



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

*Thursday, September 18, 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. Overview of annual LCAP Development Process and Role of LCAP PAC

- A. Review annual development timeline and placement of 2025-26 process within the overall 3-year cycle
- B. Review Role of the LCAP PAC and available resources
- C. Annual Review: Uniform Complaint Process (UCP) procedures

IV. Updates on and Overview of the 2025-26 LCAP

- A. Summary of Sacramento County Office of Education Approval status
- B. Next steps for California School Dashboard
- C. Overview of the 2025-26 LCAP using the Quick Reference

V. Connection between the LCAP and the overall NUSD budget

- A. Relationship of key district plans
- B. Summary of major funding sources and their connection to the LCAP

VI. Future Meeting Dates for 2025-2026

- A. Discussion of schedule for 2025-26 meetings



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LCAP PAC

Local Control and Accountability Plan
Parent Advisory Committee

September 18, 2025
6:00 - 7:30 PM
NUSD Education Center



VISION STATEMENT

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.

Noel Mora, Board Member - Area 1

Ericka Harden, Board Member - Area 2

Micah Grant, Board President - Area 3

Scott Dosick, Board Vice President - Area 4

Sumiti Mehta, Board Clerk - Area 5

Dr. Robyn Castillo, Superintendent



Natomas Unified School District **CORE VALUES**



- » We value learning and achievement for each of our students.
- » We value diversity, equity, and inclusion.
- » We value our families as partners in the education of their students.
- » We value our committed, collaborative, caring, and exemplary employees.

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education."

-Martin Luther King Jr.

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

Overview of Annual LCAP Development Process & the Role of the LCAP PAC

- Review annual timeline and 3-year cycle context
- Review role of the LCAP PAC and available resources
- Annual Review of UCP procedures

Updates on and Overview of the 2025-26 LCAP

- Summary of SCOE Approval Status
- Next steps for California School Dashboard
- Overview of the 2025-26 LCAP

Connection between the LCAP and overall NUSD budget

- Relationship of key district plans
- Summary of major funding sources and their connection to the LCAP

Discuss future meeting dates for 2025-26



Welcome and Introductions

Getting to Know Each Other

Three rounds of 2 minutes each

- Try to engage with members you don't already know well
- Remember to listen for the 1-minute switch announcements so we can balance air time

Round 1

- What is something fun or exciting you did this summer?

Round 2

- What is one thing that has gone well for you and or your student(s) at the start of this year?

Round 3

- What was a positive and impactful learning or school experience in your own journey as a learner and why was it so impactful?



Public Comment



Review of Annual Process, Role, and Procedures

Purpose of the LCAP Process

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

Main 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**



Main LCAP Document

- ❖ Plan summary
- ❖ Educational Partner Engagement overview
- ❖ Goals and specific Actions aligned to each goal, with projected expenditures
- ❖ Identified metrics and target outcomes
- ❖ Reflections on current year implementation and estimated actual expenditures for current year
- ❖ Increased/Improved Services descriptions
- ❖ Action Tables detailing all expenditure information

