

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. Approve Minutes

- A. Approve minutes from the September 18, 2025 meeting

IV. Staff Presentations and Discussion

- A. Early Literacy Initiative
- B. Math Curriculum & Instruction, with focus on Math Materials Adoption Process

V. Overview of Recent Student Outcomes and Survey Results

- A. California School Dashboard Results
- B. Fall LCAP Survey Results

VI. Summary of LCAP Mid-Year Update ([LCAP Quick Reference 25-26](#))

- A. Status of Action Implementation
- B. Estimated mid-year expenditures
- C. Updates to available metric data
- D. Next Steps

VII. Adjournment

Warm Welcome

Connect in a pair or trio with 1-2 members that you do not know well. Introduce yourselves and share 1-2 examples of:

- Highlights from the recent winter break and/or
- Things you or your student are looking forward to during this spring



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LCAP PAC

Local Control and Accountability Plan
Parent Advisory Committee

January 8, 2026
6:00 - 7:30 PM
NUSD Education Center



DISTRICT GOALS

GOAL #1

Maximize Academic Growth, Responsibility, and Achievement for Each Student.



GOAL #2

Cultivate the Social-Emotional Well-Being of Each Student.



GOAL #3

Create a Safe, Engaging Environment Where Students Connect to School.



GOAL #4

Engage Parents and Families to Support Student Success.



GOAL #5

Hire, Train, and Retain High Quality Staff.



MEETING AGENDA

Welcome and Introductions

Public Comment

Approve Minutes from Previous Meeting

Staff Presentation and Discussion

- **Early Literacy Initiative**
- **Math Curriculum & Instruction, with focus on Math Materials Adoption**

Overview of Recent Student Outcomes and Survey Results

- **2025 California School Dashboard Results**
- **Fall LCAP Survey Results**

Summary of LCAP Mid-Year Update

- **Status of Action Implementation**
- **Estimated Mid-Year Expenditures**
- **Updates to available metric data**
- **Next Steps**

Adjournment



Welcome and Introductions



Public Comment



Approve Prior Meeting Minutes



Staff Presentations and Discussion



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Early Literacy Initiative

Overview of Early Literacy Initiative

The Early Literacy Initiative focuses on providing high-quality literacy instruction and targeted literacy intervention to TK-2nd grade students based on the science of reading. The Early Literacy Initiative includes the following elements:

- Districtwide common early literacy assessments
- Professional development for teachers and administrators
- Districtwide common foundational reading skills (*oral language, concepts about print, phonemic awareness, phonics, fluency, comprehension, vocabulary*)
- Common early literacy resources and materials across all TK-2 classrooms
- In-class coaching for teachers (*with early literacy TOSAs*)

Review of Coaching Cycles

Grade		Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5
		Aug 18th-Sept 26th	Oct 6th - Nov14th	Dec 1st-Jan 23rd	Feb 2nd-Mar 13th	Mar 23rd-May 8th
TK	Literacy Pillar	Oral Language & Phonological Awareness	Vocabulary, Comprehension & Oral Language	Phonemic Awareness	Fluency & Concepts of Print	Phonics Foundations
	District Aligned Instructional Routine	Interactive Read-Aloud with Think-Aloud, Elkonin Boxes (oral/picture)	Interactive Read-Alouds with Think-Alouds, Frayer Model	Elkonin Boxes	Shared or Echo Reading	Sound-Spelling Mapping
K	Literacy Pillar	Phonemic Awareness	Vocabulary & Comprehension	Phonics	Fluency & Phonics	Vocabulary & Comprehension & Writing
	District Aligned Instructional Routine	Elkonin Boxes (Sound Boxes)	Frayer Model, Interactive Read-Alouds with Think-Alouds	Sound-Spelling Mapping	Repeated Reading, High Frequency Word Mapping	Frayer Model, Interactive Read-Alouds with Think-Alouds, Shared Writing
1st	Literacy Pillar	Phonemic Awareness	Phonics	Fluency & Phonics	Comprehension & Fluency	Vocabulary, Comprehension & Writing
	District Aligned Instructional Routine	Elkonin Boxes	Sound-Spelling Mapping	Repeated Reading, High Frequency Word Mapping	Interactive Read-Alouds with Think-Alouds, Echo Reading	Frayer Model, Interactive Read-Alouds with Think-Alouds, Shared Writing
2nd	Literacy Pillar	Phonics	Vocabulary & Comprehension	Fluency & Phonics	Comprehension & Fluency (sentence-level)	Vocabulary, Comprehension & Writing
	District Aligned Instructional Routine	Sound-Spelling Mapping	Frayer Model, Interactive Read-Alouds with Think-Alouds	Repeated Reading, Multisyllabic Word Mapping	Interactive Read-Alouds, Echo Reading	Frayer Model, Interactive Read-Aloud with Think-Alouds, Shared and Independent Writing

Literacy Pillar: Each cycle is designed to focus on one or more of the Essential Literacy Pillars.

District-Aligned Instructional Routine: Each cycle supports teachers with implementing a research-based instructional routine into their practice. The routines are aligned district-wide and have a progression that is mapped according to grade level and student skill.

Gradual Release Model: Cycle format is built to provide support through the gradual release model: I do, We do, You do. This model is evident in cycle phases (Model, Co-Teach, Practice) and Lesson Structure

Overview of Current Coaching Cycle

- Teachers are participating in cycle 3 of 5 coaching cycles
- Cycle 3 runs from December 1, 2025-January 23, 2026

Key components of this coaching cycle:

- Literacy Professional Learning: All TK-2 teachers received a one-hour PD session on the literacy focus for their grade level that included guidance on implementing evidence-based practices into their instructional block
- Job-Embedded Coaching: Teachers learn through modeled lessons, co-teaching, and hands-on practice while receiving timely, aligned feedback from coaches to strengthen instruction.

Model Instructional Routine

Fluency Routine: Echo Reading

Directions: One person reads the poem. After each line, the class echoes it back to the reader, using the same expression.

If Dogs Could Talk

by Kirk Mann

If dogs could talk I think our dog
Would have a lot to say.
He'd probably tell my little brother,
"SIT and now just STAY."

