

**Natomas Unified School District (NUSD)  
2023 Local Performance Indicator Self-Reflections**

**Context**

The California School Dashboard represents a common tool that schools and members of the public may use to understand student progress and achievement in the context of the state’s priorities. Every Local Education Agency (LEA) and all public schools in California are represented by a Dashboard. The following measures are included in the Dashboard. The relevant Local Control Funding Formula (LCFF) priority is indicated for each of the local indicators:

State Indicators	Local Indicators
<ul style="list-style-type: none"> <li>● Graduation Rate</li> <li>● Suspension Rate</li> <li>● English Learner Progress Indicator (ELPI)</li> <li>● Academic Indicator (Math and English Language Arts)</li> <li>● College Career Indicator (CCI)</li> <li>● Chronic Absenteeism Rate</li> </ul>	<ul style="list-style-type: none"> <li>● (1) Basic Services (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities)</li> <li>● (2) Implementation of State Standards</li> <li>● (3) Parent and Family Engagement</li> <li>● (6) School Climate</li> <li>● (7) Access to a Broad Course of Study</li> </ul>

The State Indicators are reported through established channels such as the California Longitudinal Pupil Achievement Data System (CALPADS). The state does not collect data for Local Indicators. Local Indicators only appear on the district level Dashboard. School Dashboards do not include Local Indicators.

Unlike the State Indicators, which provide a color-based performance rating based on status and change, the rating system for Local Indicators consists of three options: “Met,” “Not Met,” or “Not Met for Two Years.” To receive the rating of “Met,” an LEA must do the following:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) Priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted;
- Report results to the public through the Dashboard utilizing the State Board of Education-adopted self-reflection tools for each local indicator.

The following pages include NUSD’s self-reflections for each of the required local indicators. Following presentation to the Board and public, these will be uploaded to the California School Dashboard (CSD), where they will be viewable once the state releases the 2024 Dashboard in the fall.

**PRIORITY 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities**

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.

- 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

As of May 2024, the latest Teaching Assignment Monitoring Outcome data available is from school year 2021-22

- Total Teaching FTE: 492.1
- Clear (Fully Credentialed): 85.7%
- Incomplete (missing or incorrect information): 0.6%
- Ineffective (Permit/Waiver is lacking one or more relevant attributes for legal authorization): 9.5%
- Intern (Intern Credential): 2.2%
- Out-of-field (Limited permit authorization for one or more relevant attributes of assignment): 0.8%

## **PRIORITY 2: Implementation of State Academic Standards**

### **OPTION 1: Narrative Summary (Limited to 3,000 characters)**

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

The Natomas Unified School District (NUSD) staff diligently applies state academic standards through uniform structures and systems at all school levels. This approach ensures equitable access and readiness for students and offers continuous professional development for teachers and leaders. Since 2017, NUSD has employed the Smarter Balanced Assessment interim assessment blocks (IABs) for English Language Arts and mathematics. These IABs, supplemented by internal districtwide writing assessments initiated in 2022 and curriculum-embedded assessments, are pivotal in evaluating student performance and progress. More recently, NUSD has implemented iReady and IXL as Math and ELA diagnostic tools and personalized instruction support. These tools adhere to state standards, incorporate computer-adaptive question types, and help benchmark student progress against annual summative assessments.

The implementation of state standards is further supported by regular classroom and Professional Learning Community (PLC) walkthroughs.

To bolster leadership, monthly district administration meetings focus on four key commitments: formative feedback, site-based professional development, utilization of the NUSD System of Assessments, and effective implementation of PLCs. Additionally, site administrators receive ongoing, non-evaluative guidance through a coaching system that connects them in triads to discuss best practices and navigate leadership challenges. Further individualized support for administrators is provided regularly on-site by their supervisors and other district leaders.

NUSD's priority to build a cohesive instructional system is vital for enhancing student achievement. However, this endeavor faces challenges in Natomas due to high student mobility and chronic absenteeism rates. For instance, only 29% of NUSD 12th graders were with NUSD as Kindergarteners and only 47% of NUSD 12th graders were with NUSD as 8th graders. The lingering effects of the global pandemic further complicate these issues, disrupting learning and exacerbating absenteeism rates, highlighting the complexity of educational administration in the face of significant social challenges.