**Appendices
(As needed)**

- ❖ Additional context for school/student group performance

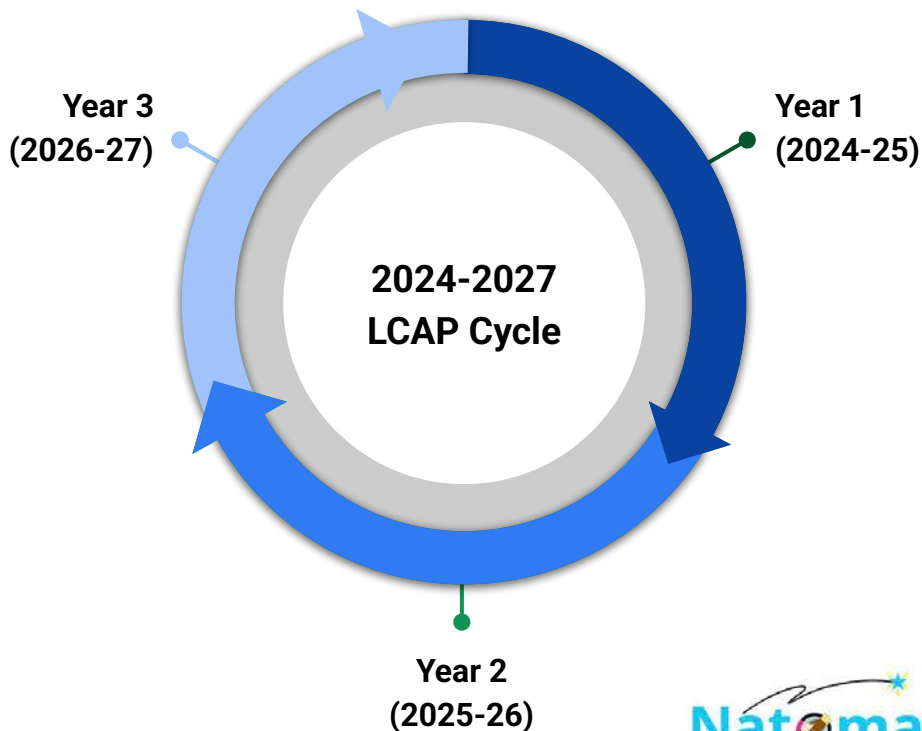
Annual and 3-Year Cycle for the LCAP

Annual Cycle

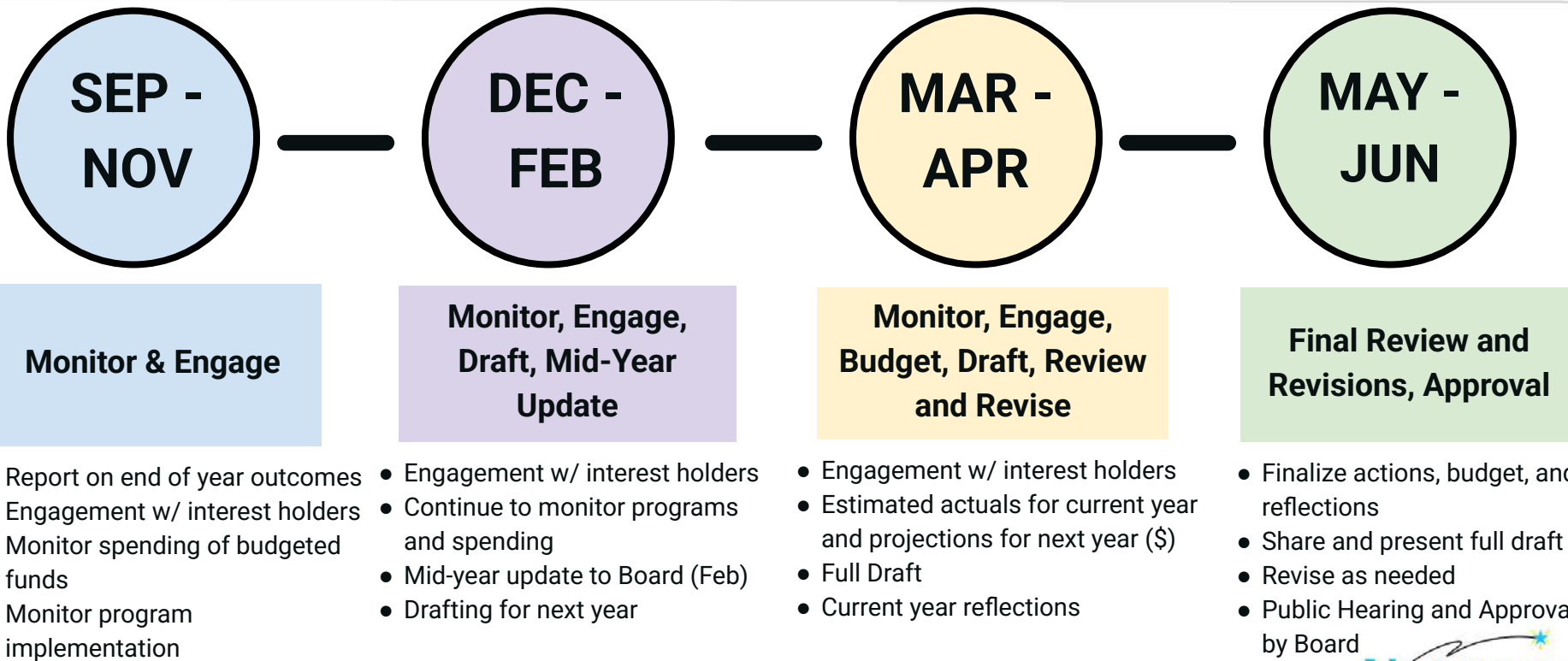
- ❖ **Each year a new LCAP is developed and adopted.** This includes the goals, actions, services, and expenditures planned for the following year AND reporting on the outcomes of the current year.
- ❖ **Each year a mid-year update is required** by the end of February to provide the board and public an update on progress.

3-year Cycle

- ❖ The LCAP operates on a 3-year cycle.
- ❖ **2025-26 is the second 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 Development Timeline



Role of the LCAP PAC

The 'Why' of Engagement

"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. ***Engagement of educational partners is an ongoing, annual process.***" -- LCAP Template

From the LCAP PAC Bylaws (Article III)

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

**For consideration: Approach the year as a PAC through a grade span-specific lens (TK-2, 3-5, 6-8, 9-12)*

Uniform Complaint Procedures (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

Resources

1. [General Complaint Form](#)
2. **Uniform Complaint Procedures**
 - [Board Policy 1312.3](#)
 - [Administrative Regulation 1312.3](#)

Path to Successful Communication

Path to Successful Communication – School Sites

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

R E S O L U T I O N ↓	Step 1:	Address the matter with the site <u>Staff Member</u> directly (teacher, coach, etc.)
	Step 2:	If unresolved, please contact the school's <u>Principal or Designee</u>
	Step 3:	If unresolved, contact <u>Constituent and Customer Services (CCS)</u> for informal resolution at (916) 561-5253
	Step 4:	If unresolved, CCS will contact the <u>Supervisor of Schools</u> or appropriate <u>Department</u>
	Step 5:	If unresolved, CCS will contact the <u>Assistant Superintendent of School Leadership</u>
	Step 6:	If unresolved, a formal complaint may be submitted in writing to <u>CCS</u> customerservice@natomasunified.org
↓ R E S O L U T I O N		

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



Updates on and Overview of the 2025-26 LCAP

2025-26 LCAP Status

- June 11, 2025: 2025-26 LCAP Public Hearing
- June 25, 2025: 2025-26 LCAP Approval by NUSD Board
- July 17, 2025: Sacramento County Office of Education (SCOE) confirmation that NUSD 2025-26 LCAP meets all required elements
- July 28, 2025: Confirmation from SCOE of recommendation for county approval
- September 15, 2025: Date of formal letter from SCOE confirming county approval





Next Steps for 2025-26 LCAP

- Upload approved LCAP to California School Dashboard (October)
- Release of 2025 California School Dashboard (November) performance information for indicators including, but not limited to:
 - Academics (Math and ELA)
 - College and Career Preparedness
 - Chronic Absenteeism
 - English Learner Progress
 - Graduation Rate
 - Suspension Rate
- Preparation of Mid-Year Update to be presented to the Board of Education in February 2026

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)**

Diving Deeper into our LCAP

A closer look at the LCAP by Goal

- Description (Goal Statement) & Type
- State Priorities Addressed
- *Explanation of WHY this goal was developed*
- *Measuring and Reporting Results (WHAT) (Metrics, Progress, and Targets)*
- Goal Analysis (Previous Year)
- *Actions, Expenditures, and Contributing Status (HOW)*

As a group (20 minutes):

Use the quick reference and full section of your group's LCAP goal to dive deeper into they WHY, WHAT, and HOW.

Be Prepared to Share out as a group (4 minutes per group):

- WHY was this LCAP goal developed?
- WHAT are some of the key outcomes to measure success?
- HOW are we working towards this goal (examples of key actions)?

Tips for Reading the LCAP: Goals

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maximize academic growth, responsibility and achievement for each student.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 1 is fully aligned to NUSD's 2024-2029 Strategic Plan (Forward 5) and was developed to focus the district's efforts in the area of academic achievement on the individual growth of each student. This focus reflects the district's commitment to meeting each student where they are at and providing the necessary supports to help each student maximize their academic growth potential and achievement - both for students that are above as well as below grade-level standards.

Goal 1 was developed based on analysis of data points including, but not limited to: CAASPP Math and English Language Arts proficiency, NUSD's internal writing assessments, information from regular i-Ready and IXL diagnostic assessments, curriculum-embedded assessments, reclassification rates for English Learners, and district Advanced Placement (AP) and International Baccalaureate (IB) course enrollment and test pass rates. Additional sources of information contributing to goal development included feedback from student, family and staff experiences through surveys and educational partner meetings, analysis of formative feedback from classroom walkthroughs, graduation rates, UC/CSU A-G completion rates, and our Career Technical Education (CTE) Pathway completion rates. Data was analyzed according to the NUSD Theory of Action that informs analysis through an equity lens and includes disaggregation by site, grade level, gender, and student group. Overall, this goal reflects a strategic response to the collected evidence, aiming to implement practices that not only improve academic achievement but also ensure the holistic development of students in a supportive and responsive educational landscape.