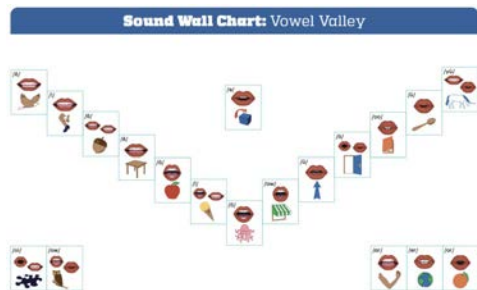
He'd probably tell my sister,
"How about an ice-cream cone?"
He'd probably tell my mother,
"Please go get me a big bone."

He'd probably tell my father,
"Make a left turn up ahead."
He'd probably tell me,
"Kid, tonight
I'm sleeping in your bed."

Phonics Routine: Multisyllabic Word Mapping

Multi-syllabic Word Mapping Steps

1.  sister	Clap the syllables at the vowel sound
2. — —	Map syllable lines
3. <u>sis</u> <u>ter</u>	Sound map each syllable
4. <u>Sister</u>	Spell the word, read the word





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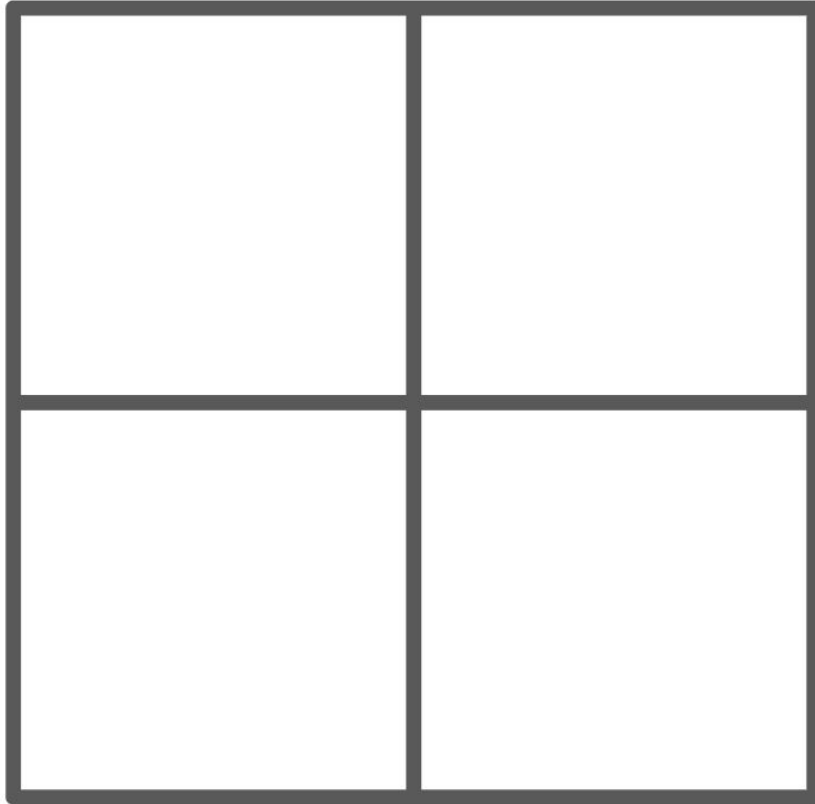
Math Curriculum and Instruction

Building Thinking Classrooms - Math Lesson



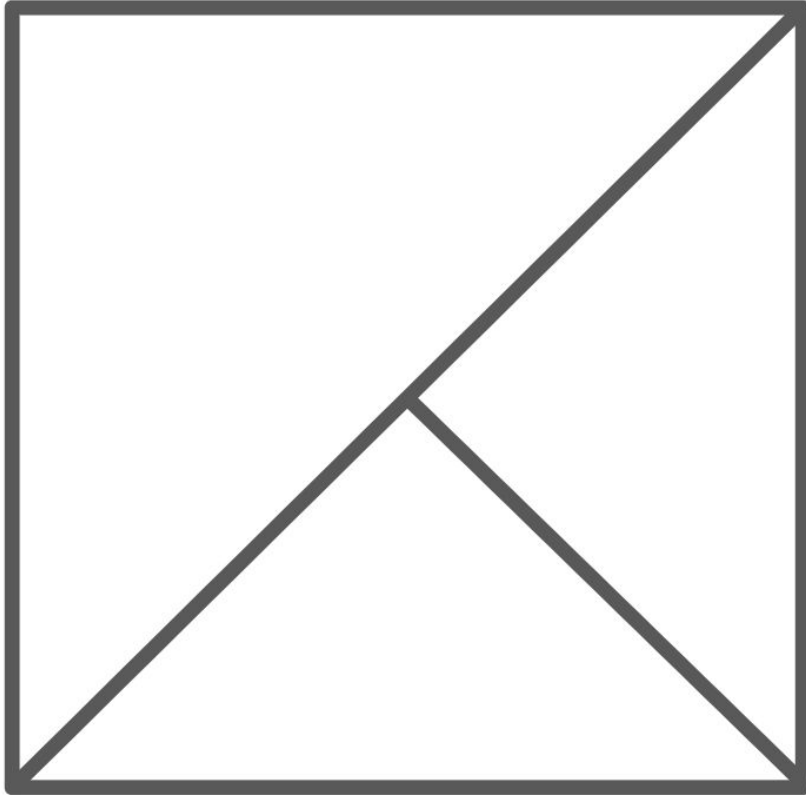
You have been asked to provide a cake for your child's school bake sale. The cakes can be cut in any way the baker would like, but each cake should earn \$10. How much does each slice cost?

Building Thinking Classrooms - Math Lesson



You have been asked to provide a cake for your child's school bake sale. The cakes can be cut in any way the baker would like, but each cake should earn \$10. How much does each slice cost?

Building Thinking Classrooms - Math Lesson



You have been asked to provide a cake for your child's school bake sale. The cakes can be cut in any way the baker would like, but each cake should earn \$10.

How much does each slice cost?

Building Thinking Classrooms TASK

Find your group by group number.

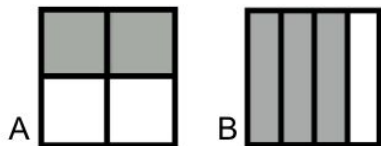
Solve the problem on the board. Include a drawing and number representation. You are identifying the fraction each piece of cake represents and the dollar amount each slice would cost.