**PRIORITY 3: Parental Involvement and Family Engagement**

Ratings indicate the current stage of implementation on a 5-point scale:

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

<b>Section 1: Building Relationships Between School Staff and Families</b>	
<b>Practice</b>	<b>2024 Rating</b>
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.	4 - Full Implementation
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.	4 - 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.	4 - Full 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.	4 - Full Implementation

<b>Section 1: Building Relationships Between School Staff and Families</b>	
<b>Prompt</b>	<b>2024 Narrative Response</b>
Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Relationships Between School Staff and Families.	NUSD implemented a robust family engagement plan to strengthen the relationships between school staff and our families. One of the key elements that was used was the launch of ParentSquare, a multilingual communication platform that allows staff and families to connect and to stay updated about students, and district/school information. The app translates more than 100 languages, providing greater access to families. With this implementation, staff was able to provide professional development to help families and staff understand the importance of family engagement. In addition to ParentSquare and Parent University offerings, we also implemented ThoughtExchange, an survey tool with multiple languages accessibility for families to provide feedback to their schools/district and to rate what others have said. This was another way that we have been able to strengthen building relationships between school staff and families.
Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Relationships Between School Staff and Families.	We are working closely with departments that serve our Foster Youth and Unhoused students and families to leverage opportunities to improve family engagement with these families in particular. We are utilizing engaging events that are fun for families to attend to also provide important content that they need to know or to get their input on needs and desires. We provide opportunities to engage with families eligible for free and reduced meals before and afterschool.
Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.	We have learned that families will more than likely come to events where their students are performing or receiving an award or participating in some form of a celebration. We noticed that our participation was lower for meetings and informational sessions, so we are incorporating the things that parents need to know within celebrations and events. We recognize our families are there and we can utilize those opportunities to conduct surveys, gain their feedback, and share important information that they need to know. We are also focusing on bringing the resources and programs to build and strengthen relationships to where those families are located or where events are already happening.

**2024 Local Indicator Self Reflections: Priority 3**

<b>Section 2: Building Partnerships for Student Outcomes</b>	
<b>Practice</b>	<b>2024 Rating</b>
1. 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.	3 - Initial Implementation
1. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4 - Full Implementation
2. 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.	3 - Initial Implementation
3. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4 - Full Implementation

<b>Section 2: Building Partnerships for Student Outcomes</b>	
<b>Prompt</b>	<b>2024 Narrative Response</b>
Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.	We continue to utilize our communication tools and our Communication and Family Engagement Department to engage with families to build partnerships for student outcomes. We launched ParentSquare at the beginning of the 2023-2024 school year to streamline communications to be more effective. With the ability to send videos and photos, families can now visually view resources and opportunities for engagement. We utilized the ParentSquare platform to recognize families whose student's had good attendance by sending them a certificate recognizing their role in getting their students to school on time. We also utilize it to share important information and news that can help families to be partners in the success of their students. We offer family engagement nights throughout the year in different modalities to get the greatest participation. Whether it's virtual, in-person, during the lunch hour, or in the evening, families have an option to be engaged for the benefit of student outcomes. Each elementary and K-8 school hosts diversity literacy nights where families come and enjoy reading with their students. This has been a well-attended event at our schools. We offer multiple Parent University topics that build partnerships with our families for student outcomes such as topics on understanding A-G courses, public vs. private universities, Historically Black College options, impacts of social media on our children, and diverse conversations where we intentionally reach out to families in underrepresented groups.
Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.	Our focus area for improvement in building partnerships for student outcomes is increased family engagement among our diverse groups including foster families, unhoused families, underrepresented (Black/African American, Hispanic/Latino, Native American, etc.), EL families, and families at our Title 1 schools. We will do this with more opportunities for families to get engaged at their school sites through in-person, virtual, and a variety of opportunities at times that best fit the families needs. We will look at developing existing parents at schools to be parent ambassadors to help assist with increasing family engagements. During celebrations and other events that bring families out, there will be dedicated time to educate and share opportunities to partner with the school for the success of student outcomes.
Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.	We will continue to host diverse conversations as a way to hear more perspectives from families from underrepresented groups but we will maximize our efforts with site-based diverse conversations. We will continue to use ParentSquare and personal phone calls as a way to focus our efforts on underrepresented groups with invitations to engage with their student's school for the benefit of their student's outcomes. We will also leverage opportunities with our Foster and Homeless staff to provide resources, Parent University workshops, and materials to those families during meetings and events. There is a permanent motel in our community for families that were unhoused. Our plan is to provide quarterly engagement sessions at their place of living to make it easier for families to attend. Incentives will be offered throughout the year to reinforce the importance of family engagement and to recognize those families who have made progress in this area.



