Natomas Unified School District
Connecting students to their future

Local Control Accountability Plan (LCAP)
Parent Advisory Committee (PAC)
Agenda

Thursday, September 19, 2024, 6:00pm to 7:30pm
Location: Education Center

I. Welcome & Introductions

II. Public Comment

PROCEDURE: The LCAP PAC welcomes the public's participation and has devoted time in the meeting for that purpose. Individual speakers shall be allowed two minutes to comment, and the LCAP PAC shall limit the total time for public input on each agenda item to 20 minutes.

A. Individuals, in-person, may give their public comment during the designated public comment time or when prompted for a specific agenda item. Please state your name and specific agenda item/topic for the record prior to providing your public comment.

III. Review the annual LCAP Process and Consider Revisions to LCAP PAC bylaws

A. Annual LCAP Timeline
B. LCAP PAC Bylaws
    1. Number of Meetings Annually
    2. Term of Office Timeline
C. Review: Uniform Complaint Process (UCP) procedures

IV. 2024-2027 LCAP Status Update

A. NUSD is in the first year of the 2024-2027 LCAP, which can be found publicly posted on the NUSD Website
    1. Review key details of finalized 2024-25 LCAP
B. A mid-year LCAP Update will be presented at a regularly scheduled Board meeting prior to the end of February

V. 2025-2026 LCAP Development and Engagement

A. Key bodies of work for NUSD in 2024-25
B. Prioritizing engagement within the key bodies of work for the PAC in 2024-25

VI. Nomination and Election of Chair and Co-Chair

VII. Future Meeting Dates for 2024-2025 *(subject to change)*

A. January 23, 2025
B. May 15, 2025
C. Additional meetings may be scheduled, dates TBD

Local Control and Accountability Plan (LCAP)

Parent Advisory Committee (PAC)

Natomas Unified School District

Connecting students to their future

September 19, 2024
6:00 p.m. - 7:30 p.m.













Welcome and Introductions



Presentation Objectives

Welcome and Introductions

Review the Annual LCAP Timeline/Process

LCAP PAC bylaws

- Consider Revisions: # of Meetings, Terms
- Annual Reminders: UCP Information

Provide a status update on the 2024-27 LCAP cycle

- Highlight key features of the finalized 2024-2025 LCAP

2025-2026 LCAP Development and Engagement

- Share key bodies of work for NUSD in 2024-25
- Prioritize areas of engagement for PAC in 2024-25

Nomination and Election of Chair and Co-Chair

VISION

NUSD will provide an engaging and safe learning community where all students will demonstrate responsibility, achieve academic and social-emotional growth, embrace diversity, and are prepared to make decisions about their college and career success.

Natomas
Unified School District

CORE VALUES

CORE VALUE

We value learning and achievement for each of our students.



CORE VALUE

We value diversity, equity, and inclusion.



CORE VALUE

We value our families as partners in the education of their students.



CORE VALUE

We value our committed, collaborative, caring, and exemplary employees.



Natomas Unified School District

Connecting students to their future

Natomas Unified School District

Connecting students to their future



DISTRICT GOALS

1. **Maximize Academic Growth, Responsibility, and Achievement for Each Student**
2. **Cultivate the Social-Emotional Well-Being of Each Student**
3. **Create a Safe, Engaging Environment Where Students Connect to School**
4. **Engage Parents and Families to Support Student Success**
5. **Hire, Train, and Retain High-Quality Staff**



Acronyms

CCLI - Cycle of Continuous Learning and Improvement

CDE - California Department of Education

EC/Ed. Code - Education Code

LCAP - Local Control Accountability Plan

LCFF - Local Control Funding Formula

LEA - Local Education Agency

PAC - Parent Advisory Committee













LCAP Overview/Timeline



Purpose and Context of the LCAP

The LCAP is a 3-year plan that describes the **goals, actions, services,** and **expenditures** to support positive **student outcomes** that address **state and local priorities.** The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. (From the CDE LCAP web page)

Other important aspects of the LCAP:

- Identifies **metrics and targets** to measure student **progress and performance**
- Intended to **connect funding decisions** with **measurable outcomes** for our students



Components of the LCAP

LCFF Budget Overview for Parents	❖ High-level view of the district's projected revenue and expenditures for the coming year
Main LCAP Document	❖ Includes the Plan summary, Engagement overview, Goals/Actions, Increased/Improved Services description, and Action Tables detailing all expenditure information
(As Needed) Appendices	❖ Additional context for school/student group performance



Annual and 3-year cycle for the LCAP

Annual Cycle	❖ **Each year a new LCAP is developed and adopted**. This includes the goals, actions, services, and expenditures planned for the following year AND reporting on the outcomes of the current year. ❖ **Each year a mid-year update is required** by the end of February to provide the board and public an update on progress.
3-year Cycle	❖ The LCAP operates on a 3-year cycle. ❖ 2024-25 is the first year of the 2024-2027 cycle. ❖ The target outcomes in the LCAP reflect where NUSD wants to be by the end of the 2026-27 academic year.