When you are finished, look around the room and find the next problem to work on.

Check Your Understanding

Mild 

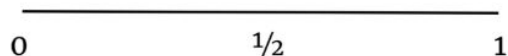
Which square cake has more grey frosting? How might you prove it?



What do you notice about these cakes? How might you prove it?



Put a dot on the number line to show where you think **A - E's** amount of grey frosting are each located. Label each dot.

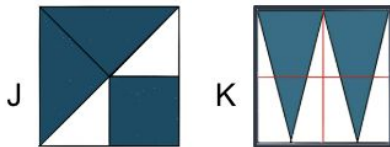


Medium 

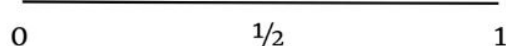
Which square cake has more grey frosting? How might you prove it?



Which square cake has more white frosting? How might you prove it?



Put a dot on the number line to show where you think **F** and **J's** amount of white frosting are each located. Label each dot.



Spicy 

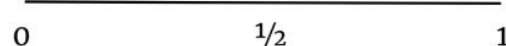
Order cakes C, D, E, and F from least to greatest. How might you prove it?



Which square cake has more white frosting? How might you prove it?



Put all of the cakes in the row 2 problems above in order from least to greatest amount of white frosting on the number line.



Lesson Plan / Math Standards

[Unusual Baker Lesson Plan](#)

[Math Standards -- Grade 4 Number & Operations Fractions](#)

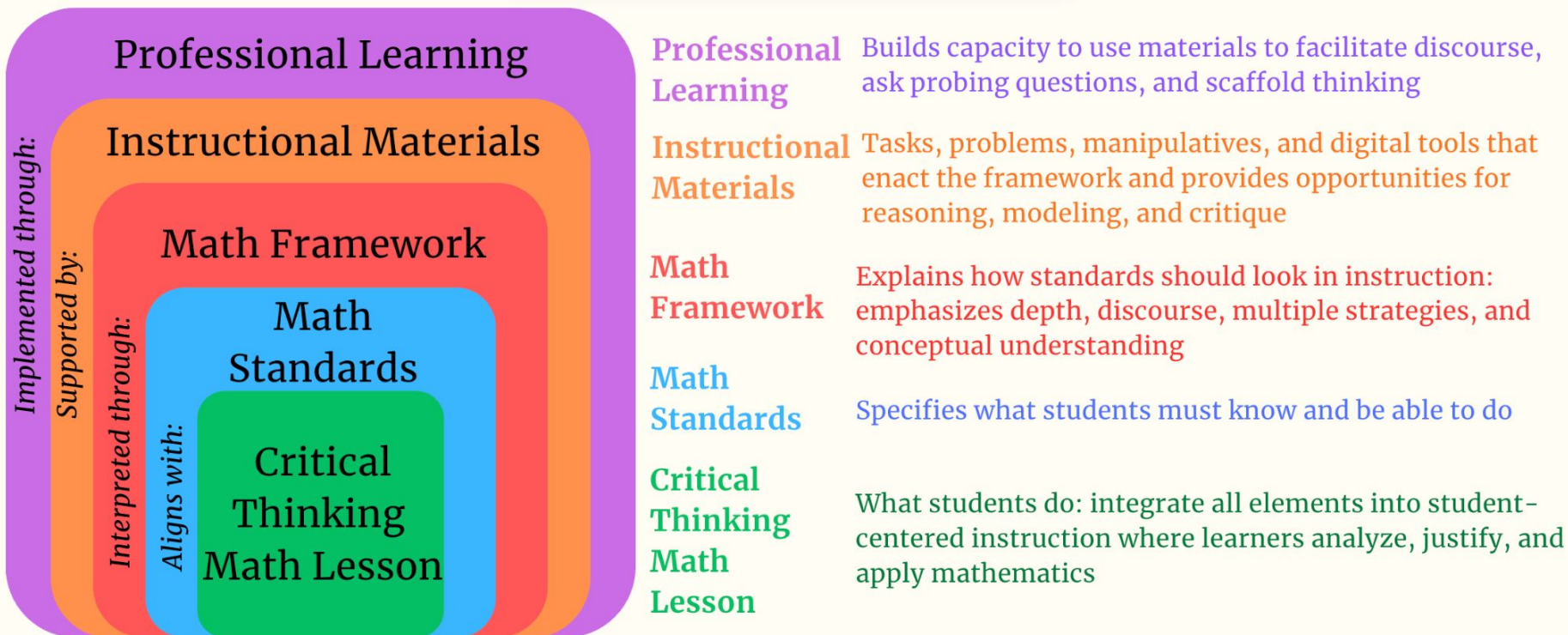
Which of these standards were covered in this lesson sample?

How were you engaging with the concepts and with each other?

How did the activity help build your conceptual understanding of fractions?

How did the facilitator encourage discussion, ask probing questions, and scaffold thinking?

How does it all connect?



MATH INSTRUCTIONAL MATERIALS ADOPTION PROCESS



Math Textbook Adoption Timeline



Overview of 2025 California Dashboard Results

California School Dashboard (CSD)

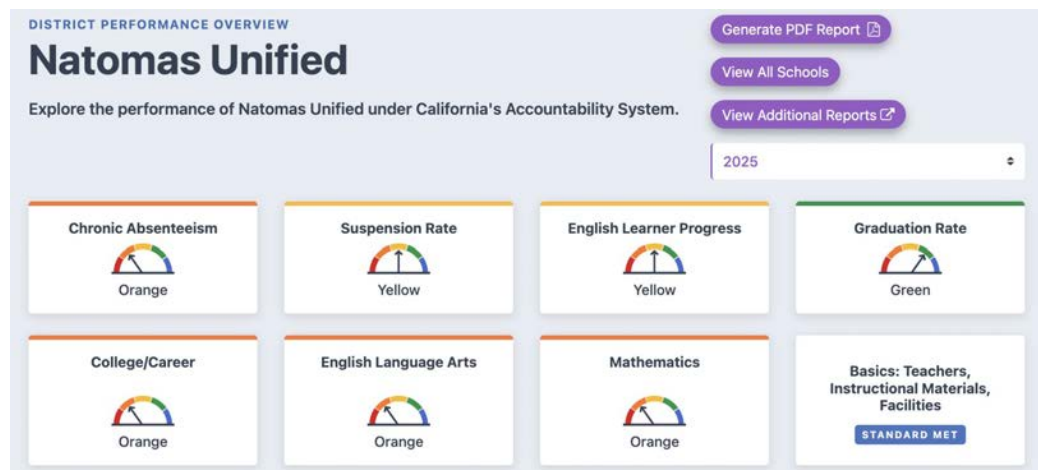
In late November the California School Dashboard for 2025 was released.

