Natomas Unified School District
Connecting students to their future

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

Thursday, May 15, 2025, 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. 2025-26 LCAP Draft

A. Provide an overview of the current DRAFT NUSD 2025-26 LCAP
   i. Overview of LCAP components
   ii. Summary of recent feedback received through educational partner engagement
   iii. Overview of the actions/services, projected expenditures, and metrics planned for each of the LCAP's seven goals
   iv. Summary of next steps
   v. Resource: Quick Reference for DRAFT 2025-26 NUSD LCAP
   vi. Full draft posted on NUSD web page on 4.30.25 with a ThoughtExchange survey enabling family members, staff, and students to provide feedback
   vii. Discussion

IV. Future Meeting Dates for 2025-2026 *(subject to change)*

A. Projected first meeting date for Fall 2025 based on prior context:
   i. 9.18.25
B. Additional meeting dates to be scheduled

Update on the DRAFT 2025-26 Local Control and Accountability Plan (LCAP)

LCAP Parent Advisory Committee (LCAP PAC)

Natomas Unified School District

Connecting students to their future

May 15, 2025



Presentation Objectives

- Timeline to LCAP Approval
- Brief Review of LCAP PAC Roles
- Brief Review of LCAP Components
- Share key priorities emerging from educational partner input to-date and alignment to LCAP Development*
- Provide Overview of LCAP Action and Metric status for 25-26*
- Engage in discussion and provide input to inform ongoing LCAP development

**See Quick Reference for DRAFT 25-26 LCAP for more detailed breakdown of action, expenditure, metric, and engagement information.*



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



The LCAP PAC

LCAP PAC Bylaws - Role of the Committee (Article II)

The LCAP PAC has responsibility:

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



NUSD LCAP Goals

FORWARD 5
NATOMAS UNIFIED SCHOOL DISTRICT

NUSD's 5 main LCAP goals are fully aligned to the district's 5-year strategic plan (Forward 5 plan for 2024-2029). In addition, the LCAP contains 2 goals specific to funding we receive through the state's LCFF Equity Multiplier identification.

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

Update: Changed from ALS to BCS based on change in state-determined eligibility for LCFF Equity Multiplier Funding

Goal	Focus
6	Equity Multiplier Focus: Increase stability rates at Equity Multiplier Schools (**BCS**, LGMA)
7	Equity Multiplier Focus: Increase stability rates at Equity Multiplier Schools (DHS, NMS)



Key Components of the 2025-26 LCAP

Section	# Pgs	Contents
Budget Overview for Parents	**4-5**	• Provides a **high-level view of the district's expected revenue for 2025-26** and follow-up to how funds were expended in 24-25 for high-needs students.
Plan Summary	**10-12**	• **General introductions, Annual Reflections** on progress, and status updates for district and school participation in **state/federal accountability processes**.
Engaging Partners	**10-12**	• Summary of **how educational partners were engaged** and **how the LCAP was influenced by the feedback provided**
Goals and Actions	**90-95**	• Overview of each district goal, with aligned **metrics** reporting on student/other outcomes, specific **actions** with projected expenditures, and **analysis** of how the goal was carried out in the current year.
Increased and Improved Services	**19-21**	• More detailed description and rationale for actions that are counted as **contributing actions** towards the required percentage of services for unduplicated students
Expenditure Tables	**24-25**	• More detailed breakdown of projected expenditures for 2025-26 and expected actual expenditures for 2024-25
Appendix	**10**	• Required summary of instances of lowest performance by student group and school on the 2023 California School Dashboard (w/2024 Dashboard update)
Instructions	**30**	• Standard instructions from the state (required)



Educational Partner Engagement

Input Opportunities

- LCAP PAC Meetings
- Foster Family Night
- DELAC Meetings
- SPAC Meetings
- CAC Meeting
- CTE Advisory Meeting
- Student Advisory Committee
- Principals Meeting
- Diverse Conversations
- JLT (CSEA) Meeting
- NTA Meeting
- Full Draft Posted on Web

Spring Survey	Participant Number
Family Survey	881
Staff Survey	476
In Progress: Senior (12th grade) Survey	*TBD*