Tips for Reading the LCAP: Metrics

Measuring and Reporting Results

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)	All: 94.0% AA: 92.4% A: 92.9% F: 97.9% H/L: 92.9% 2+: 98.8% W: 96.2% EL: 81.9% HY: 88.3% SED: 93.0% SWD: 75.9% (2023-24)		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%	All: +1.5% AA: +2.7% A: +0.9% F: +2.1% H/L: +0.6% 2+: +4.5% W: +2.5% EL: +0.4% HY: +2.2% SED: +2.3% SWD: -6.2%

Tips for Reading the LCAP: Actions

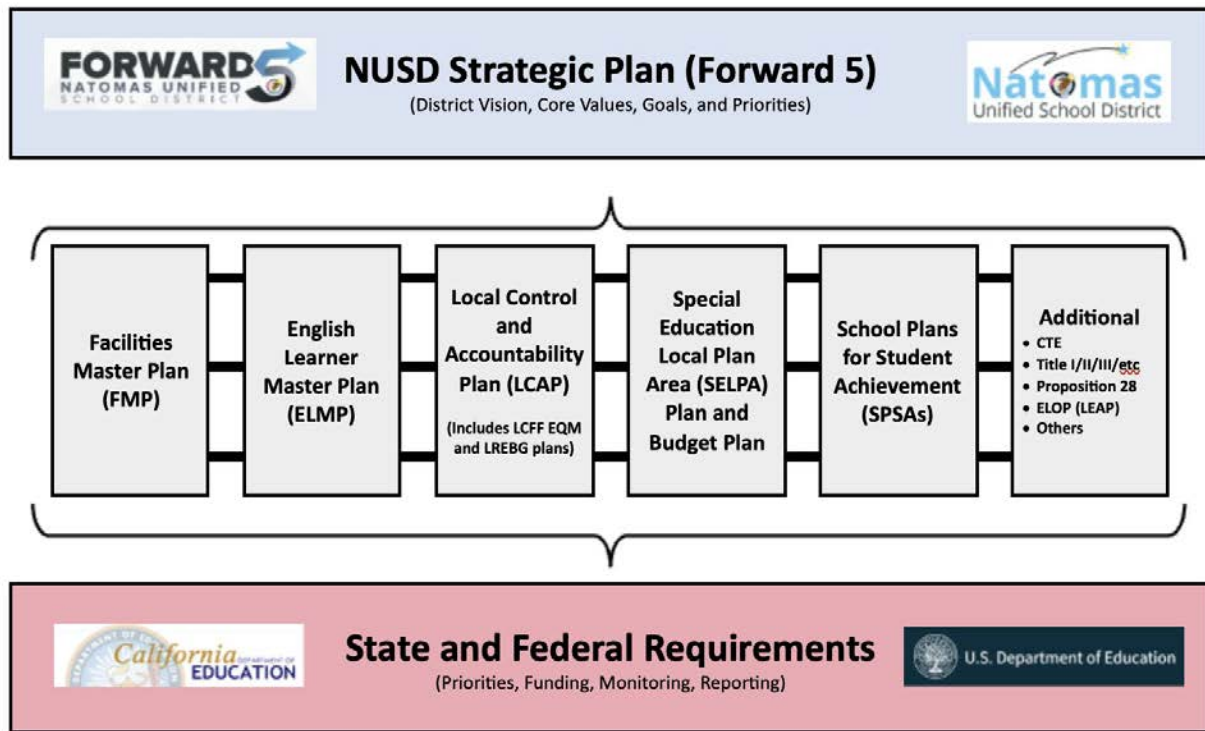
Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$79,445.00	Yes



How the LCAP connects to the overall NUSD Budget

Relationship of Key District Plans



Which dollars are present in the LCAP?

Important Reminders

- The 2025-26 NUSD LCAP includes 91 actions aligned to Goals 1-7 that total \$52.5M in projected expenditures
- As required, ALL of the LCFF S&C, LCFF Equity Multiplier, and Learning Recovery Emergency Block Grant (LREBG) funds are represented in the LCAP
- Other funding sources present, **in part**, within the LCAP include, but are not limited to: ELOP, Lottery: Instructional Materials, CTE, Adult Ed, A-G Grants, Title I, Title III, and LCFF General
- Note: The LCAP does not account for every revenue source or expenditure in the district. Other documents, such as the district's Special Education Local Plan Area (SELPA) Annual Budget Plan, outline actions and expenditures specific to those funding sources

Overall, the funding sources present within the LCAP is a factor driven by actions – the LCAP includes actions relevant to the district's goals and details the funding associated with those actions

Connecting the LCAP to the Budget

Connecting the LCAP to the Budget: Key Examples of Revenue Sources in the Budget

Based on Projections included in 2025-26 Proposed Budget Approved by the Board on 6.25.25

Local Control Funding Formula (LCFF) (\$148.7M)	LCFF General (\$121.1M)
	Supplemental and Concentration (S&C) Grant Funding (\$27.6M)
Other State Funds (\$37.1M)	Expanded Learning Opportunities Program (ELOP) (\$6.1M)
	Lottery: Instructional Materials (\$2.7M)
	Prop 28 (Arts and Music in School) (\$1.8M)
	LCFF Equity Multiplier Funding (\$1.8M)
	Career Technical Education (CTE) Incentive Grant (\$880K)
	Special Education State Funding (\$15.2M)
	After School Education and Safety (ASES) (\$670K)
Federal Funds (\$7.1M)	Universal Pre-Kindergarten (UPK) (\$400K)
	Title I (\$2.4M)
	Comprehensive Support and Improvement (CSI) Funds (\$420K)
	Special Education Federal Funding (\$2.8M)
	CTE Funding (Perkins) (\$100K)
	Title II (\$460K)
	Title III (\$550K)
Local Funds (\$5.9M)	Title IV (\$170K)
	Donations, Interest, etc.

*NOTE: the above funding sources represent key examples and are not an exhaustive list

Which dollars are present in the LCAP?

The 2025-26 NUSD LCAP includes 91 actions aligned to Goals 1-7 that total \$52.5M in projected expenditures

As required, ALL of the LCFF S&C, LCFF Equity Multiplier, and Learning Recovery Emergency Block Grant (LREBG) funds are represented in the LCAP

Other funding sources present, in part, within the LCAP include, but are not limited to: ELOP, Lottery: Instructional Materials, CTE, Adult Ed, A-G Grants, Title I, Title III, and LCFF General

Overall, the funding sources present within the LCAP is a factor driven by actions – the LCAP includes actions relevant to the district's goals and details the funding associated with those actions

Note: The LCAP does not account for every revenue source or expenditure in the district. Other documents, such as the district's Special Education Local Plan Area (SELPA) Annual Budget Plan, outline actions and expenditures specific to those funding sources

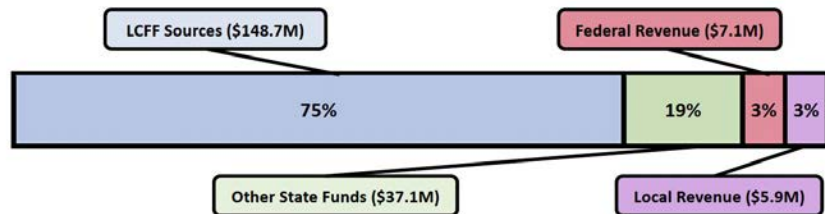
Connecting the LCAP to the Budget

Connecting the LCAP to the Budget:

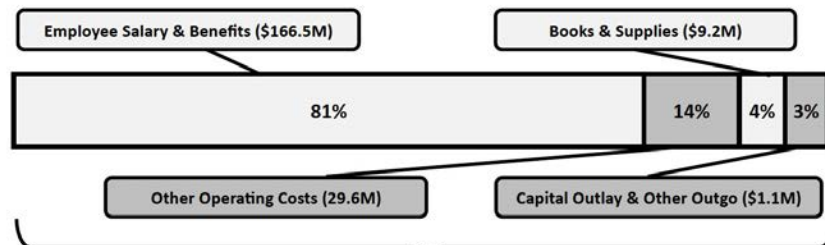
High-Level Overview of Projected Revenue and Projected Expenditures

Based on Projections included in the 2025-26 Proposed Budget Approved by the Board on 6.25.25

Total Projected Revenue for 2025-26 (Includes Unrestricted & Restricted Funding): **\$198.8M**



Total Projected Expenditures for 2025-26 (Includes Unrestricted & Restricted Funding): **\$206.4M**



The NUSD LCAP includes the specific planned expenditures focused on achieving the seven (7) goals outlined in the plan. For 2025-26, these expenditures total \$52,453,348.