California uses the following 6 state indicators for accountability purposes:

- Graduation Rate
- College and Career Indicator
- Academics: Math and ELA
- Suspension Rate
- Chronic Absenteeism Rate
- English Learner Progress Indicator (ELPI)

Additionally, the dashboard includes additional reporting for informational purposes only (and not accountability):

- Science
- Growth: Math and ELA



Performance Colors

The performance color ratings on the dashboard are used to represent the intersection between a district, school, or student group's **Status** (how they have performed in the most recent year) and **Change** (how their performance in the most recent year has improved, remained the same, or decreased from the prior year).



Red



Orange



Yellow



Green



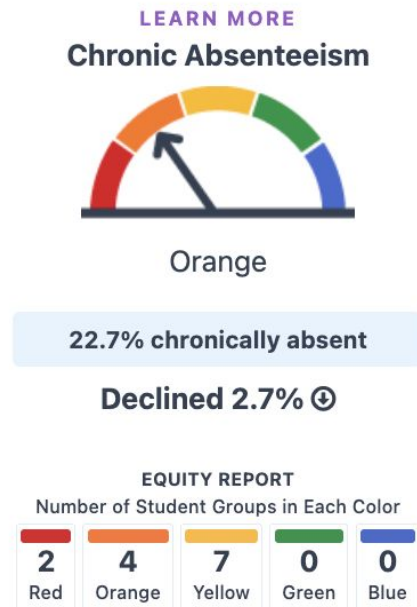
Blue

Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High	Green	Green	Blue	Blue	Blue
High	Green	Green	Green	Green	Blue
Medium	Yellow	Yellow	Yellow	Green	Green
Low	Orange	Orange	Orange	Yellow	Yellow
Very Low	Red	Red	Red	Orange	Orange

Reading the 'Baseball Card'

For districts overall and by school, each state indicator features a 'Baseball Card' that provides a high level view of performance:

- The name of the indicator
- The 'gauge' with an arrow pointing to the performance color for the most recent year
- The **status** (most recent outcome)
- The **change** (amount of change from the prior year's status)
- An Equity report showing the number of student groups in each performance color



NUSD Dashboard Performance 2023 to 2025

Dashboard Indicator	22-23	23-24	24-25
Graduation Rate	Yellow	Green	Green
College/Career Indicator	Medium*	Green	Orange
Academics: Math (DFS)	Orange	Orange	Orange
Academics: ELA (DFS)	Orange	Orange	Orange
Suspension Rate	Red	Yellow	Yellow
Chronic Absenteeism Rate	Orange	Yellow	Orange
EL Progress Indicators (ELPI)	Orange	Green	Yellow

**The 2023 Dashboard did not include a performance color for the College/Career Indicator*

NUSD Performance by Indicator

Dashboard Indicator	23-24	24-25	24-25 Level	23-24 to 24-25 Change	Change Rating	2025 Perf. Level
Graduation Rate	94.1%	93.3%	High	-0.8%	Maintained	Green
College/Career Indicator	49.1%	45.9%	Medium	-3.2%	Declined	Orange
Academics: Math (DFS)	-78.0 pts	-80.8 pts	Low	-2.8 pts	Maintained	Orange
Academics: ELA (DFS)	-41.7 pts	-45.0 pts	Low	-3.3 pts	Declined	Orange
Suspension Rate	7.7%	7.2%	High	-0.4%	Declined	Yellow
Chronic Absenteeism Rate	25.4%	22.7%	Very High	-2.7%	Declined	Orange
EL Progress Indicators (ELPI)	46.1%	46.7%	Medium	+0.6%	Maintained	Yellow

Student Group Report

Student Group Report for 2025

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	Science	College/Career
All Students	Yellow	Orange	Yellow	Green	Orange	Orange	Orange	Orange
English Learners	Yellow	Yellow	Green	Green	Orange	Red	Orange	Orange
Long-Term English Learners	Green	Yellow	Yellow	Green	Red	Orange	Red	Orange
Foster Youth	N/A	Red	Red	--	Red	Orange	--	--
Homeless	N/A	Yellow	Orange	Blue	Orange	Orange	Orange	Orange
Socioeconomically Disadvantaged	N/A	Yellow	Orange	Green	Orange	Red	Orange	Orange
Students with Disabilities	N/A	Orange	Red	Orange	Orange	Orange	Orange	Orange
Black or African American	N/A	Orange	Orange	Blue	Red	Red	Orange	Orange
American Indian or Alaska Native	N/A	--	Red	--	--	--	--	--
Asian	N/A	Yellow	Green	Green	Orange	Orange	Yellow	Yellow
Filipino	N/A	Orange	Yellow	--	Green	Yellow	Green	--
Hispanic or Latino	N/A	Yellow	Orange	Green	Orange	Red	Orange	Yellow
Native Hawaiian or Pacific Islander	N/A	Red	Blue	--	Yellow	Red	Yellow	--
White	N/A	Yellow	Orange	Yellow	Yellow	Orange	Yellow	Green
Two or More Races	N/A	Orange	Yellow	Blue	Orange	Orange	Yellow	Orange

Differentiated Assistance Status

Based on student group performance across the state indicators, districts may be identified for 'Differentiated Assistance,' a status that involves additional supports from the County Office of Education. To be eligible for Differentiated Assistance, the same student group must meet the low-performance criteria in two different state priority areas.

Since 2023, NUSD has moved out of identification for 6 different student groups to the current 1 student group (Foster Youth).