Family Survey - Questions specific to Academics/College & Career

Please indicate your level of agreement with the following:	% of Respondents with Favorable Response
Q4: There is a supportive learning environment.	**81%**
Q5: My child's school provides high quality instruction to my child.	**80%**
Q6: My child's teacher(s) motivate(s) my child to learn.	**80%**
Q7: My child has sufficient time to complete their homework each night.	**84%**
Q8: My child's school does a good job preparing my child for college and career.	**57%**
Q9: My child's school does a good job preparing my child to be productive and responsible.	**80%**
Q10: My child's school does a good job teaching my child to be an engaged global citizen.	**70%**
Q11: I understand what is required for my child to attend a four-year college.	**72%**
Q12:Technology is adequate to support my child's learning needs.	**82%**



Family Survey - Questions specific to Parent Engagement

Please indicate your level of agreement with the following:	% of Respondents with Favorable Response
Q13: My child's school encourages me to be an active partner in educating my child.	**83%**
Q14: School staff take my concerns seriously.	**71%**
Q15: School staff welcome my suggestions.	**61%**
Q16: School staff respond to my needs in a timely manner.	**73%**
Q17: I feel welcome to participate at this school.	**82%**
Q18: My child's school keeps me well-informed about school activities.	**90%**
Q19: My child's teacher(s) keep(s) me well-informed about how my child is progressing.	**80%**
Q20: The school website and Digital Backpack helps me keep up with what's happening at this school.	**78%**



Family Survey - Questions specific to Parent Engagement

Please indicate your level of agreement with the following:	% of Respondents with Favorable Response
Q21: I use Parent Square to stay engaged with the school.	**96%**
Q22: I am aware of Parent University and the resources that it offers.	**70%**
Q23: When my child's school communicates with me, it is easy for me to understand.	**94%**
Q24: I hear about events at my child's school in multiple ways (phone, text, email, etc.).	**87%**
Q25: I use the Infinite Campus Parent Portal to keep up to date about my child's grades & attendance.	**80%**



Family Survey - Questions specific to School Climate

Please indicate your level of agreement with the following:	% of Respondents with Favorable Response
Q26: There are high expectations for all students.	**69%**
Q27: Adults who work in my child's school treat students with respect.	**78%**
Q28: Staff are committed, collaborative, caring, and exemplary.	**79%**
Q29: My child's background (race, ethnicity, religion, economic status) is valued at school.	**71%**
Q30: School staff is helpful.	**86%**
Q31: This school clearly informs students what would happen if they break school policies & procedures.	**77%**
Q32: My child is safe on school grounds or in their online learning environment.	**77%**
Q33: My child has access to support services based on their identified needs.	**71%**
Q34: School staff treat me with respect.	**90%**
Q35: There are activities that meet my child's interests and talents (art, clubs, music, sports, etc.).	**68%**
Q36: My child is connected to the school.	**83%**



Actions and Services Update for 2024-25

LCAP Goal	Total Projected Expenditures	Estimated Actual Encumbrances and Expenditures (As of 4.25.25)	Estimated Balance (As of 4.25.25)	Estimated % of Funds Remaining
1: Academic Achievement	$12,652,431	$11,422,025	$1,230,406	9.7%
2: Social Emotional Well-Being	$3,098,500	$3,176,872	($78,372)	-2.5%
3: Safe, Engaging Environment	$11,395,348	$10,944,374	$450,974	4.0%
4: Engage Parents and Families	$2,467,500	$2,392,222	$75,278	3.1%
5: High Quality Staff	$16,907,475	$16,499,515	$407,960	2.4%
6: Equity Multiplier Focus (ALS/LGMA)	$871,998	$701,107	$170,891	19.6%
7: Equity Multiplier Focus (NMS/DHS)	$642,239	$374,332	$267,907	41.7%
Total	$48,035,491	$45,510,447	$2,525,044	5.3%