#	LCAP Goal	Projected Expenditures
1	Maximize Academic Growth, Responsibility, and Achievement for Each Student	\$14,046,287
2	Cultivate the Social Emotional Well-Being of Each Student	\$3,668,920
3	Create a Safe, Engaging Environment where Students Connect to School	\$12,790,503
4	Engage Parents and Families to Support Student Success	\$2,177,940
5	Hire, Train, and Retain High-Quality Staff	\$18,223,534
6/7	Equity Multiplier Focus: Increase stability rates at Equity Multiplier Schools (BCS, DHS, LGMA, NMS)	\$1,546,164
Total Projected Expenditures in 2025-26 NUSD LCAP		\$52,453,348

Note: The LCAP does not account for every revenue source or expenditure in the district. Other documents, such as the district's Special Education Local Plan Area (SELPA) Annual Budget Plan, outline actions and expenditures specific to those funding sources.



Scheduling future LCAP PAC meetings

2025-26 LCAP PAC Meetings

In spring 2025 the PAC agreed to hold the September (this) meeting as usual and, upon convening, discuss the scheduling of remaining 2025-26 meetings. In recent years the PAC has met 3 times per year, which is the minimum required by by-laws. Below is a potential schedule for discussion based on the addition of an extra spring meeting:

Meeting	#1	#2	#3	#4
Possible Timing	September	January	March	May
Potential Agenda Topics/ Activities	• Introductions • Process, Roles • Developing a deeper understanding of LCAP structure • LCAP-Budget Connections • Discuss future meeting schedule	• Review of California School Dashboard data and other key student outcomes • Review draft Mid-Year Update • Engage with staff to learn about district progress and efforts in key areas	• Review results of surveys (annual family survey questions and LCAP-specific questions) • Review in-progress 2026-27 LCAP drafts to provide input and ask questions	• Review and discuss a full draft of the LCAP, including all projected expenditures • Review questions posed to-date and finalize list of questions to be responded to by staff



THANK YOU

QUESTIONS OR COMMENTS

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2025-26 NUSD LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

What is the LCAP?

The LCAP is a 3-year plan that describes NUSD's **goals, actions, services, and expenditures** to support **positive student outcomes** that address **state and local priorities**. The LCAP is an opportunity for our school district to share our plan of **how, what, and why** programs and services are selected to **meet the needs of our students, staff, and families**.

NOTE: The 2025-26 LCAP will be the 2nd year of the 2024-2027 LCAP Cycle

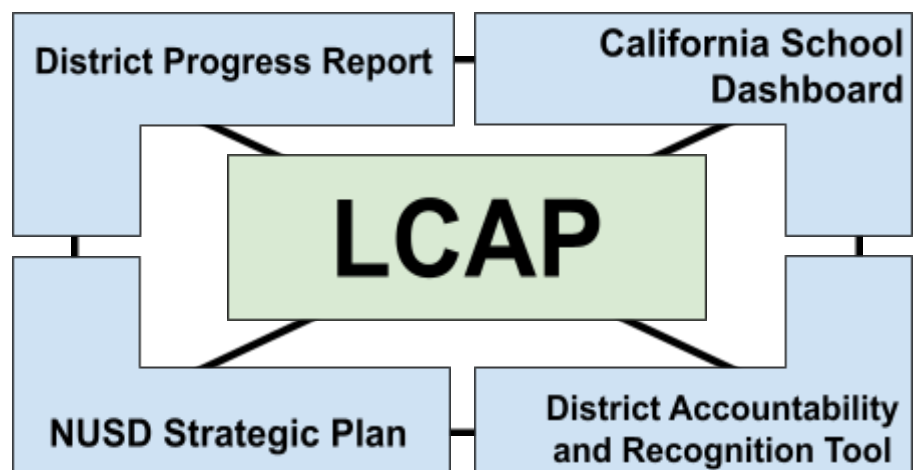
Summary of NUSD's Seven LCAP Goals

#	Goal	Areas of Focus	Projected 25-26 Budget (\$)*	% of all \$ in the LCAP*
1	Maximize Academic Growth, Responsibility, and Achievement for Each Student	Literacy & Math - College & Career Diversity, Equity, & Inclusion Enrichment & Interventions - Resources & Support	\$14,046,287	26.8%
2	Cultivate the Social Emotional Well-Being of Each Student	Student Social-Emotional Resources and Supports Behavior Intervention - Attendance & Wellness Diversity, Equity, & Inclusion	\$3,668,920	7.0%
3	Create a Safe, Engaging Environment where Students Connect to School	Extra-Curriculars & Athletics - Student Voices Mentoring & Before/After School Programs Safety, Transportation & Facilities Diversity, Equity, & Inclusion	\$12,790,503	24.4%
4	Engage Parents and Families to Support Student Success	Diversity, Equity, & Inclusion Parent Education & Engagement Parent Advisories & Committees - Communications	\$2,177,940	4.2%
5	Hire, Train, and Retain High-Quality Staff	Hiring & Recruiting - Resources & Supports Training & Professional Development Diversity, Equity, & Inclusion Value, Recognize, & Celebrate Staff	\$18,223,534	34.7%
6/ 7	Equity Multiplier Focus: Increase stability rates at Equity Multiplier Schools (BCS, DHS, LGMA, NMS)	Student Engagement - Family Engagement Additional Academic and Social-Emotional Support Restorative Practices Diversity, Equity, & Inclusion	\$1,546,164	2.9%
Total Funding Included in all LCAP Goals			\$52,453,348	100%

Alignment Across Key District Planning and Accountability Tools

The LCAP is developed and updated in close alignment with the following key tools:

- NUSD Strategic Plan (Forward 5)
- District Progress Report (DPR)
- California School Dashboard (CSD)
- District Accountability and Recognition Tool (DART)



NUSD at-a-glance

NUSD is one of the **most diverse school districts in the country** and offers a wide range of rigorous programs to engage and support all students

10,879 Students	15 schools (not including one dependent charter school)	English Learners 15%	Foster Youth 0.4%	Homeless Youth 4%	Students with Disabilities 15%	Socioeconomically Disadvantaged Students 66%	
American Indian/ Alaska Native	Asian	Black/ African American	Filipino	Hispanic/ Latino	Native Hawaiian/ Pacific Islander	Two or More Races	White
0.4%	16%	22%	3.1%	35%	1.6%	11%	11%
TK-12 International Baccalaureate (IB) Programs		Advanced Placement (AP) courses and Capstone Program		11 Career Technical Education (CTE) Pathways		Dual Enrollment opportunities including an Early College Academy	
Spanish Language Dual Immersion Program		Preschool and Adult School programs		Athletics Programs beginning in 4th grade		Robust after school and summer programs	

NUSD has made **positive growth** in several of the state's key indicators as measured and reported by the California School Dashboard (CSD)

State Indicator	Dashboard performance Level		
	2023	2024	Change
Graduation Rate	Yellow	Green	Improved one level
College/Career Indicator	Medium*	Green	Improved one level
Academics: Math (DFS)	Orange	Orange	No Change
Academics: English Language Arts (DFS)	Orange	Orange	No Change
Suspension Rate	Red	Yellow	Improved two levels
Chronic Absenteeism Rate	Orange	Yellow	Improved one level
English Learner Progress Indicators (ELPI)	Orange	Green	Improved two levels

*In 2023 no dashboard performance color was assigned for the College/Career Indicator as key assessments returned to normal status post-pandemic.



