

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 continues to help parents navigate the choices and opportunities that exist in NUSD. During the pandemic and the resulting learning recovery plan that was implemented in Spring, 2021, 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 that aims to identify specific ways to reduce disparity and disproportionality and behaviors that lead to suspensions. This initial research was done 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. However, beginning in 2021-22 through 2022-23, NUSD launched a systemic professional development, support and collaboration series focused on Restorative Practices, Trauma-Informed Practices, Positive Behavior Intervention Supports, and related site programs, with an emphasis on 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 2023, 81.8% said that "staff are committed, collaborative, caring and exemplary;" 82.2% said "School staff welcome my suggestions;" 82.4% said "I feel welcome to participate at this school;" 85.8% said "My child's school keeps me well-informed about school activities;" and 81.1% 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.**

Full 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.**

Full 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 Communication and 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; weekly 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 college fairs; College informational workshops with Office of Student Assistance and Relief (OSAR); Los Rios Educational Talent Search (ETS); Early Academic Outreach Program (EAOP) and more. 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 and has been extended where possible. In addition, the district piloted ParentSquare, a multilingual application for parents and students in 2021-22 and 2022-23 at one school site and a few departments, with full launch at all schools starting in 2023-24.

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 meetings, phone conversations, and/or conference call (ie: IEP) when in-district supports are not available, or when the need is in a language our staff cannot provide. Language Link provides third-party interpreters in over 240 languages and dialects. Survey results provide feedback from our Parents and Families that 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 2023, 81.8% said that "staff are committed, collaborative, caring and exemplary;" 82.2% said "School staff welcome my suggestions;" 82.4% said "I feel welcome to participate at this school;" 85.8% said "My child's school keeps me well-informed about school activities;" and 81.1% 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.**

Full 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.**

Full 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.

The Communications and Family Engagement department intentionally holds meetings, forums, and online surveys with underrepresented families and students throughout the year. The department's focus is outlined in BP/AR 0100 and is aligned with the actions outlined in the NUSD LCAP. Again, as part of the lessons we have learned during the pandemic, these meetings are offered in-person as well as virtually to engage as many families as possible.

When our families were surveyed in 2022, 80% said that "staff are committed, collaborative, caring and exemplary;" 77% said "School staff welcome my suggestions;" 78% said "I feel welcome to participate at this school;" 83% said "My child's school keeps

me well-informed about school activities;" and 80% said, "My Child's school encourages me to be an active partner in educating my child.

## **Priority 6**

### **Local Climate Survey**

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary 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.

### **Local Climate Survey Summary**

A detailed Board report on February 9, 2022, titled [Our Culture of Resilience: Social Emotional Actions and Physical Supports](#), was presented at a public board meeting which provides a brief summary focused on the social-emotional supports, prior work, current activities, next steps and considerations as we continue to support our students. This report provides the survey results to support our prior, continuing, and future work to impact a positive climate for student success.

Each spring, Natomas Unified administers a social-emotional culture and climate survey to students in grades 4-11. In 2023, a total of 5,148 students responded. When looking at the survey results, there are slight variations of favorable responses amongst student groups, but all student groups fall between 88-100% favorable when responding to feeling safe and connected to their school site.

Overall, this data is similar to data collected last year and pre-pandemic. During the pandemic, a higher percentage of all students responded favorably, but there were also less students that responded to the survey. All survey data trends by student groups are reported in our bi-annual District Progress Report which can be found [here](#).

Some of the actions in progress to increase students feeling of safety and connectedness include: A new Safety and Safe Schools department; Assistant principals at our K-8s; social workers and psychologists at our schools; facility improvements including updated procedures for visitors, new fencing, new cameras, and safety materials; increased campus safety staffing; restorative practices; social emotional support programs; Positive

Behavior Interventions and Supports (PBIS), bullying prevention; school based assemblies, activities, and programs; athletics programs in grades 4-12; and annual student focus groups.

## **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. This course catalog is currently being reviewed and updates to include recently approved courses. 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-grade. In 2010 the district a-g rate was 36%, in 2022, the rate was 68% and NUSD is projecting a similar a-g rate for 2023 due to the pandemic and learning disruption. 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, and continue to graduate and complete A-G requirements at a higher rate than other districts in the county. One issue that makes this work challenging in NUSD is the high rate of mobility. For example, only 48% of the graduates in 2023 were also enrolled in an NUSD school as 8th graders and only 33% 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. NUSD is currently developing an updated annual/semi-annual letter that informs families about their high school student's progress toward graduation and meeting a-g requirements. This letter will also take into account the work that may need to be done for students who have fallen behind as a result of the pandemic. This additional tool will not only provide information to encourage students to strive toward college access, but will also inform them and their families if they are off track for completing any coursework required to graduate or attend a CSU or UC college. AR 0100 also requires reporting on annual basis related to coursework that is broken down by different student groups in NUSD.

**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 92% for a number of years and the a-g rate rose from 36% ten years ago to 68% today. That means our students have the opportunity to go to college or start a career because of the

access, opportunities, and career pathways 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.