Connecting Priorities to Actions

Key Priority Areas	Connection to LCAP Actions and Ongoing Efforts
Math Curriculum and Instruction	• Expanded Action 1.12 to include additional instructional coaching and professional development. • Moving forward with year 2 of implementation for Action 1.20 to implement key instructional practices across secondary math classrooms
Equity and Excellence	• Explicitly including professional development as part of Action 1.11 to provide staff training to support implementation of culturally responsive curriculum • Maintaining/adding multiple actions that provide support to students based on identified needs such as mentoring (3.6, 3.7, 6.9), Foster Youth Support (2.1, 2.5), and English Learner support (1.5, 1.6) • Maintaining Office of Equity and Excellence with administrator to lead DEI efforts (Actions 6.7 and 7.5)
Career Technical Education (CTE)	• Maintaining commitment to high-quality CTE programs (Action 1.25) across secondary schools
Tiered Intervention	• Adding Action 1.27 which includes Math 180, Read 180, and Heggerty Phonemic Awareness and Early Literacy Program to provide early math and literacy intervention. • Expanded Action 1.15 to include an Early Reading Screener to identify reading difficulties at grades K-2 and provide intervention as needed. • Adding Action 1.13 to provide additional behavior support staffing
Arts and Music Instruction	• Maintaining additional supports for secondary music education (Action 3.10) • For 2025-26: Clear plan for each school site and Prop 28 web page will be added to NUSD page • Have hired additional music and art teachers for 25/26



Goal 1: Actions and Services Summary

Maximize Academic Growth, Responsibility, and Achievement for Each Student	
Action Status	**Reference Numbers/Notes**
Maintain (Similar or Same)	• 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.13, 1.14, 1.16, 1.17, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26
Modify	• **1.11 (Culturally Responsive Curriculum)** Plan to add specific reference to Professional Development (PD) • **1.12 (PD that Supports ELA and Math Instruction)** Plan to incorporate costs of a new Curriculum Coordinator and Math/Literacy Coaches • **1.15 (System of Assessments)** Plan to incorporate costs of an early reading screener assessment. • **1.18 (Secondary Summer School)** Planned revision to specifically include Middle School.
NEW	• **1.27 (Math and Literacy Interventions)** Plan to add action that includes Math and Literacy Intervention programs at elementary and K-8 schools.
DISCONTINUE	• N/A



Goal 2: Actions and Services Summary

Cultivate the Social-Emotional Well-Being of Each Student	
Action Status	**Reference Numbers/Notes**
Maintain (Similar or Same)	• 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 2.12
Modify	• **2.7 (Increased Psychologists)** Plan to increase the total amount of Psychologist staffing • **2.11 (Homelessness Tutoring and Supports)** Plan to allocate funding to ensure tutoring can continue
NEW	• **2.13 (Additional Mental Health Supports)** Plan to add staffing specific to behavioral support and training for staff.
DISCONTINUE	• N/A



Goal 3: Actions and Services Summary

Create a Safe, Engaging Environment Where Students Connect to School	
Action Status	**Reference Numbers/Notes**
Maintain (Similar or Same)	• 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10
Modify	• N/A
NEW	• N/A
DISCONTINUE	• N/A



Goal 4: Actions and Services Summary

Engage Parents and Families to Support Student Success	
Action Status	**Reference Numbers/Notes**
Maintain (Similar or Same)	• 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.10, 4.12
Modify	• **4.9 (On Track to College Communications and Tools)** Plan to transition from third party vendor to communications and tools that utilize existing supports within the district (Student Information System and California College Guidance Initiative (CCGI) Platform) • **4.11 (Welcome Center)** Plan to shift action from the previous 'start-up' context to the ongoing operation of the Welcome Center.
NEW	• N/A
DISCONTINUE	• N/A



Goal 5: Actions and Services Summary

Hire, Train, and Retain High Quality Staff	
Action Status	**Reference Numbers/Notes**
Maintain (Similar or Same)	• 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10
Modify	• **5.1 (Instructional Technology PD)** Plan to expand funding to support efforts of the district's Artificial Intelligence (AI) workgroup and plan implementation
NEW	• **5.11 (Maintain Substitute Pay Increase)** Plan to maintain the approved pay increase for certificated substitute staff.
DISCONTINUE	• N/A