Annual LCAP Timeline

SEP - NOV

Monitor & Engage

- Report on end of year outcomes
- Engagement w/ interest holders
- Monitor spending of budgeted funds
- Monitor program implementation

DEC - FEB

Monitor, Engage, Draft, Mid-Year Update

- Engagement w/ interest holders
- Continue to monitor programs and spending
- Mid-year update to Board (Feb)
- Drafting for next year

MAR - APR

Monitor, Engage, Budget, Draft, Review and Revise

- Engagement w/ interest holders
- Estimated actuals for current year and projections for following year ($)
- Full Draft
- Current year reflections

MAY - JUN

Final Review and Revisions, Approval

- Finalize actions, budget, and reflections
- Share and present full draft
- Revise as needed
- Public Hearing and Approval by Board



Feedback from Interest Holders

Throughout the LCAP development process, interest holders will have an opportunity to provide feedback for the draft 2025-26 LCAP through surveys, committees, advisory groups, etc.

In addition, the draft 2025-26 LCAP will be presented at two scheduled Board meetings where the public can comment, June 11, 2025 and June 25, 2025.













LCAP PAC Overview



LCAP PAC
"The Why"

"**Significant and purposeful engagement** of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). ***Engagement of educational partners is an ongoing, annual process.*** "

-- LCAP Template



LCAP PAC Bylaws
The "How"

NATOMAS UNIFIED SCHOOL DISTRICT
LCAP PAC Bylaws

ARTICLE 1: COMMITTEE ESTABLISHMENT

The Natomas Unified School District establishes, under Board Policy 1220 and pursuant to Education Codes 52063 and 52069, the Local Control and Accountability Plan Parent Advisory Committee. Hereinafter, this advisory committee may be referred to as the LCAP PAC.

ARTICLE II: ROLE OF THE COMMITTEE

The LCAP PAC has responsibility:

1. To consult with the Superintendent or designee(s) in the development of the LCAP;
2. To review a draft of the LCAP;
3. To provide written comment on the draft of the LCAP;
4. To monitor the implementation of the LCAP in order to properly perform the first three purposes; and
5. To understand the impact of specific actions and services in order to properly perform the first three purposes.

The LCAP PAC Bylaws may be found at this link .



LCAP PAC
"The Who"

ARTICLE III: MEMBERS

Section 1: Size and Composition

The LCAP PAC will be composed of twenty-two (22) members, including a majority of parents/guardians of currently enrolled students and community members. The committee will be formed with an emphasis on committee members who represent:

- the diversity of the school district,
- English learners,
- foster youth,
- homeless youth,
- migrant students,
- students with disabilities,
- socioeconomically disadvantaged students, and
- our schools (at least one representative per school)

The committee must include parents or legal guardians of pupils who are low-income, foster youth and/or English language learners per Education Code 42238.01.

District Authorized Charter Schools must produce their own LCAP, therefore are not representative of this LCAP PAC and the bylaws.

LCAP PAC
"The Who"



	Representing	Member Name
1	**American Lakes**	*Vacant*
2	**Bannon Creek**	Ayeola Modeira
3	**Discovery High School**	*Vacant*
4	**H. Allen Hight**	Zainab During
5	**Heredia-Arriaga**	Vaaia Lueta
6	**Heron**	*Vacant*
7	**Inderkum**	Kiranpreet Kaur
8	**Jefferson**	Jennifer Mohammed
9	**Larry G. Meeks**	*Vacant*
10	**Natomas High School**	Tanisha South
11	**Natomas High School**	Robert Toledo
12	**Natomas Middle School**	*Vacant*
13	**Natomas Park Elementary**	Marilyn Rodriguez Giron
14	**Paso Verde**	Marjannie Eloi Akintunde
15	**Paso Verde**	Julia Agostinelli
16	**Two Rivers**	Isaac Bojorquez
17	**Witter Ranch**	Saeeda Jawad
18	**Community Member**	*Vacant*
19	**Community Member**	Palesa Mosupyoe
20	**Community Member**	Margaret Matthews
21	**Community Member**	Brittany Rampy
22	**Community Member**	*Vacant*













Consider Revisions to LCAP PAC Bylaws



Consideration 1: # of meetings

Article VI, Section 1: Meetings

- The LCAP PAC shall hold regularly scheduled meetings at least four (4) times per year, once per quarter

Issue:

- Three (3) meetings were held last year and three (3) meetings are currently scheduled for 2024-25.
- Need to schedule at least one (1) additional meeting or revise the by-laws.
- Note: revising the bylaws to reflect a minimum of three (3) meetings would not prohibit holding more than three (3) meetings per year.



Consideration 1: # of Meetings

Option 1:

- Revise Article VI, Section I of bylaws to read as follows:
  - *The LCAP PAC shall hold regularly scheduled meetings at least* ***three (3)*** ~~*four (4)*~~ *times per year*~~*, once per quarter*~~*.*
  - *Additional meetings can be added as needed.*

Option 2:

- No change to bylaws, schedule an additional meeting.



Consideration 2: Terms of Office

Article III, Section 2: Term of Office

- Term calendar is January through December

Issue:

- Terms of office do not align to annual LCAP cycle or academic calendar
- Currently each year begins with a first meeting, after which the PAC membership shifts, creating a mid-year 'restart.'



Consideration 2: Terms of Office

Option 1:

- No change - maintain current language/term of office structure

Option 2:

- Align terms of office to LCAP cycle/academic year, changing language to:
  - *Term calendar is ~~January through December~~* ***July through June***
  - ~~*At the end of December 2022…two-year term cycle.*~~
  - ***The term of office for members appointed in December 2024 shall last through June 2026.***
  - ***The term of office for members appointed in December 2023 shall last through June 2025.***













Important Reminders



Uniform Complaint Process (UCP)

Article VI, Section 7:

- Annually the LCAP PAC shall participate in training about the district's uniform complaint procedures.
- This training will review procedures for filing a complaint.