Dashboard Year	2023	2024	2025
Eligible Student Groups	- American Indian/Alaska Native students - Black/African American students - Students of Two or More Races - Homeless Youth - Socioeconomically Disadvantaged Students - Students with Disabilities	Foster Youth	Foster Youth

Discussion and Input

What questions or additional input do you have after reviewing the summary of results from the 2025 California School Dashboard?

Next steps:

- Ongoing engagement with the Sacramento County Office of Education (SCOE) through the Differentiated Assistance process.
- Monitoring to-date performance in dashboard-related areas



Overview of Fall 2025 Survey Results

Fall 2025 LCAP Survey - Overview

Survey Context

- Timing: Open 10.20.25 through 11.19.25 (587 responses)
- Audience: All sites, families, staff, and students
- Format
 - 5 questions, 1 each per district goal, asking for level of agreement with a goal-related statement
 - Based on the ratings for each of the 5 questions, an optional follow-up questions asking the respondent to share examples
 - If high agreement (4-5): Example(s) of what is working well
 - If low agreement/neutral (1-3): Example(s) of what can be improved
 - Open-ended question for any additional feedback

Qualitative Results of Rating Questions

Favorability Score (% of respondents indicating a 4 (Agree) or 5 (Strongly Agree) for each statement

Goal-related Statement	Family	Staff	Students (Gr. 4-12)
NUSD provides high-quality learning opportunities and academic supports.	77%	57%	73%
NUSD supports the social and emotional well-being of each student.	68%	56%	48%
NUSD creates a safe and engaging environment where students connect to school.	74%	47%	57%
NUSD effectively engages parents and families as partners to support student success.	74%	50%	54%
NUSD is successfully hiring, training, and retaining high quality staff.	52%	16%	43%

Goal 1: Academic growth, responsibility, and achievement

Themes emerging from narrative responses

Key themes for positive experiences shared by respondents

- Intervention/Targeted Support Programs such as Read 180, i-Ready, LEAP
- AVID & CECA
- Diversity and Inclusion efforts
- International Baccalaureate (IB) program
- Support provided by teachers to students on a personalized basis

Key themes for improvement areas shared by respondents

- Teacher Support (PD, preparation for curriculum changes, classroom management)
- Special Education Support
- Academic Programs and Curricular offerings to meet student needs
- Staffing (Qualified teachers and aides)
- Behavior Management

Goal 2: Social and emotional well-being of each student

Themes emerging from narrative responses

Key themes for positive experiences shared by respondents

- Counselors and Social Workers
- Wellness Centers
- Social Emotional Learning Programs
- Staff Support and Involvement with families and students
- Community engagement and Extracurricular Activities

Key themes for improvement areas shared by respondents

- More Mental Health Staff
- Safety and Discipline protocols and structures
- Training and Resources to address student needs effectively
- Social Emotional Learning integration into curriculum
- School Culture that is positive and inclusive

Goal 3: Safe and engaging learning environment

Themes emerging from narrative responses

Key themes for positive experiences shared by respondents

- Staff Engagement to create positive atmosphere
- Pick-up and drop off procedure update
- Program and activities to positively involve students (e.g. afterschool programs, athletics)
- Communication (e.g ParentSquare, newsletters)
- Safety Drills

Key themes for improvement areas shared by respondents

- Security Measures, including staffing
- Discipline Practices consistency
- Staff Training to address safety and engagement concern
- Community engagement to collaboratively address concerns
- Facilities and Environment (crowding, maintenance, layout/access)

Goal 4: Engage parents and families to support student success

Themes emerging from narrative responses

Key themes for positive experiences shared by respondents

- School Events to foster involvement
- Communication Tools to keep families informed
- Volunteer Opportunities
- Academic Support/Partnership at home and at school
- Feedback and Engagement (e.g. Parent University, platforms where feedback can be provided)

Key themes for improvement areas shared by respondents

- Impact of pick-up and drop off procedures on interactions between families and staff
- Communication Tools helpful but can be overwhelming
- Parental Involvement (adequately informing P/G, encouraging participation)
- Language Accessibility
- Expanded opportunities for engagement through community events

Goal 5: Hire, Train, and Retain High Quality Staff

Themes emerging from narrative responses

Key themes for positive experiences shared by respondents	Key themes for improvement areas shared by respondents
● Teacher Quality ● Staff Support (e.g. onboarding, PD opportunities) ● Community Engagement by staff as a positive ● Staff Recruitment (commitment to hiring diverse pool of qualified candidates) ● Kindness and Commitment evidenced by staff	● Salary and Benefits ● Training and Support (e.g. onboarding, tailored PD aligned to staff needs) ● Administrative Support ● Teacher Retention ● School Climate and Culture

Discussion and Input Activity

- Opportunity to comment on survey results
- What questions or additional input do you have after reviewing the summary of results from the recent Fall LCAP Survey?

Next steps:

The Spring LCAP survey will utilize a similar structure, allowing us to start measuring overall favorability scores by goal over time and reviewing thematic trends within each goal area.



Summary of LCAP Mid-Year Update

Overview of the 2025-26 LCAP

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
-
- 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 Mid-Year Update

The Mid-Year Update is a required report that must be presented no later than February 28th each year and provides the Board and public with **mid-year outcome data** for:

- Progress in identified **metrics**;
- Data on the implementation of **actions**
- Estimated to-date **expenditures**.

Progress in Identified Metrics

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	High School Dropout Rate Source: DataQuest (CALPADS)	2.7% (2022-23)	1.8% (2023-24)	1.9% (2024-25)	1.7% as of 12.19.25	Maintain at 2.0% or below
2.2	Chronic Absenteeism Rate Source: DataQuest (CALPADS)	All: 30.4% AA: 37.3% AI: 36.8% A: 21.8% F: 17.5% H/L: 33.1% 2+: 31.7% W: 21.9% EL: 31.0% HY: 50.6% SED: 35.9% SWD: 39.2% (2022-23)	All: 24.2% AA: 33.9% AI: 26.2% A: 15.7% F: 8.9% H/L: 25.9% 2+: 25.1% W: 15.5% EL: 23.8% HY: 48.4% SED: 29.5% SWD: 32.8% (2023-24)	All: 22.2% AA: 31.2% AI: 22.2% A: 14.5% F: 11.7% H/L: 22.9% 2+: 23.4% W: 15.5% EL: 20.2% HY: 39.1% SED: 27.0% SWD: 30.1% (2024-25)	All: 19.1% AA: 26.2% AI: 7.9% A: 14.6% F: 10.4% H/L: 18.9% 2+: 21.2% W: 12.5% EL: 17.5% HY: 30.6% SWD: 26.4% (2025-26 to 12.19.25)	ALL: 18% AA: 23.8% AI: 23.3% A: 9.8% F: 5.5% H/L: 19.6% 2+: 19.7% W: 9.9% EL: 19.0% HY: 37.1% SED: 22.4% SWD: 25.7%