Goal 6: Actions and Services Summary

Equity Multiplier Focus Goal for Bannon Creek School and Larry G. Meeks Academy: Increase stability rates to 75% or above by end of 2026-27 and improve student-group specific outcomes	
Action Status	**Reference Numbers/Notes**
Maintain (Similar or Same)	• 6.1, 6.5, 6.7, 6.8
Modify	• **6.3 (Additional Social Worker)** Plan to expand staffing to include social workers at ALS & BCS • **6.4 (Additional TOSA)** Plan to expand staffing with 2 TOSAs shared across BCS, LGMA, & ALS
NEW	• **6.9 (Student leadership and enrichment opportunities)** Plan to implement Building Leaders and Activists with Collective Knowledge (BLACK) Program at BCS) • **6.10 (Additional PD aligned to Goal 1)** Plan to provide additional Professional Development aligned to Goal 1. • **6.11 (Summer Enrichment)** Expanded Learning program at BCS
DISCONTINUE	• **6.2 (Activities Director)** Formerly at ALS, no planned implementation at BCS. • **6.6 (Restorative Learning Lab)** No planned implementation in 2025-26.



Goal 7: Actions and Services Summary

Equity Multiplier Focus Goal for Natomas Middle School and Discovery High School: Increase stability rates to 75% or above by end of 2026-27 and improve student-group specific outcomes	
Action Status	**Reference Numbers/Notes**
Maintain (Similar or Same)	• 7.1, 7.2, 7.5, 7.6,
Modify	• N/A
NEW	• 7.7 (Additional PD aligned to Goal 1) Plan to provide additional Professional Development aligned to Goal 1.
DISCONTINUE	• **7.3 (Restorative Learning Lab)** No planned implementation in 2025-26. • **7.4 (Ongoing Classroom Management through restorative practices professional development)** No planned implementation in 2025-26.



Planned New Metrics

Action Status	Existing Metrics	Planned New Metrics	New Total
Goal 1	**27**	**1.28 (12th grade participation in UC/CSU fee funding)**	**28**
Goal 6	**4**	**6.5 (Suspension Rate)** specific to BCS	**5**
Goal 7	**6**	**7.7 (English Learner Progress Indicator)** for NMS	**7**



Next Steps for LCAP Development

NEXT STEPS

- Now Available: Post full draft of 2025-26 LCAP for public review and input. (https://www.natomasunified.org/about-us/lcap-and-lcff)
- June 11, 2025: Present Draft 2025-26 LCAP to the Board of Education for Public Hearing
- June 25, 2025: Present the Final 2025-26 LCAP to the Board of Education for Adoption
- By June 30, 2025: Submit the adopted 2025-26 LCAP to the Sacramento County Office of Education (SCOE) for approval
- September 2025: Final SCOE approval of LCAPs
- 2025-26: Implementation of 2025-26 NUSD LCAP

Local Control Accountability Plan (LCAP)
Parent Advisory Committee (PAC)
Meeting Minutes

Thursday, May 15, 2025, 6:00pm to 7:30pm
Location: Education Center

1. **Welcome & Introductions-** Marilyn called the meeting to order at 6:05pm

2. **Public Comment-** Steven stated that the LCAP PAC welcomes the public's participation at meetings and has devoted time in the meeting for that purpose.

   Public comments from the public are limited to two (2) minutes regarding any item that is within the LCAP PAC's subject matter jurisdiction. The LCAP PAC shall limit the total time for public input on each item to 20 minutes. Government Code Section 54954.2(a) limits the ability of LCAP PAC Members to respond to public comments. In addition, the LCAP PAC may not take action on any item which is not on this agenda except as authorized by Government Code 54954.2

   Jennifer Souza, Regarding IB/TOSAS:
   Here today as a parent. LCAP committee during the pandemic. $2 million going toward IB diplomas yet our children are not able to read. It's frivolous and not responsible. It's also a misalignment with the intent of the LCFF funding which is there to support unduplicated students and would like to see more money going toward what they need. There are great programs in the district that should be expanded like Read 180 and Math 180- glowing reviews and measurable growth. $500,000 is being spent for Aspire. How is that pushing the needle for children who cannot read or reach grade-level standards? We need more multilingual and multicultural family liaisons who are able to do simultaneous interpretation. There is no way to translate a live meeting which is common in our district. More structured literacy programs like UFLI.