Constituent and Customer Services (CCS)

Constituent and Customer Services (CCS) responds to concerns and requests from parents, employees and community members, including:

- Public Records Act Requests
- Personnel Complaints
- Request for Information/Service
- Special Education
- Student Textbooks and Materials
- Williams Act
- **Uniform Complaint or Complaints**
- Other Concerns



Path to Successful Communication for School Sites

Path to Successful Communication – School Sites

When a question/concern regarding a school site surfaces, please use the following Path to Successful Communication

RESOLUTION

Step 1:	Address the matter with the site **Staff Member** directly (teacher, coach, etc.)
Step 2:	If unresolved, please contact the school's **Principal or Designee**
Step 3:	If unresolved, contact **Constituent and Customer Services (CCS)** for informal resolution at (916) 561-5253
Step 4:	If unresolved, CCS will contact the **Supervisor of Schools** or appropriate **Department**
Step 5:	If unresolved, CCS will contact the **Assistant Superintendent of School Leadership**
Step 6:	If unresolved, a formal complaint may be submitted in writing to **CCS** **customerservice@natomasunified.org**

RESOLUTION

Constituent and Customer Services (CCS)

General Complaint Form

Uniform Complaint Procedures

- Board Policy 1312.3
- Administrative Regulation 1312.3



Filing a Complaint

- The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp. If a site administrator not designated as a compliance officer receives a complaint, the site administrator shall notify the compliance officer.

- All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist in the filing of the complaint. (5 CCR 4600)

- Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint

- Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report

Constituent and Customer Services (CCS)

Contact

(916) 561-5253
customerservice@natomasunified.org

Heidi Lattuada, Director
Celeste Garden, Administrative Secretary (Confidential)













Update on status of the 2024-2027 LCAP



2024-2027 LCAP Status Update

Summary of recent events related to NUSD's 2024-2027 LCAP:

- June 5, 2024: 2024-27 LCAP Public Hearing
- June 26, 2024: 2024-27 LCAP Approval by NUSD Board
- July 29, 2024: Sacramento County Office of Education (SCOE) LCAP feedback session
- August 29, 2024: Confirmation from SCOE of recommendation for county approval
- September 15, 2024: Issue date of formal letter from SCOE confirming county approval



2024-2027 LCAP: Targets specific to student groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	High School Graduation Rate Source: DataQuest (CALPADS)	All: 92.5% AA: 89.7% A: 92.0% F: 95.8% H/L: 92.3% 2+: 94.3% W: 93.7% EL: 81.5% HY: 86.1% SED: 90.7% SWD: 82.1% (2022-23 Rate)			All: 94% AA: 92.7% A: 93.5% F: 96.8% H/L: 93.8% 2+: 95.8% W: 95.2% EL: 84.5% HY: 89.1% SED: 93.7% SWD: 85.1%	
1.6	ELA CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting	All: 35% AA: 19.9% AI: 40.0% A: 47.0% F: 61.2% H/L: 30.3% 2+: 41.5% W: 48.6% EL: 7.3% HY: 24.9% SED: 25.9% SWD: 11.4%			All: 42% AA: 28.4% AI: 47% A: 54% F: 68.2% H/L: 38.8% 2+: 48.5% W: 55.6% EL: 15.8% HY: 33.4% SED: 34.4% SWD: 19.9%	

2024-2027 LCAP:Appendix

Natomas Unified School District (NUSD) LCAP 2024-2027
APPENDIX A: Dashboard performance summary and Alignment to actions and metrics

The following table lists the student groups, by dashboard indicator, that received the lowest performance level on the 2023 Dashboard. This was a 'Red' performance rating for all indicators except the College Career Indicator, which used the 'Very Low' descriptor in place of 'Red.' A key to the abbreviations used is on the following page.

District Level or School	English Learner Progress Indicator	Chronic Absenteeism Rate	Suspension Rate	Academic Indicator: ELA	Academic Indicator: Math	College Career Indicator
NUSD (District Level)		AI, A, F, HY, 2+	ALL, AA, AI, HY, 2+, SED, SWD	AA, EL, SWD	AA, AI, EL, SED, SWD	

Student Group Abbreviations:

- ALL: All students in a school
- AI: American Indian/Alaska Native
- AA: Black/African American
- A: Asian
- EL: English Learner
- F: Filipino
- FY: Foster Youth
- H/L: Hispanic/Latino
- HY: Homeless Youth
- PI : Native Hawaiian/Pacific Islander
- SED: Socioeconomically Disadvantaged
- SWD: Students with Disabilities
- W: White
- 2+: Two or More Races



2024-2027 LCAP: Appendix

The following table summarizes, by dashboard indicator, all of the student groups that had any instance of lowest performance level (any school site or district overall) and alignment to (a) actions in the LCAP that are intended to improve performance for all students and for student groups in these areas and (b) metrics in the LCAP where targets are disaggregated by the relevant student groups.