Goal 1	Maximize academic growth, responsibility and achievement for each student
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#	Action	Projected Expenditures for 25-26
1.1	Advanced Placement (AP) / International Baccalaureate (IB) Supports	\$35,000
1.2	Advanced Placement (AP) / International Baccalaureate (IB) Exam Fees	\$175,000
1.3	Increased Instructional Minutes (Aligned to Action 5.4)	\$0
1.4	Technology Refresh	\$1,500,000
1.5	English Learner Supports	\$484,482
1.6	English Learner Extended Day and Summer School Supports	\$19,200
1.7	Williams Act Compliance (Instructional Materials)	\$700,000
1.8	School Site Supplemental programs and services	\$1,469,220
1.9	Layered Academic and Social Emotional Supports	\$100,000
1.10	State Seal of Civic Engagement (SSCE)	\$4,500
1.11	Culturally Responsive Curriculum	\$75,000
1.12	Professional Development that Supports English Language Arts (ELA) and Math Instruction	\$1,019,563
1.13	College Access Supports	\$65,000
1.14	Specialized Programs	\$0
1.15	System of Assessments	\$450,609
1.16	Elementary AVID (Advancement Via Individual Determination) Support	\$167,985
1.17	College and Career Supports	\$940,000
1.18	Secondary School Summer Programs	\$680,000
1.19	Advanced Placement (AP) Capstone Program	\$179,660
1.20	Secondary Math Supports	\$375,000
1.21	High School Graduation Supports	\$161,630
1.22	PK-12 International Baccalaureate (IB) Programs	\$1,930,385
1.23	(Gifted and Talented Education) GATE Programs	\$33,000
1.24	State Seal of Biliteracy program	\$3,970
1.25	Career Technical Education (CTE) Pathways	\$2,603,558
1.26	Adult Education Program	\$487,937
1.27	Math and Literacy Interventions for elementary and K-8 schools	\$385,588
Total Projected Budget for Goal 1		\$14,046,287

Goal 1	Maximize academic growth, responsibility and achievement for each student
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#	Metric	Baseline	Most recent Result	26-27 Target
1.1	High School Graduation Rate (Combined 4/5 year % of students receiving HS Diploma)	92.5% (22-23)	94% (23-24)	94%
1.2	11th Grade A-G Completion (% of 12th grade class with 11 or more A-G courses completed)	77% (Class of 2024)	76% (Class of 2025)	75%+
1.3	A-G Completion Rate (% of 12th graders who graduate with UC/CSU A-G requirements)	58% (22-23)	57% (23-24)	65%
1.4	CTE Pathway Completion Rate (% of graduates who completed a full CTE pathway)	20% (22-23)	21% (23-24)	25%
1.5	Dual Enrollment Rate (% of graduates who completed at least 1 dual enrollment course)	25% (22-23)	22% (23-24)	30%
1.6	English Language Arts CAASPP Proficiency (% of students meeting/exceeding standards)	35% (22-23)	35.3% (23-24)	42%
1.7	Math CAASPP Proficiency (% of students meeting/exceeding standards)	23% (22-23)	23.1% (23-24)	30%
1.8	English Language Arts CAASPP Improvement (% of students scoring at Level 1 in the prior year who go on to score a 2 or higher in the next year)	21% (22-23)	22% (23-24)	30%
1.9	Math CAASPP Improvement (% of students scoring at Level 1 in the prior year who go on to score a 2 or higher in the next year)	14% (22-23)	16% (23-24)	25%
1.10	AP/IB Course Enrollment (% of students in grades 9-12 enrolled in at least 1 AP/IB course)	34% (22-23)	33% (23-24)	35%+
1.11	AP/IB Test Taking Rate (% of students in grades 9-12 taking at least 1 AP/IB exam)	26.5% (22-23)	31% (23-24)	30%
1.12	AP/IB Test Pass Rate (% of students in grades 9-12 passing 1 or more AP/IB exam)	48% (22-23)	44% (23-24)	55%
1.13	English Learner Progress Indicator (% of English Learners making progress as defined by the California School Dashboard)	44.1% (22-23)	46% (23-24)	50%
1.14	English Learner Redesignation Rate (% of English Learners who redesignate to Fluent status)	11% (22-23)	8% (23-24)	15%
1.15	State Seal of Biliteracy (% of graduates earning the State Seal of Biliteracy)	14.6% (22-23)	14% (23-24)	20%
1.16	Districtwide Writing Assessment (% of students achieving proficiency)	50% (SP 24)	56% (SP 25)	55%
1.17	i-Ready Reading Performance (% of students in grades K-8 scoring On/Above grade level)	41% (May 2024)	39% (Mar 2025)	50%
1.18	IXL ELA Performance (% of students in grades 9-12 scoring On/Above grade level)	25% (Mar 2025)	25% (Mar 2025)	38%
1.19	i-Ready Math Performance (% of students in grades K-8 scoring On/Above grade level)	33% (May 2024)	31% (Mar 2025)	40%
1.20	IXL Math Performance (% of students in grades 9-12 scoring On/Above grade level)	10% (Mar 2025)	10% (Mar 2025)	25%
1.21	Instructional Materials Sufficiency (% of students with standards-aligned materials)	100% (23-24)	100% (24-25)	100%
1.22	Combined A-G/CTE rate (% of graduates meeting A-G requirements AND completing a CTE pathway)	11.3% (22-23)	11.9% (23-24)	15%
1.23	SSCE Rate (% of graduates earning State Seal of Civic Engagement)	0%	50.2%	60%
1.24	College Career Indicator (% of graduates meeting 'prepared' status on the California School Dashboard)	42.3% (22-23)	44.8% (23-24)	50%
1.25	Classroom Walkthroughs (% of schools with walkthroughs conducted)	100% (23-24)	100% (24-25)	100%
1.26	Long Term English Learners (LTEs): % of Ever-ELs that are LTEs	18.6% (22-23)	16.9% (23-24)	14.5%
1.27	California Science Test (CAST) Performance (% of students in grades meeting/exceeding proficiency)	24.5% (22-23)	22.4% (23-24)	40%
1.28	College Application Fee Funding (% of seniors accessing fee funding)	UC: 11.9% CSU: 34.5%	UC: 9.4% CSU: 30.1%	15% 40%