   John Taylor, Regarding Graduation Rate vs. Students Not Meeting Standards:
   Natomas Black Parents United. Got a copy of the 200+ page LCAP and got stuck on page 7 where it talks about graduation rates. Only 22% of African American students are at standard or above for English and only 11% could do Math at grade-level . Are we creating a legacy of illiteracy? How are we graduating kids that can't read at grade level and can't do Math? Thought that NUSD like other school districts are preparing students for college and career, however, you can't do college or career if you can't read nor do math. That's just African American students. What about all the kids? All other kids regardless of ethnicity are at 45%, that means 55% are not reaching English or Math standards. How are we using the LCAP to allocate funds to provide some type of remediation? Interventions need to happen during school and not after school or during the summer. During Bush's term No Child Left Behind 22 years ago they all had levels. 22 years later we are still doing the same thing. Hoping that NUSD approaches it in a different way. We're promoting kids to be illiterate.

3. 2025-26 LCAP Draft

a. Provide an overview of the current DRAFT NUSD 2025-26 LCAP

i. Overview of LCAP components

Steven asked members to please reference a copy of the slides or the Quick Reference Guide during this portion of the meeting. A key part of tonight is making sure we document the questions from this meeting and the DELAC. We will take those back to answer and post them as publicly available FAQs. This includes questions from the draft and other questions posed tonight. There is a sheet that is placed on the wall for members in case something comes up and we don't get to it. Place questions and comments on post-it notes and place on the sheet, however, please use the meeting time to share along the way.

- I. Jenkins made a point that we do not have a quorum.
- Steven clarified that we will not be voting on anything tonight.

Steven went over the layout of the Draft LCAP and pointed out the Quick Reference Guide which captures the goals. We'll also go over the Family Survey.

<u>Steven provided the following over-view:</u>

- We are currently in the Final Review, Revisions and Approval phase.
- We have received applications from potential candidates for LCAP PAC membership.
- We are at the end of year one and heading into year two.
- Goal 6 is where we have changed some of the language in the goal itself. Goals 6 & 7 are attached to very specific funding and eligibility for that funding changes year to year. ALS was eligible this year, however, they improved their stability and for 2025-26 BCS and LGMA are now eligible.
- When you review the Draft you will see the Budget Overview for Parents in the first few pages. Within the rest of the LCAP you will see actual dollar allocations.
- Main body of the LCAP contains the seven goals, allocations and metrics. Toward the end of the LCAP are details of our expenditures for unduplicated students with narratives.
- Expenditure tables include current year expenditures and expenditures for next year. Reflections on this year are also included here.
- Toward the end of the LCAP there is a section called Increased and Improved Services- Earlier there was reference to unduplicated students. Those dollars are not all of the LCAP actions but some of the actions, and there are narratives here with more details.

- The Appendix is a required piece. For the whole LCAP cycle it will always be keyed to the 2023 dashboard.

ii. Summary of recent feedback received through educational partner engagement

- Family Survey- High level results from multiple sections on academics/college and career; parent engagement; school climate. These are provided to principals and staff as reflections. This section of the meeting contained data on the percentage of parents who either strongly agreed or agreed. These results are shared with Principals and leadership teams at the district so that they can see what type of responses were received and have time for reflections.

R. Toledo: Asked if each site has their own percentage?

Steven: Yes, that is correct

L. Flournoy: How many families do we estimate that are in NUSD? How many families do we have in the district? Are only people that are already involved in school and participate, are the ones who are responding and are these numbers then reflective of what's really going on.

Steven: This is where members can encourage other families to participate. One of our LCAP metrics is to increase our participation rate. This is why it's helpful to see these responses by school site so that we can outreach to those school sites that have a low participation rate. If more parents participate we get closer and closer to seeing what that overall voice is.

Superintendent Castillo: Even a 30% response rate is typically fairly representative of what the population thinks. To R. Toledo's point it's helpful to see it by school site, so that we can increase our outreach at schools with lower participation rates. We've done phone banking before to help parents respond to the survey questions over the phone.

Steven: Some of our questions regarding culture and climate are interesting as it gives us the opportunity to cross-reference staff vs student responses.

Superintendent Castillo: We've redone surveys sometimes. Recently our cell phone survey for students to respond yielded a very low participation rate. Leadership talked to the Student Voices Advisory platform before sending the

survey out again and received a much higher participation rate. It's important to reach out to the school community to encourage participation.