Dashboard Indicator	Student groups	Aligned LCAP Actions	Aligned LCAP Metrics
English Learner Progress Indicator	EL	• 1.5 (EL Supports) • 1.6 (EL Extended Day and Summer School)	1.13 (English Learner Progress)
Chronic Absenteeism Rate	AA, AI, A, F, H/L, 2+, W, EL, HY, SED, SWD	• 2.2 (Chronic Absenteeism Interventions) • 2.6 (Increased Health Assistants) • 2.7 (Social Emotional Health Assessment) • 2.10 (Chronic Absenteeism System and Supports)	2.2 (Chronic Absenteeism Rate)
Suspension Rate	ALL, AA, AI, A, H/L, 2+, W, EL, HY, SED, SWD	• 2.4 (Restorative Justice/Restorative Practices) • 2.5 (Social Workers for Social Emotional Support)	2.3 (Suspension Rate)



2024-2027 LCAP: Appendix

Dashboard Indicator	Student groups	Aligned LCAP Actions	Aligned LCAP Metrics
Graduation Rate	None	• 1.21 (High School Graduation Supports)	1.1 (HS Graduation Rate)
Academic Indicator: ELA	AA, H/L, 2+, EL, SED, SWD	• 1.3 (Increased Instructional Minutes) • 1.9 (Layered Academic and Social Emotional Support) • 1.11 (Culturally Responsive Curriculum) • 1.12 (PD to support ELA and Math Instruction • 1.15 (System of Assessments) • 1.16 (Elementary AVID Support) • 1.22 (PK-12 IB Programs) • 1.20 (Secondary Math Supports)	1.6 (ELA CAASPP Achievement)
Academic Indicator: Math	AA, AI, H/L, EL, SED, SWD		1.7 (Math CAASPP Achievement)
College Career Indicator	H/L, SED	• 1.1 (AP/IB Supports) • 1.2 (AP/IB Exam Fees) • 1.14 (Specialized Academic Programs) • 1.17 (College and Career Supports) • 1.18 (High School Credit Recovery) • 1.19 (AP Capstone Program) • 1.25 (CTE Pathways)	1.24 (College/ Career Indicator)



2024-2027 LCAP: LCFF Equity Multiplier Goals

Required goals based on the state's identification of schools using two factors: (a) high non-stability rates* (>25%) and high % of students who are socioeconomically disadvantaged (>70%)

- Equity Multiplier Focus Goal for ALS and LGMA: Increase stability rates to 75% or above by end of 2026-27 and improve student-group specific outcomes
- Equity Multiplier Focus Goal for NMS and DHS: Increase stability rates to 75% or above by end of 2026-27 and improve student-group specific outcomes

**'Non-stability' is defined as less than 245 calendars days of enrollment in the same school*

NUSD LCAP Website



Our LCAP website includes our most recent plan and archives.

LCAP
Local Control Accountability Plan

Natomas Unified School District is committed to continuous improvement. In June of 2024, the Board of Trustees approved the district's 5-year strategic plan Forward 5 and the district's new 3-year Local Control Accountability Plan (LCAP). These plans involved feedback and input from our educational partners: parents/guardians, staff, students, and community partners. The plans are aligned and will guide our work to provide an engaging and safe learning environment where all students will demonstrate responsibility, achieve academic and social-emotional growth, embrace diversity, and are prepared to make decisions about their college and career success.

— **LCAP 2024-2027**

2024-2027 LCAP Local Control Accountability Plan (English)
2024-2027 LCAP Local Control Accountability Plan (Spanish)
2023 Local Indicators
2023-2024 LCAP Parent Advisory and District English Learner Parent Advisory Committees Feedback and District Responses



Mid-Year Update

A mid-year LCAP Update will be presented at a regularly scheduled Board meeting prior to the end of February. This update will include:

- Reporting on available student outcomes (end of year outcomes from the previous year and to-date data for 2024-25)
- Reporting on to-date implementation of LCAP actions and services













Key bodies of Work in 2024-25



Key bodies of work in NUSD

- Instructional Framework
- Equity and Excellence (E2)
- Professional Learning Communities (PLCs)
- Graduate Profile
- Social Emotional Learning (SEL) Curriculum
- LEAP/Expanded Learning
- Career Technical Education (CTE)
- Tiered Intervention
- Mathematics Curriculum and Instruction
- Arts and Music Instruction

The following slides will briefly spotlight each of these areas to support discussion and prioritization for 2024-25 LCAP PAC meetings.

Spotlight: NUSD Instructional Framework

The instructional framework is a comprehensive tool that aligns teaching and learning in NUSD with our vision, goals, and core values. Key aspects of our instructional framework:

- Combines both the **methods and practices of teaching** to serve as a **blueprint** for instruction.
- Lays out a comprehensive plan with clear **alignment** of standards, adopted and supplemental curriculum, assessment, and professional development to support **implementation across all sites in the district TK-12**.
- The initial draft of the instructional framework focuses on **ELA and math.**
- The overall purpose of the framework is **to increase student achievement** as measured by District and State assessments.

To learn More: August 28, 2024 Board Report and Context Slides



Spotlight: Equity and Excellence

The Office of Equity and Excellence is committed to building a districtwide culture of equity and inclusion through:

- Continued development and implementation of strategies to promote, monitor, and sustain a climate of diversity, equity and inclusion.
- Collaboration with district staff, principals, site staff, families, and students to facilitate changes that will identify and remove systemic barriers that perpetuate inequitable opportunities.
- Collecting feedback and facilitating the analysis of the resulting data to regularly identify opportunities of strength and growth related to DEI practices
- Building and sustaining systems that empower and enable all students, families, and staff to speak out against bias or bullying
- Provide district monitoring and oversight for our Black/African American Student Success Initiative

To learn More: Upcoming Board Meeting on October 16, 2024



Spotlight: Professional Learning Communities (PLCs)

Professional Learning Communities (PLCs) are **groups of educators who collaboratively work together** to improve teaching skills and student learning outcomes. They typically meet regularly to:

- Discuss instructional practices
- Analyze student data
- Share resources
- Support each other in professional development

The 4 PLC Questions

1. What is it we want our students to know and be able to do?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How will we extend the learning for students who have demonstrated proficiency?