**2024 Local Indicator Self Reflections: Priority 3**

<b>Section 3: Seeking Input for Decision-Making</b>	
<b>Practice</b>	<b>2024 Rating</b>
1. 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.	3 - Initial Implementation
2. Rate the LEA'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 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.	4 - Full Implementation
4. 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.	3 - Initial Implementation

<b>Section 3: Seeking Input for Decision-Making</b>	
<b>Prompt</b>	<b>2024 Narrative Response</b>
Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.	This year, we opted to provide shorter surveys to gain input and for them to be sent by our school principals. We saw an increase in responses when we employed this strategy. We also used a new format called Thought Exchange that allowed families to be more engaged with other people's responses. Families were able to see what others thought and rated them. We shared the results with our families. We also hosted in-person meetings to obtain feedback from families on our LCAP and Forward 5 Strategic Plan. While we didn't have the response in person as we would have hoped, we did have more increased awareness of how families can be involved in providing their input in the decision-making process. We also utilized our existing parent groups, student groups, and groups that aimed to reach underrepresented families to provide input. We will continue to use our cycle of continuous learning and improvement to see how we can get better in this area.
Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.	Utilizing our cycle of continuous learning and improvement, we will continue to use our existing groups and communication tools such as Thought Exchange to facilitate interactive input. We will also look for ways to engage directly with parents at events and at the school sites during drop off and pick off to connect with families. We started a practice called Coffee with CAFE that involves members of our Communication and Family Engagement Team going out and talking to families during events and during drop off and pick ups. This allows staff to seek input on the spot or encourage families to provide it. We will continue to look for creative ways to improve in this area to seek input for decision-making.
Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.	<p>We will continue to host diverse conversations as a way to hear more perspectives from families from underrepresented groups but we will maximize our efforts with site-based diverse conversations. This will help us to reach more families and improve in this area.</p> <p>We will continue to use ParentSquare and personal phone calls as a way to focus our efforts on underrepresented groups with invitations to engage with their student's school for the benefit of their student's outcomes. To improve, we will provide training sessions and support to ensure families know how to access the information on their devices to stay informed, which will support their engagement for opportunities to provide their input for decision-making.</p> <p>We will leverage opportunities with our Foster and Homeless families when they are already going to be at an event or meeting to share resources and to seek their input for decision-making. Our motto is to go where they are, rather than wait for them to come to us. This could include having a presence at sporting events, student performances, and other activities that families may support.</p>

## PRIORITY 6: School Climate

**Prompt 1 (DATA): Describe the local climate survey data, 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.**

### Local Climate Survey Summary

A detailed Board report on September 27, 2023, titled Our Culture of Resilience: Social Emotional 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. During the Fall and Spring, Natomas Unified administers a social-emotional culture and climate survey to students in grades 4-12. In 2024, a total of 5,989 students responded. When looking at the survey results, there are slight variations of favorable responses amongst student groups, but all NUSD students fall between 85-87% favorable when responding to feeling safe and connected to their school site. Overall, this data is relatively similar to data collected last year related to students' sense of connectivity at their school site. However, there was a 6% decrease year-over-year in students' perception of safety at school. These survey data trends by student groups continue to be reported in our bi-annual District Progress Report which can be found at <https://natomasunified.org/dpr/>.

**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.**

The overall school climate survey findings show that NUSD students maintain a positive perception of both safety and connectivity at school. Among individual student groups, all groups in 4th, 8th, and 11th grades reported a favorable perception of safety at 80% or higher and school connectivity at 78% or higher.

Although the overall perception of student safety decreased by 6%, this finding may be related to the survey that was administered this year as well as survey timing. For the 2023-2024 school year, NUSD adopted the CoVitality survey to assess students' perceptions of connectivity and safety. This survey was conducted in January and February. In previous years, these aspects were evaluated through a different, narrowly focused survey administered in late spring. Although both surveys contain similar questions, the CoVitality survey, given earlier in the school year, provides a broader assessment of social-emotional functioning. As a result, comparing results from these two surveys might not accurately identify meaningful trends. However, for the 2024-2025 school year, we anticipate more reliable conclusions since we will be using the same CoVitality survey at the same time of year, allowing for consistent year-over-year data comparison.