R. Toledo: Surveys are sent out and families can select their language of choice. Steven confirmed that surveys are sent via Thought Exchange and can select their language.

J. Agostinelli: Just wanted clarification if K8 meant K-8.

Steven: Yes it does.

R. Toledo: Connected to School has an agreement of 83%. Is that of everyone who answered the question?

Superintendent Castillo and Steven: Of the people who responded, 83% said they agreed or strongly agreed.

R. Toledo: How do we know if people skipped a question?

I. Bojorquez: What is our follow up then based on these results? Now that we know that only 68% agreed that there are activities that meet my child's interests and talents (art, clubs, music, sports, etc).

Superintendent Castillo: School sites receive this data, and even may take these back to students to see what they'd like to see. The CAFE team also works with school advisory councils.

I. Bojorquez: Asked how does that then circle back to this group so that we know if there is improvement.

Steven: This survey is done every year so we will see improvement or if the needle has moved.

I. Jenkins: Do we have the survey from last year to compare results?

Steven: Yes we do.

I. Jenkins: Suggested that it would be helpful to see data side by side to see if there are improvements and plan out for next year.

Steven: We can bring that back.

R. Toledo: How can we get parents to participate? Say this school has a 20% participation rate, is this district doing something to make parents participate?

Superintendent Castillo: That's the million dollar question. We want parents to be engaged and that's one of the reasons we have these advisories because we want to know that for you as parents, what motivates you to participate and to be involved, because we want to do things that will motivate them.

L. Flournoy: Regarding Young Boys Summit- Mentioned that her son received an invitation from a counselor, and she received a follow-up call stating that her son was interested and she then also received an invitation. She stated that it was a great event and emphasized how student engagement led to the parent invitation. She was more inclined to participate when she received the personal call, rather than if a flyer had been sent home.

Superintendent Castillo: This is important feedback, thank you.

R. Toledo: Stated that this can go across DELAC, CAC, and multi-cultural events.

J. Agostinelli: You can get parents engaged to volunteer

I. Jenkins: For the direct outreach we want to also keep in mind that it might not be realistic from one school site to another school site. Personal touches like a phone call are so inviting and events are well attended.

L. Flournoy: Mentioned that sometimes the outreach is intentional.

M. Rodriguez Giron: Asked who is doing the outreach calls- she feels that it would be helpful to have a group of parents to outreach in their language.

iii. Overview of the actions/services, projected expenditures, and metrics planned for each of the LCAP's seven goals

Steven went over the Framing of goals- 5 Key Priority Areas- and stated that we are creating and modifying actions in real time.

- **Goal 1-** Steven clarified that the Action Status *Maintain* does not mean that nothing is changing. It means that there might be learning that happened and within that there could be improvements such as PD. Modification or new means that there is something substantially different, for example adding new interventions.

I. Jenkins: Would like to follow up on literacy and the robust PD cycle.

Superintendent Castillo: Stated that we are launching an early literacy initiative and there will be PD for all TK-2 teachers. PD will be provided to teachers via a coach who pushes in rather than expecting teachers to step out of their classroom. We just did a big launch on Friday.

Angela Herrera: Added that LEAP Academy will provide continuity over the summer.

I. Jenkins: Asked if part of the initiative includes Read 180?

Superintendent Castillo: Clarified that our 3rd and above will get Read 180. K-2 will use Heggarty, UFLI and SIPPS.

I. Jenkins: Stated that one of her concerns is that SIPPS has not been successful. If the program is deemed unsuccessful, is there an opportunity to implement other successful programs after 2-3 years.

Superintendent Castillo: Emphasized that 1) We do look to see that it's research-based. 2) It is people not programs that make a positive difference. Programs are resources, and the question is are we implementing with fidelity. Are we using appropriate strategies to implement the resources? Furthermore, TOSAs will ensure that programs are implemented correctly. DIBELS will also be utilized 3 times a year to assess and make intervention adjustments.

I. Jenkins: Mentioned that she knows that Freedom Schools will be implemented this summer. Freedom School is costly. If it's deemed successful can it expand even if it is at a higher cost?

Superintendent Castillo: Yes, that is why we are collecting data and seeing where we are seeing most impactful student growth.