Spotlight: Graduate Profile

A graduate profile outlines the **skills, knowledge, and attributes** a student should possess when they complete an educational program.

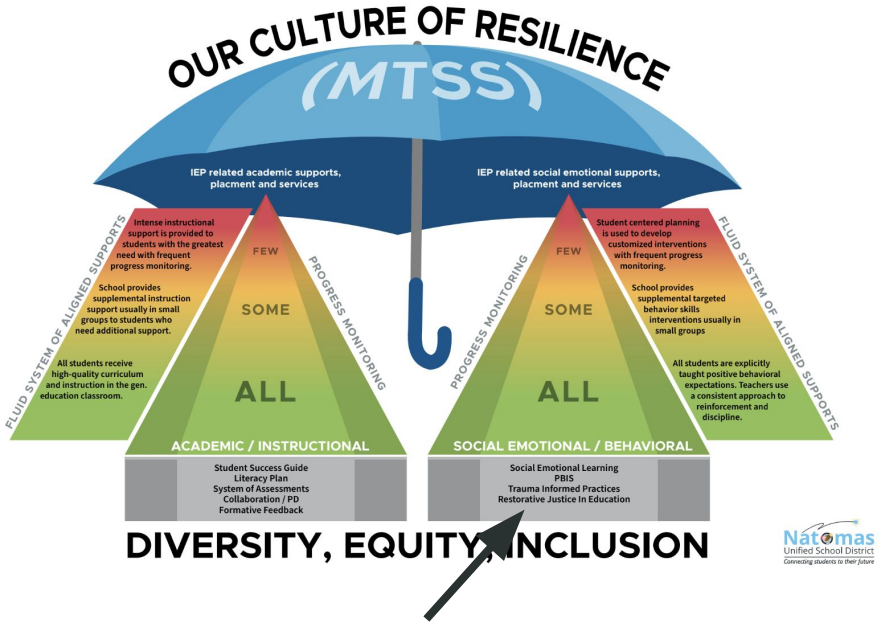
For NUSD, this will define the key **academic and non-academic competencies** that we want students to develop in grades Pre-K through 12 and how we can **measure progress**.



Example from [Elk Grove Unified School District]



Spotlight: Social Emotional Learning Curriculum



Social Emotional Learning (SEL) is part of the foundation of our Culture of Resilience

- Grades K-6 (self-contained) are using Second Step Digital curriculum.
- Grades 7-12 are using BASE Education curriculum

SEL curriculum is supporting implementation of the 3 signature SEL practices:

1. Inclusive Welcome

2. Engaging strategies

3. Intentional Closure

Learn more about the 3 signature practices at CASEL (the Collaborative for Academic, Social, and Emotional Learning)



Spotlight: LEAP/Expanded Learning Programs

Expanded Learning programs provide numerous benefits including:

- Academic enrichment and additional learning opportunities beyond the traditional school day
- Intervention and remediation - including credit recovery for high school
- Individualized attention and progress monitoring
- Social and emotional growth opportunities

LEAP Academy

Program Types:

- After-school
- Winter Break
- Summer

To learn More: 6.5.24 Board Report



Spotlight: Career Technical Education (CTE)

NUSD currently offers 10 Career Technical Education (CTE) pathways across our high schools.

CTE pathways are educational programs that combine academic knowledge with technical skills, training students for specific careers and industries. Benefits include, but are not limited to:

1. **Skill Development**
2. **Job Readiness**
3. **Industry Alignment**
4. **Diverse Career Paths**

Pathways	Site
Automotive, Building and Construction Trades, Digital Media, Engineering, Healthcare, and Music Production	**NHS**
Broadcast Media and Public Safety	**IHS**
Cosmetology and Hospitality	**DHS**

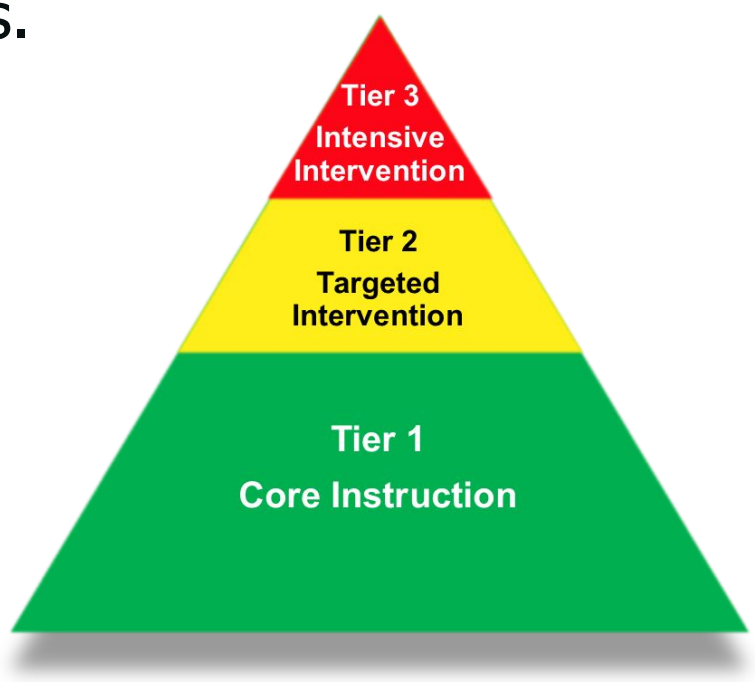
CAREER TECHNICAL EDUCATION
NATOMAS UNIFIED SCHOOL DISTRICT
Pathways to college and career readiness

To learn More: [NUSD CTE Web page]

Spotlight: Tiered Intervention

Tiered interventions are the foundation of **Multi-Tiered System of Supports (MTSS)** to provide academic support to students to help them meet standards.