**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.**

Some of the actions to increase students' feeling of safety and connectedness include: Piloting a new onboarding/orientation process at each school site as well as increasing mental health staffing by hiring six school psychologists interns and up to eight school social worker interns for the 2024-2025 school year. In addition to the newly hired interns, NUSD continues to staff social workers and school psychologists at each school site to provide a full spectrum of mental health and wellness support and resources to our student body. Assistant principals have been hired at each K-8 school site and at two of elementary school sites. NUSD also continues to grow and develop the new Safety and Safe Schools department and increased campus safety staffing and training. Newly implemented facility improvements include updated procedures for visitors, new fencing, new cameras, and safety materials. NUSD continues to implement restorative practices, social emotional support programs, Positive Behavior Interventions and Supports (PBIS), and bullying prevention. Additional improvements to climate and culture are supported through athletics programs in grades 4-12, school based assemblies, an array of extracurricular opportunities, and the expansion of the Expanded Learning Opportunities program (ELO-P).

**PRIORITY 7: Access to a Broad Course of Study**

**Briefly identify the locally selected measures or tools that the LEA is using 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. (response limited to 1,500 characters)**

Natomas Unified focuses on improving student access as well as readiness for college and career. In elementary schools, there is 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 annually reviewed and updated to include recently approved courses. Students have access to a broad range of A-G approved courses, including Advanced Placement coursework and Dual Enrollment opportunities. Annually, the Office of the Chief Academic Officer monitors the program enrollment 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. Measures include the demographic composition of Advanced Placement (AP), International Baccalaureate (IB), AVID, Dual Enrollment, Dual Immersion, and more. NUSD's District Progress Report (DPR) also monitors UC A-G completion, and 11th grade A-G readiness in addition to a wider range of other measures.

**Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)**

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-grate. In 2010 the district a-g rate was 36%, in 2023, the rate was 58%. These improvements and current a-g rates are significantly higher than the majority of other local districts and the State of California. Gaps exist between school sites and student groups. For the two comprehensive high schools, one had a 2023 A-G rate of 68.9% and the other had a rate of 55.5%. When examining rates by race/ethnicity, there is a notable gap between groups above 60% (Asian, Filipino, White, and Two or More Races) and those under 50% (Black/African American, Hispanic/Latino, and Pacific Islander). English Learners (34.7%) and Students with Disabilities (22.9%) are both significantly below the districtwide rate of 58%. Recent efforts to address these gaps include expansion of the district Career Technical Education (CTE) program, expanded Dual Enrollment access, and partnership with the California College Guidance Initiative (CCGI).

**Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)**

A key barrier impacting NUSD's ability to provide a consistent and broad course of study is the mobility/non-stability. For 2022-23, NUSD's non-stability rate was 17.7%, significantly higher than Sacramento County (12.4%) and twice as high as the California rate of 8.9%. As of Spring 2024, only 29% of all NUSD 12th graders were present in NUSD at Kindergarteners and only 47% of 12th graders were with NUSD in 8th grade. These rates are decreased from the year prior, with the class of 2023 at 33% and 48% respectively. NUSD's mobility/stability rates have been identified as key barrier to multiple district efforts, including the ability to provide students a course of study and the related support that builds through the grades and leads to college and career readiness.

**In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)**

Recent efforts to address the gaps identified above include expansion of the district Career Technical Education (CTE) program, expanded Dual Enrollment access, AP/IB programs and partnership with the California College Guidance Initiative (CCGI). NUSD has maintained a commitment to CTE programs and continues to expand the robust opportunities across campuses. Moving forward, a key goal is to partner with school site counseling staff to ensure that master scheduling prioritizes enrollment in alignment with each pathway's progression. 2022-23's pathway completion rate was 20%, a significant jump over the 13% rate that had been constant over the previous three years. It is NUSD's intent to build upon this improvement in the current and coming years. Dual Enrollment access is provided through the district's partnership with Los Rios Community College, as evidenced by the shared facility located next to Inderkum High School's campus. The district continues to expand rigorous course of study options at all grade levels, expanding AVID certification, Primary Years Program (PYP) and Middle Years Program (MYP) approvals for the International Baccalaureate (IB) program at the K-8 levels. Advanced Placement (AP) opportunities were expanded, with Natomas High School adding to its AP Capstone program with AP PreCalculus and piloting AP African American Studies. Moving into 2024-25, NUSD is developing a partnership with the local CSU (CSU Sacramento) to articulate high school courses to CSUS courses, providing students additional opportunities to earn college credits while in high school.