M. Rodriguez Giron: Stated that she loved Heggarty at Heredia-Arriaga School. She mentioned that the kids loved it and the teachers loved it.

J. Agostinelli: Stated that she is excited about the investments.

- **Goal 2-** We are increasing staffing for School Psychologists, and making sure we have tutoring supports for our homeless students. Additional Mental Health Support will also be available.

R. Toledo: Asked how many psychologists we are going up to?

Steven: We will get this answered in the comprehensive FAQ document.

Superintendent Castillo: Clarified that this team will be able to respond to students in General Ed with behavioral problems. They will be able to assess what type of support and assessments are needed.

I. Jenkins: Asked if she will receive a response to the comments she made on the draft.

Steven and Superintendent Castillo: Yes, those will be combined in one large FAQ document.

I. Jenkins: Stated that she cannot remember the platform, but she inquired about Campus Safety- she thinks it would be beneficial to bring in and do an assembly about safe play- like community resource officers. There are students that pick up bad behavior and language off of social media and they think it's funny and cute but can create dangerous situations.

R. Toledo: Asked if we don't already have something like that via a CTE pathway?

Superintendent Castillo- Yes we do have some mentorship programs like that. Confirmed that we do have a public safety program. Also indicated that we have Climate and Safety Liaisons that support schools and administrators review safety procedures at the beginning of the year. Anytime we can have mentorship opportunities we try.

R. Toledo: Stated that it would be good to have kids pair up with them as Peers.

J. Agostinelli: Mentioned that it is really hard to listen to her kids come home and speak about racial slurs.

M. Akintunde: Asked if we have training about social media?

Superintendent Castillo: Stated that we're open to ideas because sometimes we provide this education to kids and then they go home and it's reversed.

I. Jenkins: Stated further that sometimes the information provided is just general education and not a deep dive. There aren't intentional efforts made because if it were then we wouldn't see this harm over again.

I. Jenkins: Asked for deployment of monitoring bathrooms. She stated that it's not safe for kids in the bathroom. Some kids are going in there with their cell phones.

Superintendent Castillo: School safety is our top priority, and if kids don't feel safe they can't learn.

- **Goal 3 & 4-** No questions or comments
- **Goal 5-** is very specific to high quality staff. One new action is the substitute pay rate and make sure we remain competitive and have high quality substitute teachers.

I. Jenkins: Asked if there is a plan to increase teacher pay?

Superintendent Castillo: That doesn't fall under the LCAP. NUSD is currently in negotiations with the Teachers' Association.

R. Toledo: Asked for clarification on whether this is to increase how much subs make or how many more substitutes we can hire?

Superintendent Castillo: Clarified that this is to increase the pay rate for subs.

- **Goal 6-** Concerns LGMA and BCS and provides an opportunity for synergy since they're on the same site. Both goals 6 and 7 have a specific action item for Family Engagement Liaison. They're funding those positions from their LCFF Equity Multiplier (E2) funds. These positions are different from the one approved at the April Board Meeting. These positions will be placed just at these particular sites focusing on students at these school sites. To clarify, Equity Multiplier money can only be used at specific, eligible sites. The position that was approved at the April Board Meeting is for a specific population that includes 504/IEP and not paid from E2 funds.

I. Jenkins: Voiced that her concern is that if this person is set up to serve the district then it's set up to fail.

Superintendent Castillo: Clarified that we still have 504 coordinators, and this new position will assist new 504s and walk families through the process, providing an extra layer of service. If we find out that this person is receiving a lot of "business" then it will inform us that we need additional human resources.

L. Flournoy: Stated that there are preconceived notions in cultures about social workers. It was further stated that it's a great position but people can be stand-offish to it. She asked if it will be pushed out more to families so that they are aware of the resource?

Superintendent Castillo: We are hopeful that there is clear communication about the resource available.