Tier 1 interventions are the most commonly used for all students while **Tier 2 and Tier 3** interventions are more intensive and are designed to support a smaller number of students.

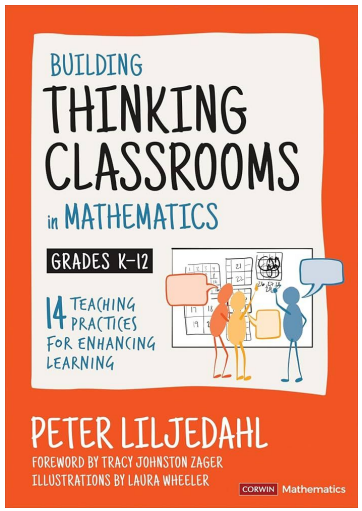


To learn More: August 28, 2024 Board Report and Context Slides

Spotlight: Mathematics Curriculum and Instruction

NUSD is currently engaged in a multi-year effort to improve Math curriculum and instruction. Desired outcomes of this process include:

- Establish a District Vision for Math Teaching and Learning
- Develop and implement an aligned professional development plan
- Prepare for the upcoming instructional materials adoption



Professional Development example: Building Thinking Classrooms is an educational approach to more engaging mathematics instruction.



Professional Development Partner: Sacramento State Math Project



Spotlight: Arts and Music Instruction

Proposition 28: Arts and Music in Schools

- Provides annual funding to public schools to supports arts and music

Examples of potential programs:

- **Music**: theory, vocal, composition and ensemble, appreciation
- **Theater**: costume design, script writing, acting, stagecraft
- **Dance**: ballet, folk/traditional, hip hop, jazz, modern
- **Media Arts**: graphic arts and design, coding, animation, film/video, photography
- **Visual Arts**: folk art, painting, sculpture, drawing

To learn More: 5.15.24 Board Update and 6.26.24 Plan Approval



Discussion and Prioritization

Key Question:

Which of the key bodies of work should we prioritize for engagement and further discussion w/in the LCAP PAC during 2024-25?

- Use three dots/checkmarks to indicate your prioritized areas. These will help us identify future agenda items and the relevant staff we will ask to join meetings to present.













LCAP PAC Chair and Co-Chair



Nomination and Election of Chair and Co-Chair *"Who?"*

1.

ARTICLE IV: OFFICERS

Section 1: Officers

- The officers of the LCAP PAC shall include a chairperson and co-chairperson
- A district staff member will serve as secretary
- A Superintendent's designee will serve as the LCAP PAC District Administrator

Section 4: Officer Duties

2.

The chairperson shall:

- Preside at all meetings of the LCAP PAC;
- Represent the LCAP PAC at all district parent meetings;
- Sign all letters, reports and other communications of the LCAP PAC to the local Board of Education and California Department of Education;
- Assume other related duties as assigned; and
- Develop the agenda, in consultation, with the LCAP PAC District Administrator.

The co-chairperson shall:

- Represent the chairperson or the LCAP PAC in assigned duties; and
- Substitute and assume all responsibilities for the chairperson in his/her absence.

3.

Please share a nomination for Chair and Co-Chair for the LCAP PAC.

A verbal vote will be taken.



Next Steps

Future meeting dates *(Subject to change)*

- January 23, 2025
- May 15, 2025

Natomas Unified School District
Connecting students to their future

Local Control Accountability Plan (LCAP)
Parent Advisory Committee (PAC) **Meeting Minutes**
Thursday, September 19, 2024, 6:00pm to 7:30pm
Location: Education Center

Staff in Attendance:
Steven Fong, Sarb Thandi, Angela Herrera, Superintendent Robyn Castillo.
Committee Members in Attendance:
Jennifer, Marilyn, Isaac, Julia, Robert, Ayeloa, Kiranpreet, Marjannie, Zainab.
Members of the Public in Attendance: None

Meeting Called to Order @ 6:06pm

I. Welcome & Introductions

Staff and committee members introduced themselves.

- Steven welcomed members and staff and outlined the agenda for today's meeting. Steven let members know that handouts are available for reference which include the slides, bylaws, and the LCAP status update. Steven stated that he's looking forward to 2024 and beyond, and we will end our meeting by nominating a chair and co-chair.

- Steven acknowledged that there is a lot to cover, a we'd like to focus most of our time on Agenda Item #5.

- *Tonight what we hope to achieve is to look at the bylaws and make small adjustments to the bylaws if needed, and provide a brief status update of where we are and moving forward.*

- Steven went over the district's vision and core values; the importance of family as partners and the importance of family voice and making an effort to elevate family voice in our district planning process. Steven emphasized that the district's five goals are the anchors of the LCAP.

II. Public Comment

PROCEDURE: The LCAP PAC welcomes the public's participation and has devoted time in the meeting for that purpose. Individual speakers shall be allowed two minutes to comment, and the LCAP PAC shall limit the total time for public input on each agenda item to 20 minutes.