Action Implementation and Estimated Expenditure Updates

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Foster Youth Supports (Staffing) A Social Worker Liaison focusing on foster youth will implement systems to measure and collect baseline data about foster youth, track foster youth accurately with Foster Focus and the student information system, ensure that each foster youth has monthly check-ins with a site-based practitioner, prioritize foster youth for academic and social emotional interventions, and develop practices regarding enrollment, placement, and awarding partial credit to foster youth transferring into and out of NUSD. This action also represents a focal area within the district's ongoing Differentiated Assistance process and efforts.	Yes	Fully Implemented	NUSD currently serves 45 students in foster care. Our Social Worker Liaison ensures that each student is connected with the social worker at their school site. Site social workers meet monthly with their assigned foster youth to provide ongoing support and monitoring. This year, the liaison implemented a	Consistent with last year, our Liaison also hosted the Foster Fall Family Night. During this event, families received information about NUSD and county resources that support students' academic success and overall well-being. Attendees were also able to connect with representatives from local colleges, universities, and community-based organizations. This item has been fully implemented, with our Social Worker Liaison serving as the District	\$79,445.00	\$77,641

Actions and Services Update

LCAP Goal	# of Actions	Total Projected Expenditures	% of Total LCAP Expenditures
1: Academic Achievement	27	\$14,046,287	26.8%
2: Social Emotional Well-Being	13	\$3,668,920	7.0%
3: Safe, Engaging Environment	10	\$12,790,503	24.4%
4: Engage Parents and Families	12	\$2,177,940	4.2%
5: High Quality Staff	11	\$18,223,534	34.7%
6: Equity Multiplier Focus (ALS/LGMA)	11	\$1,004,283	1.9%
7: Equity Multiplier Focus (NMS/DHS)	7	\$541,881	1.0%
Total	91	\$52,453,348	100%

Actions and Services Update

LCAP Goal	Total Projected Expenditures	To-Date Encumbrances and Expenditures (As of 12.27.25)	To-Date Balance (As of 12.27.25)	% of Funds Remaining
1: Academic Achievement	\$14,046,287	\$10,467,682	\$3,578,605	25.5%
2: Social Emotional Well-Being	\$3,668,920	\$3,466,390	\$202,530	5.5%
3: Safe, Engaging Environment	\$12,790,503	\$12,192,424	\$598,079	4.7%
4: Engage Parents and Families	\$2,177,940	\$2,099,288	\$78,652	3.6%
5: High Quality Staff	\$18,223,534	\$17,361,069	\$862,465	4.7%
6: Equity Multiplier Focus (ALS/LGMA)	\$1,004,283	\$1,089,030	\$-84,747	-8.4%*
7: Equity Multiplier Focus (NMS/DHS)	\$541,881	\$674,183	\$-132,302	-24.4%*
Total	\$52,453,348	\$47,350,066	\$5,103,282	9.7%

*LCFF Equity Multiplier funds are budgeted over multiple years and unspent dollars from the previous year as well as adjustments to future budgets are made to balance this additional spending in the current year.

Actions and Services Update

LCAP Goal	# of Actions in Goal	Implementation Status		
		Full or on track to Full	Partial - Anticipate less than full	Will not occur as planned
1: Academic Achievement	27	27		
2: Social Emotional Well-Being	13	13		
3: Safe, Engaging Environment	10	10		
4: Engage Parents and Families	12	12		
5: High Quality Staff	11	10		
6: Equity Multiplier Focus (BCS/LGMA)	11	9	1	2
7: Equity Multiplier Focus (NMS/DHS)	7	5		2
Total	91	86	1	4

Updated Metric Data Available

The LCAP Mid-Year Update includes updated outcomes for a range of metrics. Examples include:

- California School Dashboard Indicators (e.g. Graduation Rate, ELA/Math, etc.)
- Fall Diagnostic and Benchmark Assessments (i-Ready, IXL, DIBELS Early Reading Screener)
- Finalized outcomes for graduation cohort from class of 2025 (A-G completion, drop-out rate, CTE completion, dual enrollment, State Seal of Biliteracy, State Seal of Civic Engagement)
- Fall Covitality Survey Results (Student perception of safety and connectedness)

Discussion and Input

What questions or additional input do you have after the high-level review of the Mid-Year Update?

Next Steps

- Present Mid-Year Update to Board of Education (1.14.26)
- Continue monitoring implementation of actions and expenditures
- Continue updating outcomes for metrics as they become available
- Annual Student (Covitality), Staff, and Family Surveys (February-March)
- Draft 2026-27 LCAP Components
- Spring LCAP Survey (April)

Next LCAP PAC Meetings: March 3, 2026 and May 21, 2026



THANK YOU

QUESTIONS OR COMMENTS

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

*Thursday, January 8, 2026, 6:00pm to 7:30pm
Location: Education Center*

Staff and LCAP PAC Members in Attendance:

Steven Fong, Executive Director- Educational Services

Angela Herrera, Deputy Superintendent- Office of the Chief Academic Officer

Tonja Jarrell, Associate Superintendent- School Leadership and Educational Services

Amanda Garcia, Director- Curriculum & Instruction

Kristen Martin, Coordinator- Curriculum & Instruction

Kristina Caswell- Teacher on Special Assignment

Amber Groeling- Teacher on Special Assignment

Lisa Van Horn, Director- English Learners

Sarb Thandi, Admin Secretary- Educational Services

Marjannie Eloï Akintunde

Roberto Toledo

Janet Ewell

Amber Campbell

Shugufa Asifi

Elisabeth Liles-Lourick

Marilyn Rodriguez

Mary Anacleto

Iysha Jenkins

Yudit Vazquez

I. WELCOME AND INTRODUCTIONS

Meeting called to order at 6pm by Marilyn.