R. Toledo agrees that there is a negative connotation.

- **Goal 7-** NMS and DHS will continue as Equity Multiplier schools. They can only use this money at these schools. NMS money stays at NMS. Restorative Learning Lab- while there was initial learning, there will not be continuation of a formal lab. They're taking all the pieces- restorative practices, restorative justice but the particular structure will not materialize.

iv. Summary of next steps

- ❖ June 11th- Public Hearing of the Draft LCAP
- ❖ June 25th- Presentation to the Board for adoption
- ❖ Submission to the Sacramento County Office of Education is the next approval step.

v. **Resource: Quick Reference for DRAFT 2025-26 NUSD LCAP**

vi. **Full draft posted on NUSD web page on 4.30.25 with a ThoughtExchange survey enabling family members, staff, and students to provide feedback**

vii. **Discussion**

I. Jenkins: Stated that she is still trying to understand the membership. She stated that she understands that we are an advisory group. She asked that if we see there are programs that are not successful, do we have the ability to advise the Board with a proposal to shift funds to other programs that are successful?

Superintendent Castillo: Responded that is not the role of this group per se. Part of the LCAP is the monitoring of programs. If there is not success, it will be shown in the LCAP which is why it goes to the Board and SCOE.

Superintendent Castillo: Stated that in regards to IB, it has many components such as paying for IB tests since we have students that can't afford them and we don't want them to miss out on opportunities, just like we pay for AP and SAT tests. Some of our schools are IB school-wide and IB diplomas are awarded only at the high school level. Different IB programs have different success criteria.

I. Jenkins: Stated that we're not seeing the level of success comparable to the amount of money we're spending on the program.

J. Agostinell: Stated that this is her last meeting and feels very compelled to say how important the IB program is. Not all students receive the diploma, many receive a certificate for participating in the program. IB is global education.

Superintendent Castillo: There are 6,000 students served by IB.

I. Jenkins: Stated that she did not want anyone to misinterpret what she was saying. She emphasized that she is not saying it's not successful, but the amount of funds allocated is not consistent with the success rate. For instance she read that there was a 23% success rate for the 24-25 school year, she does not remember where she read that and a source was not mentioned.

Steven: Stated that the type of questions that are being asked are important questions about whether we are looking at the success rate of programs and evaluating our expenditures and taking a look at outcomes.

I. Bojorquez: Agreed that we need to see side-by-side data and historical data.

Superintendent Castillo: Stated that the pass rate for high school students was 44% for IB tests and clarified that some students take IB courses for the challenge and GPA boost but may not take the test. Course enrollment for AP/IB only consists of high school students.
Dual Enrollment and CTE are additional options for high school students. The LCAP has come a long way since and we re-evaluate [programs] along the way. Previously it was just presenting what was done, however, and not re-evaluating along the way. We definitely want to get the most Return on Investment for programs such as AVID and IB.
We can have follow up questions to the survey.

4. **Future Meeting Dates for 2025-2026 *(subject to change)***
   - Projected first meeting date for Fall 2025 based on prior context: 9.18.25
   - R. Toledo- Recommended that we wait to set a time at the next meeting. The 9/18 meeting should be used to ask new members what time works best for them. We will also ask them about what days will work for them.
   - Superintendent Castillo- Stated that we should be cautious about changing the day of the week as the district calendar is already set. At the next 9.18 meeting we can ask members if we should change the time.
   - Consensus was that additional meeting dates will be scheduled after 9.18.25.
   - Steven thanked the departing members and hopes to see them continue to advocate and participate in other spaces.
   - I. Jenkins proposed to meet 4-times and not 3-times a year, as it will give us more time to collaborate and advise.
   - I. Jenkins- Asked if during the next meeting we can have a site council discussion? She said that for those like her who are on the site council, she is wondering how it can be advantageous with the work they are doing in the background since the goals of the LCAP are the same goals as SPSA.
   - Superintendent Castillo- Clarified that the LCAP goals are based on the five district goals, and the SPSA is also based on the same five district goals but it's how the specific school site is carrying them out differs. SPSAs have a different function.
   - R. Toledo- Stated that it's also how the money is allocated for each goal.

- M. Akintunde- Asked if we can have an informal Meet and Greet via Zoom prior to the next meeting?
- J. Agostinelli- Suggested that maybe the chair/co-chair can schedule the Meet & Greet zoom.
- Steven reminded everyone that for brand new members we always offer an opportunity to connect to go over what the LCAP is and give members an opportunity to get familiar before the first meeting.
- Superintendent Castillo welcomed ideas for such a meet and greet that consists of ice-breakers.
- Steven also welcomed any ideas.

** Marilyn adjourned the meeting at 7:43pm **