A. Individuals, in-person, may give their public comment during the designated public comment time or when prompted for a specific agenda item. Please state your name and specific agenda item/topic for the record prior to providing your public comment.

- No public comments were received.

III. Review the annual LCAP Process and Consider Revisions to LCAP PAC bylaws

A. Annual LCAP Timeline

- Steven briefly went over the first few slides re-introducing the LCAP. The LCAP is a 3-year plan outlining the goals/actions/services- a document that defines what we want to do as a district, how we will get there, and expenditures associated with getting us to our targets for students. The State has brought this tool together to ensure that our funding aligns with our planning which aligns with our targets.

- Steven reviewed the timeline for the LCAP and stated that it will be reviewed and updated annually as it sits within the 3-year cycle. Every three years we revise our LCAP and set goals for the next three years.
- In January members will be able to see a draft of the major update that will go to the Board in February.
- The LCAP PAC is one of a number of groups we are engaging. Many staff, students and family members have a voice in shaping the LCAP.
- In June we will have a public hearing for the LCAP. Community Engagement and Monitoring the LCAP is the responsibility of the LCAP PAC members. All written and verbal comments are our responsibility to capture.
- Steven went over the current roster and vacancies that we will be recruiting for.
- We are actively trying to capture the diversity of the district.

B. LCAP PAC Bylaws

1. Number of Meetings Annually- Action 1

Article 6 section 1 in the Bylaws state that The LCAP PAC shall hold regularly scheduled meetings at least four (4) times per year, once per quarter.

- Last year the LCAP PAC met three (3) times. To sync up our intent and what is in the bylaws, we are presenting the following options: Option 1: to revise the bylaws to a different meeting frequency, and Option 2: to leave bylaws as is.
- Robert stated that with the 3 meetings last year the group took care of a lot just in the 3 meetings. Robyn gave context- first meeting is just procedural, whereas the other 3 have more meat to them and get down to business. Zainab stated that as long as we cover everything, three meetings should be adequate. Isaac agreed and expanded that for the most part they are able to get the work done in 3 meetings, however, there were times last year when they rushed through things, or tabled them due to time constraints and that he does not ever remember going over bylaws. Robert suggested that we state in the bylaws “at least 3 meetings.” Zainab asked for clarification if the group stayed until 7 or 7:30 last year. Per Isaac and Robert last year one meeting was short but for the other 2 meetings they went close to 7:30pm. Per Robyn and Angela when we are working on the big 3-year LCAP plan, additional meetings might be needed. Per Robert he would like to add additional language to Option 1 stating *at least 3 meetings and additional meetings can be added as needed.*

Option 1: Robert motioned and Isaac seconded with the following language: ***at least 3 meetings and additional meetings can be added as needed.*** **Motion carried 9-0.**

Option 2: Keep language in bylaws as it is.

2. Term of Office Timeline- Action 2

Article III, Section 2 in the Bylaws state that the Term calendar is January through December.

- Should the Terms of Office follow the calendar year (January to December) or the Academic Calendar (July through June)?
- Per Robyn the rationale for following an academic year is that people who come on board in January miss all the work that occurs in the fall. Also, parents who are representing their child's school in January may not represent the same school in December if their child matriculated in August to the next middle or high school. The LCAP Cycle also follows the school year. Per Robyn, previously Bill had mentioned that the committee was formed in January which is why they followed the calendar year.
- Steven clarified that we have two options, 1: We can leave things as they are or Option 2, align the Term of Office with the academic calendar and stagger the terms so that we don't vacate all seats at once. The ideal is to keep veteran members on board so that they can assist new members that join the LCAP PAC.

  To clarify: *The term of office for members appointed in December 2024 shall last through June 2026. The term of office for members appointed in December 2023 shall last through June 2025.*
- Robyn suggested we put recruitment applications out now so members can be recruited by the next meeting.
- Zanaib said that December recruitment is not a good idea as it's a busy time of year, however, Steven clarified that recruitment would start now. Per Steven we are just catching up the language to what's already happening. We would change the end of term from December to June.
- Jennifer mentioned that if we recruit someone and they do not attend the meetings they are taking up space. Isaac pointed out that there is existing termination language in the bylaws. Isaac asked if we would change the termination language.
- Steven clarified that as long as a member communicates their intent to join the meeting, however, due to unforeseen circumstances cannot, we do not count it against them, however, if a member does not attend for the 2nd consecutive meeting we can certainly check in to see if this is an obligation that they are still able to fill.
- Marjannie asked if Zoom was an option. Robyn stated that sometimes discussions are lost in Zoom. Robyn also pointed out that we must follow the Public Meeting Rules. Isaac agreed that Bill had stated if we hold a meeting via Zoom then participants must disclose their address, and if they are traveling they have to disclose their location. Robyn suggested we table this part of the discussion until we do further research about Public Meeting Rules.
- Robert asked the PAC if they were ready to carry a motion to update the Terms of Office timeline. **Option 2:** Julia motioned to update the Terms of Office timeline to align with the academic calendar, Robert seconded, **motion carries 9-0.**

C. Review: Uniform Complaint Process (UCP) procedures

- Steven alluded to the UCP and CCS slides in the handout. Robert asked if we can still vote since we do not have 11 members. Steven stated since we have vacancies we needed a quorum of 50% +1 of our active members, which means 9 members are required today.
- Steven went over the Path to Successful Communication.
- Steven introduced links where members can find the General Complaint Form and Board Policies.
- Isaac appreciated that the slides were sent out early. Where it says that "we shall participate" does that mean that Steven stated that means being present at meetings to see how the policies work and where they can find complaint procedures. Robyn said that the intent is to raise awareness that we have the Uniform Complaint Policy and how families can file a complaint. Isaac suggested since we are updating bylaws, we can add such language to the bylaws
- Steven went over the "Filing a Complaint" slide. Steven stated that successful communication does not always start at the top. Robyn clarified that CCS is there to provide customer service and support to our families. Zanaib asked if there are multiple language options, and Angela and Steven stated yes. Julia said she has had a good experience with CCS.