Goal 2

Cultivate the Social Emotional Well-Being of Each Student

#	Action	Projected Expenditures for 25-26
2.1	Foster Youth Supports (Staff)	\$79,445
2.2	Chronic Absenteeism Interventions	\$71,607
2.3	Promise Program/Community Day School	\$100,000
2.4	Restorative Justice/Restorative Practices	\$80,000
2.5	Foster Youth Supports (Resources)	\$19,500
2.6	Increased Health Assistants	\$290,224
2.7	Increased Psychologists <i>Note: Expand to include additional psychologist staffing</i>	\$516,900
2.8	Social Emotional Assessments <i>Note: Paid through 2026-27</i>	\$0
2.9	Social Workers for Social Emotional Supports	\$1,883,566
2.10	Chronic Absenteeism Systems and Supports	\$146,869
2.11	Tutoring and Supports for students experiencing homelessness	\$10,000
2.12	Continue expanded health and wellness supports	\$150,000
2.13	(NEW) Additional Mental health Supports: Behavior Support staff	\$320,809
Total Projected Budget for Goal 2		\$3,668,920

#	Metric	Baseline	Most recent Result	Target for 26-27
2.1	High School Dropout Rate (% of 4-year high school cohort that are classified as drop-outs)	2.7% (22-23)	1.8% (23-24)	<2.0%
2.2	Chronic Absenteeism Rate (% of students missing 10% or more of enrolled days)	30.4% (22-23)	24.2% (23-24)	18%
2.3	Suspension Rate (% of students with one or more suspension)	8.4% (22-23)	7.7% (23-24)	5.0%
2.4	Expulsion Rate (% of students expelled)	0.2% (22-23)	0.1% (23-24)	<0.2%
2.5	Middle School Dropout Rate (number of middle school students dropping out)	<5 (22-23)	<5 (23-24)	<5 (#)
2.6	Attendance Rate (% of total days attended)	92% (22-23)	92% (23-24)	95%

Goal 3	Create a Safe, Engaging Environment Where Students Connect to School
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#	Action	Projected Expenditures for 25-26
3.1	Student Voices	\$3,000
3.2	Elementary and Middle School Sports	\$613,343
3.3	School Facility Conditions	\$6,211,600
3.4	Transportation Services	\$4,206,063
3.5	Senior Survey	\$0
3.6	Mentoring Programs for female students	\$90,000
3.7	Implement the Improve Your Tomorrow (IYT) Program	\$493,080
3.8	Elementary Campus Safety Staff	\$171,554
3.9	Safety and Safe Schools to support Safety and Connectedness	\$863,663
3.10	Music Education Supports	\$318,200
Total Projected Budget for Goal 3		\$12,790,503

#	Metric	Baseline	Most recent Result	Target for 26-27
3.1	Student perception of safety (% of positive/neutral responses as reported on CoVitality social emotional health survey)	86% (Spring 2024)	87% (Spring 2025)	90%
3.2	Student perception of connectedness (% of positive/neutral responses as reported on CoVitality social emotional health survey)	87% (Spring 2024)	87% (Spring 2025)	90%
3.3	Visual and Performing Arts (VAPA) Participation Rate (% of students in secondary schools enrolled in a VAPA course)	58% (23-24)	51% (24-25)	65%
3.4	Athletics Participation Rate (% of students enrolled in athletics (Grades 4-8 and Grades 9-12))	36% (Gr 4-8) 26% (Gr 9-12) Spring 2024	35% (Gr 4-8) 32% (Gr 9-12) Spring 2025	40% (Gr -8) 35% (Gr 9-12)
3.5	Facilities Inspection Tool (FIT) (% of school sites meeting or exceeding 'Good' rating on Facilities Inspection Tool (FIT))	100% (Fall 2023)	100% (Fall 2024)	100%

Goal 4	Engage Parents and Families to Support Student Success
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#	Action	Projected Expenditures for 25-26
4.1	Annual Parent Survey	\$0
4.2	Parent University	\$150,000
4.3	Student Information System and the Parent Portal	\$240,000
4.4	DELAC Parent Supports	\$5,000
4.5	Constituent and Customer Services (CCS)	\$473,514
4.6	Special Education Community Advisory Committee (CAC)	\$0
4.7	Communications and Family Engagement (CAFE) Department	\$605,927
4.8	Communications through websites and social media	\$120,491
4.9	On Track to College Communications and Tools	\$0
4.10	Multilingual Family Engagement Application (Parent Square) <i>Note: Access is already funded through 2026-27</i>	\$0
4.11	Welcome Center	\$580,508
4.12	English Learner Reclassification Recognition Event	\$2,500
Total Projected Budget for Goal 4		\$2,177,940

#	Metric	Baseline	Most recent Result	Target for 26-27
4.1	Parent Survey (% of parents/guardians responding to the annual family survey)	8% (Spring 2024)	9% (Spring 2025)	20%
4.2	Parent/guardian perception of student safety (% of parents/guardians with positive response on annual survey)	77% (Spring 2025)	77% (Spring 2025)	90%
4.3	Parent/guardian perception of student connectedness (% of parents/guardians with positive response on annual survey)	83% (Spring 2025)	83% (Spring 2025)	90%
4.4	Parent/guardian perception of staff welcoming their suggestions (% of parents/guardians with positive response on annual survey)	61% (Spring 2025)	61% (Spring 2025)	90%
4.5	Student Information System (SIS) (% of students with one or more parents/guardians with a parent portal account in Infinite Campus)	81% (Spring 2024)	86% (Spring 2025)	90%
4.6	Parent University (# of parents/guardians involved/participating)	2,426 (23-24)	2,398 (24-25)	3,000
4.7	Student Voices (Number of engagement activities by site)	1/site (23-24)	1+/site (24-25)	1/school
4.8	Number of LanguageLink uses	233 uses (Fall 2023)	264 uses (Fall 2024)	200
4.9	Diverse Group Engagement Activities (Number of engagement activities/site)	1/site (23-24)	1+/site (24-25)	1/school
4.10	Parent Square (% of parents/guardians registered for the district communication platform (Parent Square))	75% (23-24)	61% (24-25)	90%
4.11	District English Language Advisory Committee (DELAC) attendance (Average attendance at DELAC meetings)	12 (23-24)	15 (24-25)	16
4.12	Constituent and Customer Services (CCS) Resolutions (% of cases closed within 5 days)	1,941 contacts 94% closure rate (Fall 2023)	1,592 contacts 92% closure rate (Fall 2024)	95%
4.13	Welcome Center (Number of families accessing Welcome Center services)	0	9,695 (to 3.28.25)	100+