II. PUBLIC COMMENTS

A. No Public Comments at this time.

III. APPROVE MINUTES

A. Approve minutes from the September 18, 2025 meeting

i. Tabled to the end of the meeting as we do not have a quorum as of 6:04pm.

IV. STAFF PRESENTATIONS AND DISCUSSION

Steven welcomed members and stated that while the feedback we received from last year's January meeting was positive overall and members appreciated having the opportunity to interact with staff from different departments and discuss the five goal areas, feedback also indicated it was too fast-paced to move between the five stations so this year we are starting out by focusing on some more extended time together on fewer key topics.

For this meeting two topics will be covered: 1) The Early Literacy Initiative, recognizing the need given our data, and 2) Math Curriculum & Instruction, which will include some information about the current instructional materials adoption process. The goal is to give members enough time to hear the presentations and ask questions.

Local Control & Accountability Plan (LCAP)
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A. Early Literacy Initiative

- i. Tonja introduced the team- Amanda Garcia, Director of Curriculum, Instruction & Assessment; Kristen Martin, Coordinator of Curriculum, Instruction & Assessment and literacy coach ; TOSAs Kristina Caswell and Amber Groeling who just received notice that they have been selected by the California Department of Education (CDE) to be on the state-wide review team for the revision to the English Language Arts and English Language Development instructional materials.
- ii. Amanda- gave an overview of the highlights of some of the work that the team has been doing around the Early Literacy Initiative, and mentioned that members here today will be provided actual examples of what students are seeing in the classroom. The Early Literacy Initiative is high quality literacy instruction and literacy intervention particularly in grades TK-2. The work that the team is doing in classrooms is grounded in the Science of Reading, which has become a focus in the state of California. There are five primary components of the Early Literacy Initiative. The first is having Early Literacy Assessments. California has adopted the Reading Difficulty Screener and NUSD chose DIBELS (Dynamic Indicators of Basic Early Literacy Skills). Through DIBELS NUSD assesses literacy for TK-2 and not only are teachers monitoring that data for reading difficulty, but coaches are also monitoring that data to determine what types of interventions and instruction should be happening throughout the year. There is also an emphasis focused on Professional Development so that teachers receive the training they need to implement the initiative.
- iii. Kristen- talked about the 5 coaching cycles and that each cycle has a district-aligned instructional routine. Additionally, NUSD is using a gradual release model which is used in each coaching cycle as well as the lessons that are taught and the modeling that occurs in the classroom. The gradual release model means that in the first two weeks of the commencement of a cycle, coaches are modeling lessons for teachers; after they model lessons they co-teach them with teachers. The last part of the cycle is when teachers teach independently and the team provides support.
 - a) Currently NUSD is in cycle 3 of 5 - all TK-2 teachers received one hour of Professional Development. Cycle 3 ends on 1/23/26.
 - b) Teachers are receiving Job-Embedded Coaching in real time in their classrooms with their students.

Roberto asked if the team is checking in with the teachers to assess progress?
Kristen responded that yes, the team continues to check-in with teachers.

Roberto followed up to see if data was being collected.
Kristen said yes, teachers are collecting data.

Iysha asked if parents are receiving this info so that they can reinforce at home?

Kristen stated that yes, families are receiving resources that are posted on the website and teachers are also sending home communication that has been covered. Kristen said they continue to be innovative in partnering with parents and appreciated the input as it can help them think about what else they can do in this area.

Marjannie asked since this is a new initiative, will it be rolled out every year?

Kristen- Yes, currently data is informing them about what's working and the team is also using feedback received from teachers and families to determine modifications.

Roberto asked how data will help inform us on a broader basis

Kristen - the new screener will give us data in February and May, allowing us to see progress over time.

- c) **Steven**- The District Progress Report will include a new metric for DIBELS that will show results from the Early Reading Screener. Ongoing we'll be able to see how district-wide results look across time.

Yudit asked if there was anything from 3rd grade on since we know that many are not reading at grade level?

Amanda- responded that yes, as we build out this initiative we will use data and coaches to reach the older grade levels. In this first year we have started with a smaller group of grade levels allowing refinement of coaching cycles as they are built out.

Elisabeth- How will this impact dual immersion schools such as Heredia-Arriaga School and students who may not be scoring well in one or both languages?

Amanda- stated that within the DIBELS platform there is the option to assess in English and/or Spanish. Teachers can also test in both languages.

- d) **Modeling a lesson**- Kristina led everyone through a Model Instructional Routine, and Amber then had everyone run through an example.

Elisabeth and Yudit asked about scholars who receive services?

Tonja responded that a Speech Language Pathologist comes in to work with students who need differentiated instruction. They receive very intentional phonic instruction that is aligned with the Science of Reading.

Yudit asked about those students who do not have a Speech Language Pathologist?

Tonja responded that the resource teachers also are trained.

Amber concurred that RSP teachers and SPED teachers are trained in this model.

Amanda added that the Special Education Team works with SDC teachers and RSP teachers to practice via co-teaching with general ed teachers.

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Roberto and Marilyn provided feedback- it would be helpful to record lessons like this or make a video and upload it to Parent University.

Marjannie asked about the impact of regional dialects.

Iysha followed up to ask if coaches are culturally diverse so scholars can hear multiple dialects?

Tonja responded that additional coaches will be hired next year and will help diversify our staff body.

Steven mentioned that this is a great connection to LCAP metrics and goals- specifically in the areas where we are seeking to diversify our staff.

- e) Steven let members know that additional questions can be placed in the parking lot.

There were some questions about the older grades, and the types of work going on around literacy support for the older grades. Steven will get this information out.