IV. 2024-2027 LCAP Status Update

A. NUSD is in the first year of the 2024-2027 LCAP, which can be found publicly posted on the NUSD Website
   1. Review key details of finalized 2024-25 LCAP
B. A mid-year LCAP Update will be presented at a regularly scheduled Board meeting prior to the end of February

- Steven went over the LCAP approval process and status of the 2024-2027 submission to SCOE. Per Robyn the LCAP has been approved by SCOE.
- Students are now broken out to align with our Dashboard targets specific to student groups. Goal is overtime to close the gap.
- Robert has questions about the graduation and EL rates. He said they are seeing some issues with attendance and kids are always catching up. Robert asked if the trend is going up to show improvement. Angela stated that yes we are very confident that we are trending up. Within the DPR Angela stated that data will always show fluctuations with some student groups. Robert asked if we will close the EL gap. Per Angela she stated that over 3 years, with all of our programs and LEAP enrichment programs we are making good traction. Per Robyn this is why we meet often to discuss metrics because there are some metrics that were reached much earlier than expected.
- Per Steven the LCAP also has an appendix this year. Screenshots were shared of the dashboard/student group level/school site student group level. Isaac is curious about the Chronic Absentees and absences for ceremonies for Native students. Robyn stated

we do follow legislation, and we work with schools to make sure that they are aware of the laws. Angela asked if excused absences are also counted as an absence. Steven stated yes. Robyn clarified that the state will not pay for a student that is not in school whether excused or not.

- In the new 3-year LCAP we have Goals 6 & 7- LCFF Equity Multiplier Goals.
- Robyn said we looked at our data and that students who have been with NUSD for 3+ years do substantially better.
- Mid-Year update will be in February.

V. 2025-2026 LCAP Development and Engagement

A. Key bodies of work for NUSD in 2024-25
B. Prioritizing engagement within the key bodies of work for the PAC in 2024-25

- Robyn clarified that if there is any body of work that members want to learn more about, we can prepare for the next meeting.

  Key Bodies of Work for NUSD in 2024-2025:

  1. Instructional Framework- Roadmap/Blueprint alignment across instructional practices, PD, Curriculum. From TK up, what should instruction in NUSD look like?
  2. Equity and Excellence (E2)- DEI building a culture of equity and inclusion- monitoring climate, sustained systems speaking out against bias.
  3. Spotlight on PLCs- supporting teachers through Professional Learning Communities- and bringing teachers together.
  4. Graduate Profile
  5. SEL Curriculum
  6. LEAP- huge expansion of enrichment programs
  7. CTE- Robyn talked about how students can earn food handling cert so that they are ready to work in the food industry- culinary. Robert stated that on Saturday during Teri Burns ribbon cutting there will be a classroom in the clinic providing hands on skills for students. DHS has the cafe.
  8. Tiered Interventions- bottom of pyramid in the classroom, Tier 2 after-school, Tier 3 one-to-one support. Literacy interventions.
  9. Mathematics Curriculum and Instruction- Building thinking classrooms.
  10. Arts and Music Instruction- active area of work

- Steven opened the floor for discussion on the priority areas.
- Marjannie had a question about the LEAP Program- Steven explained what LEAP was about and Robyn talked about an example of how iReady and LEAP work together. LEAP's afterschool programming provides students a place where they receive interventions in what iReady may have identified as a need or gap for each individual student.
- Steven stated that for students that are proficient it will move students beyond

(enrichment).

- The group moved forward to place their dots to vote on areas they see as high priority.
- Steven reiterated that it does not mean that some priority areas are not as important as others, but it's a visual for him to see where we can bring in more information on the areas that members are interested in.

  Key Bodies of work- Votes:

  1. Arts and Music Instruction- 6 votes
  2. Mathematics Curriculum and Instruction- 5 votes
  3. CTE- 4 votes
  4. Equity and Excellence- 3 votes
  5. Tiered Intervention- 3 votes
  6. LEAP/Expanded Learning Programs- 2 votes
  7. Graduate Profile- 0
  8. SEL Curriculum- 0
  9. Professional Learning Communities- 0
  10. NUSD Instructional Framework- 0

VI. Nomination and Election of Chair and Co-Chair

- Robert would like to table until the next meeting when there are more members. Robert also asked if Jennifer and Marilyn would like to continue in their roles. Jennifer and Marilyn stated that they were interested in continuing in their roles.
- Robert moved to motion renominating Jennifer and Marilyn as chair and co-chair respectively. Julia seconded the motion. **Motion carries 9-0.**
- Per Steven In the time between meetings we will send over links to Board Meetings.
- Marjannie ended the meeting by stating that she appreciated having the slides early.

VII. Future Meeting Dates for 2024-2025 *(subject to change)*

A. January 23, 2025
B. May 15, 2025
C. Additional meetings may be scheduled, dates TBD

Meeting Adjourned at: 7:29pm