Goal 5

Hire, Train, and Retain High Quality Staff

#	Action	Projected Expenditures for 25-26
5.1	Instructional Technology Professional Development	\$20,000
5.2	Professional Development to Support Diversity, Equity, and Inclusion	\$240,000
5.3	Human Resource Systems	\$0
5.4	Increased Salaries and Instructional Minutes	\$16,455,534
5.5	Beginning Teacher Induction Program	\$425,000
5.6	Peer Assistance Review (PAR) Program	\$20,000
5.7	Human Resource Information System	\$66,000
5.8	Diversity Recruitment Program	\$280,000
5.9	Aspiring Leaders Program	\$32,000
5.10	Instructional Aide Training to Support Students with Disabilities	\$10,000
5.11	Maintain Substitute Pay Increase	\$675,000
Total Projected Budget for Goal 5		\$18,223,534

#	Metric	Baseline	Most recent Result	Target for 26-27
5.1	Credentialing and Assignment (% of teachers fully credentialed and appropriately assigned)	85.7% (21-22)	83.9% (22-23)	90%+
5.2	Technology (% of teachers with a laptop to implement standards)	100% (23-24)	100% (24-25)	100%
5.3	Percentage of teachers who feel safe and connected (as measured by annual staff survey)	81% (Spring 2024)	75% (Safe) 82% (Connected) (Spring 2025)	90%
5.4	Diverse Staffing (% of NUSD teaching staff from a diverse background)	33.3% (23-24)	37.4% (24-25)	36%
5.5	Professional Development (% of teachers who receive professional development on state standards and effective instructional practices)	100% (23-24)	100% (24-25)	100%
5.6	Aspiring Leaders Program (Number of participants)	11 (23-24)	9 (24-25)	10+

Goal 6	Equity Multiplier Focus: Increase stability rates at Equity Multiplier Schools (BCS, LGMA)
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#	Action	Projected Expenditures for 25-26
6.1	Family Engagement Liaison	\$88,365
6.2	Activities Director <i>Note: This action will not be implemented during 2025-26</i>	N/A
6.3	Additional Social Worker	\$159,196
6.4	Additional Teacher on Special Assignment (TOSA)	\$226,787
6.5	Behavior Support	\$85,239
6.6	Restorative Learning Lab (Planning Year) <i>Note: This action will not be implemented during 2025-26</i>	N/A
6.7	Diversity, Equity, Inclusion Administrator	\$102,061
6.8	Additional District Support for Equity Multiplier Schools	\$114,571
6.9	Student leadership and enrichment opportunities (Implement Building Leaders and Activists with Collective Knowledge (BLACK) Program)	\$30,000
6.10	Additional Professional Development aligned to Goal 1	\$93,357
6.11	Summer Enrichment opportunity	\$104,707
Total Projected Budget for Goal 6		\$1,004,283

Goal 7	Equity Multiplier Focus: Increase stability rates at Equity Multiplier Schools (DHS, NMS)
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#	Action	Projected Expenditures for 25-26
7.1	Family Engagement Liaison	\$105,210
7.2	Activities Director	\$87,938
7.3	Restorative Learning Lab (Planning Year) <i>Note: This action will not be implemented during 2025-26</i>	N/A
7.4	Ongoing Classroom Management through restorative practices professional development <i>Note: This action will not be implemented during 2025-26</i>	N/A
7.5	Diversity, Equity, Inclusion Administrator	\$102,064
7.6	Additional District Support for Equity Multiplier Schools	\$157,121
7.7	Additional Professional Development aligned to Goal 1	\$89,548
Total Projected Budget for Goal 7		\$541,881

Goal 6	Equity Multiplier Focus: Increase stability rates at Equity Multiplier Schools (BCS, LGMA)
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#	Metric	Baseline	Most recent Result	Target for 26-27
6.1	Chronic Absenteeism Rate (% of students missing 10% or more of enrolled days)	BCS (2023 Dashboard) All Students: 40.3% Student groups in Red: W, HY, 2+ ALS (2023 Dashboard) All Students: 46.3% Student groups in Red: A, B/AA, EL, HY, SED, SWD LGMA (2023 Dashboard) All Students: 18.5% Student groups in 'Orange': B/AA	BCS (2024 Dashboard) All Students: 32.2% No student groups in 'Red' ALS (2024 Dashboard) All Students: 39.7% No student groups in 'Red' LGMA (2024 Dashboard) All Students: 16.4% No student groups in 'Red' or 'Orange'	ALS: Move all student groups out of 'Red' Performance Level LGMA: Move all student groups out of 'Orange' Performance Level
6.2	English Language Arts CAASPP Proficiency (Average Distance from Standard (DFS) (points away from the 'standard met' threshold))	ALS (2024 Dashboard) All Students: -90.6 DFS Student groups in 'Red': B/AA, EL, H/L, SED LGMA (2024 Dashboard) All Students: -33.4 DFS Student groups in 'Orange': H/L, SED	ALS (2024 Dashboard) All Students: -86.4 DFS Student groups in 'Red': B/AA LGMA (2024 Dashboard) All Students: -32.8 DFS Student groups in 'Orange': SED	ALS: Move all student groups out of 'Red' Performance Level LGMA: Move all student groups out of 'Orange' Performance Level
6.3	Math CAASPP Proficiency (Average Distance from Standard (DFS) (points away from the 'standard met' threshold))	BCS (2023 Dashboard) All Students: -119 DFS Student groups in 'Red': SED LGMA (2023 Dashboard) All Students: -58.5 DFS No Students Groups in 'Red' ALS (2023 Dashboard) All Students: -125.9 DFS Student groups in 'Red': B/AA, EL, H/L, SED, SWD	BCS (2023 Dashboard) All Students: -119.3 DFS Student groups in 'Red': B/AA, SED LGMA (2024 Dashboard) All Students: -57.5 DFS Student group in 'Red': B/AA ALS (2024 Dashboard) All Students: -118.9 DFS No student groups in 'Red'	BCS/ALS: Move all student groups out of 'Red' Performance Level LGMA: Move all student groups out of 'Orange' Performance Level
6.4	Non-stability Rate (% of students enrolled for less than 245 calendar days at the same school in the previous academic year)	BCS: 23.8% (2022-23) LGMA: 57.1% (2022-23) ALS: 26.2% (2022-23)	BCS: 26.4% (2023-24) LGMA: 52.9% (2023-24) ALS: 24.1% (2023-24)	Decrease Non-stability rate to below the 25% eligibility threshold
6.5	Suspension Rate (% of students suspended 1 or more times)	BCS (2023 Dashboard) All Students: 10.7% Student groups in 'Red': B/AA, HY, SED, SWD	BCS (2024 Dashboard) All Students: 12.5% Student groups in 'Red': B/AA, H/L, HY, 2+, SED, SWD	BCS: Move all student groups out of 'Red' Performance Level

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
- LTEL: Long-Term English Learner
- PI : Native Hawaiian/Pacific Islander
- SED: Socioeconomically Disadvantaged
- SWD: Students with Disabilities
- W: White
- 2+: Two or More Races
- DFS: Distance from Standard
- ALS: American Lakes School
- BCS: Bannon Creek School
- LGMA: Larry G. Meeks Academy

Goal 7

Equity Multiplier Focus: Increase stability rates at Equity Multiplier Schools (DHS, NMS)