B. Math Curriculum & Instruction with a focus on Math Materials Adoption Process

- i. Lisa Van Horn, Director Curriculum & Instruction, explained that the Math Instructional Materials Adoption is an eighteen-month process. Forty educators from throughout every school in the district, representing various grade spans, are working together to select a curriculum that will be used for the next eight years.
- ii. The current math framework came out in 2023 which emphasizes student-led deep thinking for problem solving rather than a teacher standing at a board and going through a problem-solving *routine*. The idea is that students are leading the actual problem solving through deep thinking. This type of teaching emphasizes:
 - Engagement
 - Academic Conversations- talking about math with their peers
 - Grouping of Standards- instead of teaching math standards by grade, since so many of the math concepts fit together we do not want to teach concepts in isolation.
 - Critical Thinking
 - Accessible Entry Points- so that even if a student enters school in the middle of the school year and they have not mastered the standards up to that point, there are still accessible points and they can still experience the math lesson and build upon their current knowledge.
- a) Lisa gave members a math problem that meets 4th grade standards. Members broke out into groups to go through each math problem. Members were placed into pairs/trios and worked on boards placed on the walls throughout the rooms, exactly as students would in a similar type of lesson.

Local Control & Accountability Plan (LCAP)
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- b) Lisa mentioned that in class during such an activity, not only does a teacher facilitate the work, but there is a check for understanding. Teachers use the assessment to design their next lesson.
- c) Copies of 4th grade math standards and Math Adoption Process were distributed.
- d) Lisa emphasized that engagement and conversations are so important to build a student's conceptual understanding. Students are doing the thinking and the doing. Teachers are doing the guiding.

Roberto asked if this is just because CA changed the standards.

Lisa stated that yes, there is a new framework that is quite different from how we learned Math. She used a personal example of how previously learning math entailed plugging numbers into formulas that students memorized but were never taught the deeper concepts.

Amber concurred that this type of framework also helps students to engage in math wherever they are at.

Lisa: Standards is the *what* and the Framework is the *how does that look, the instruction*. This is why we are focusing on Instructional Materials. We want to choose materials that support the deep thinking of math. Professional learning is key to making sure the materials are used as they are supposed to.

- e) The math adoption process is a 18-month process. This year is a training year. CDE approved 62 curricula and the workgroup is narrowing it down to 8-10.
- f) The Adoption team is developing a district lens and the narrowing process.
- g) Prescreening will start next year where the 8-10 curricula will be narrowed down to 2-3 which will be piloted in classrooms. The Adoption team will come to a consensus in February 2027 and in April 2027 a Recommendation will go to the Board for approval. Implementation will happen in Fall 2027. Teachers that are part of this team are diverse - across *grade levels* and *student ability* across every school in the district.

Elisabeth asked how the state selected the 62 curricula?

Iysha asked if the money has already been spent for this curriculum? Are there certain schools that are piloting?

Lisa responded that funds for the new math curriculum have been allocated but not spent. Regarding piloting, a diverse group of teachers from every school in the district, representing every grade level, with specialties across Special Education

and English Learners are part of the pilot team. In regards to the selection of 62 curricula, different publishers submit their materials to CDE and reviewers throughout the state go through the rubrics to select their recommendations. The 62 curricula must meet at least the minimum standards that meet the framework and standards. Our job is to make sure the curriculum promotes deep thinking and is culturally relevant and engaging.

Marjannie asked a clarification question, does the Adoption Team make the recommendation and the Board approves it?

It was confirmed that a recommendation goes to the board and the Board approves.

Roberto asked a question in regards to PD, how it will happen.

Tonja responded that in the past PD didn't happen until after adoption, but we've learned that math PD must happen during the life of the adoption.

Steven thanked the presenters today.

V. OVERVIEW of RECENT STUDENT OUTCOMES AND SURVEY RESULTS

To respect the meeting end time, Steven stated that the remaining feedback activity will shift to occur asynchronously, which will also give members time to reflect upon the activities they participated in today. Steven emphasized that what was covered today were elements of the LCAP in practice. For instance, Goal 1 in the Quick Reference talks about Math & Literacy Interventions which staff demonstrated today and members were fully engaged in activities. Action 1.12 Professional Development that supports Math and ELA instruction was also demonstrated. What members viewed today are investments that are happening in practice across our schools.

Framing Some of the Needs- When we look at some of our outcomes, we see that our 3rd through 8th graders are not performing where we want them to because they have not received some of that early literacy foundation. We of course are still working to provide intervention in the later grades, but a key focus of the Early Literacy Initiative is trying to build a foundation in the early years and that is where a lot of these efforts are going.

A. California School Dashboard Results

- i. Came out at the end of Fall 2025. Next year the State will release it in October.
- ii. Our results- when we look at ELA and Math we see that it is where we need improvement. This is why we have identified the need for ELA and Math coaching and instruction.

Iysha mentioned that while graduation has gone up, college-career has gone down.

Steven - We do have a gap between these two outcomes and often look at the area of A-G completion rate vs. our graduation rate. A-G eligibility is often impacted by two key

areas (1) the D/F rate, as students who earn a D do progress towards graduation but that is not sufficient for A-G eligibility and (2) the courses a student takes. Right now the graduation requirements are not the same as A-G requirements.

Iysha stated that at one point we were looking to see how effective the resources are. If some students are in an AP course but not passing then what is our data telling us?

Roberto also wondered about the correlation between college/career preparedness and chronic absenteeism.

Roberto emphasized that if students are not in school then they are not going to do well in Math and ELA.

Steven stated that some students who have significant needs, normally need support across multiple areas. Part of the MTSS work is not looking at a student in fragmented pieces, but focusing on the whole child. Steven stated that many who have chronic absenteeism have a complex web of situations for which we need to identify root causes.

Steven encouraged members to check out their own school sites' dashboards.

Additionally, it was noted that while we have areas to improve, we have also been able to reduce the number of groups who were landing in the reds.

- iii. SCOE and a Foster team have provided additional training through Differentiated Assistance.

B. Fall LCAP Survey Results

- i. Next meeting we will discuss results from our spring staff and family surveys that will expand upon the Fall Survey results.

VI. SUMMARY of LCAP MID-YEAR UPDATE

- A. Status of Action Implementation
- B. Estimated mid-year expenditures
- C. Updates to available metric data
- D. Next Steps

- i. Steven confirmed that he will follow-up via email with opportunities to note key input.

VII. ADJOURNMENT

Marilyn- Item 3, Approve Minutes, will be tabled until the next meeting as we do not have a quorum. Marilyn adjourned the meeting at 7:31pm.