#	Metric	Baseline	Most recent Result	Target for 26-27
7.1	Chronic Absenteeism Rate (% of students missing 10% or more of enrolled days)	NMS (2023 Dashboard) All Students: 30.5% Student groups in 'Red': A, B/AA, EL, HY, SED, SWD, W	NMS (2024 Dashboard) All Students: 30% Student groups in 'Red': B/AA, HY, SWD	Move all student groups out of 'Red' Performance Level
7.2	Suspension Rate (% of students suspended 1 or more times)	NMS (2023 Dashboard) All Students: 22.8% Student groups in 'Red': B/AA, H/L, 2+, SED, SWD DHS (2023 Dashboard) All Students: 10.9% Student groups in 'Red': B/AA, SED	NMS (2024 Dashboard) All Students: 17.9% Student groups in 'Red': 2+, SWD DHS (2024 Dashboard) All Students: 13.4% Student groups in 'Red': B/AA, H/L, SED	Move all student groups out of 'Red' Performance Level
7.3	English Language Arts CAASPP Proficiency (Average Distance from Standard (DFS) (points away from the 'standard met' threshold))	NMS (2023 Dashboard) All Students: -67.2 Student groups in 'Red': B/AA, EL, 2+, SED	NMS (2024 Dashboard) All Students: -82.3 DFS Student groups in 'Red': A, B/AA, H/L, EL, LTEL, SED, SWD	Move all student groups out of 'Red' Performance Level
7.4	Math CAASPP Proficiency (Average Distance from Standard (DFS) (points away from the 'standard met' threshold))	NMS (2023 Dashboard) All Students: -120.9 DFS Student groups in 'Red': B/AA, EL, SED, SWD	NMS (2024 Dashboard) All Students: -132.5 DFS Student groups in 'Red': A, H/L, W, 2+, EL, LTEL, SED, SWD	Move all student groups out of 'Red' Performance Level
7.5	College Career Indicator (% of graduates meeting 'prepared' status on the California School Dashboard)	DHS (2023 Dashboard) All Students: 2.8% Student groups in 'Very Low' Category: H/L, SED	DHS (2024 Dashboard) All Students: 3.2% Student groups in 'Red': SED	Move out of lowest performance level
7.6	Non-stability Rate (% of students enrolled for less than 245 calendar days at the same school in the previous academic year)	NMS: 31.6% (2022-23) DHS: 71.8% (2022-23)	NMS: 29.1% (2023-24) DHS: 61.2% (2023-24)	Decrease Non-stability rate to below the 25% eligibility threshold
7.7	English Learner Progress Indicator (ELPI) (% of English Learners making annual progress as defined by the California School Dashboard)	NMS (2023 Dashboard) All ELs: 69% Student groups in 'Red': LTEL (73.3%)	NMS (2024 Dashboard) All ELs: 54.3% Student groups in 'Red': LTEL (43.3%)	Move LTEL student group out of 'Red' Performance Level

Abbreviations:

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- A: Asian
- EL: English Learner
- F: Filipino
- FY: Foster Youth
- H/L: Hispanic/Latino
- HY: Homeless Youth
- LTEL: Long-Term English Learner
- PI: Native Hawaiian/Pacific Islander
- SED: Socioeconomically Disadvantaged
- SWD: Students with Disabilities
- W: White
- 2+: Two or More Races
- DFS: Distance from Standard
- DHS: Discovery High School
- NMS: Natomas Middle School

Staff and LCAP PAC Members in Attendance:

Steven Fong, Executive Director- Educational Services

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

Heather Brown, Associate Superintendent/Chief Business Officer- Business Services

Sarb Thandi, Administrative Secretary- Educational Services

Latanya Baker

Janet Ewell

Sudhansu Pati

Roberto Toledo

Isaac Bojorquez

Elisabeth Liles-Lourick

Marilyn Rodriguez Giron

Mona Toloumu

Amber M. Campbell

Margaret Matthews

Ashley Snyder

Yudit Vazquez

Marjannie Eloi Akintunde

I. WELCOME AND INTRODUCTIONS

Steven called the meeting to order at 6:02pm, and welcomed new members who are parents and guardians stepping into this leadership role.

Steven went over the agenda and flow of the meeting. He explained that highlighted in yellow are LCAP goals which are also district goals. He stated that members will participate in an activity [Agenda item IV. C]. The objective of the activity is that by the end of the meeting, members will be able to read the LCAP with confidence, and understand the layout of each goal and the associated metrics and actions.

Steven spoke about the request some members had, during the May meeting, to have additional meet-ups outside of the LCAP PAC meetings. Steven explained that because LCAP PAC meetings are “public” meetings, if we create additional meetings they would become additional *public* meetings and we would need to take into consideration opening the meetings to the public at whichever venue members choose to meet. Steven stated that we will try to instead build time into our regularly scheduled meetings for opportunities to network.

Before we adjourn, members will discuss upcoming meetings, typical three vs four meetings.

As part of the Welcome and Introductions, members are asked to do three rounds of the “Getting to know each other” activity.

II. PUBLIC COMMENTS

Public Comment:

Jennifer Souza, an NUSD teacher & parent, provided public comment on agenda item numeral V. The public comment can be viewed on Page 5, Item V.

III. OVERVIEW OF ANNUAL LCAP DEVELOPMENT PROCESS AND ROLE OF LCAP PAC

Steven provided a general overview of the LCAP development process, role of the LCAP PAC, and Uniform Complaint Process.

A. Review annual development timeline and placement of 2025-26 process within the overall 3-year cycle.

- i. The LCAP is a 3-year plan. The current cycle runs from 2024-2027 and we are in the second year of this 3-year cycle. Every year there is a full process where the LCAP is updated. At this time we look at the previous year's metrics and expenditures, and ahead to the next year. The LCAP goals and the goals around the district are fully aligned. The Local Control Accountability Plan is our accountability to show our plan for how we are going to use funding provided by the state. The State gives us money and the LCAP outlines the goals, actions, and metrics that detail our plan for how we're going to get to where we say we want to go. It also connects the LCAP to the budget. We show our plan for how we are going to spend our money (per action). Our metrics outline how we will assess whether we reached our goals.
- ii. Budget overview handouts: This year the LCAP includes actions that total approximately \$52 million.
- iii. The LCAP includes the following sections:
 - a) Narrative is 10-15 pages
 - b) Community priorities
 - c) Seven goals which include actions.
 - d) Report on the metrics of last year, and looking ahead at the next year.
 - e) Action Tables, accounts of expenditures.
- iv. This year (year two) we are going to report on what is happening in year two and plan for the third and final year. Next year we will be writing a LCAP for the brand new cycle.
- v. Each year a Mid-Year Update is required. A mid-year update is a more formal document which goes to the Board in February that provides an overview that shares how much have we spent, to date, on each action relative to what we said we would spend. The update also includes a snapshot of where we are for our metrics at this mid-point of the year. What's the most current data we have available for our outcomes, such as at this point in February what does attendance look like? What does chronic absenteeism look like?
- vi. In terms of the annual LCAP, typically in the fall we are gathering data from the end of the previous year, and in some cases the state has not released data to the public. We are starting to engage and we are looking at our programs. Not every dollar is spent but we are asking ourselves if we're doing what we said we would do and we're constantly

checking ourselves. We are also looking to see if we need new actions or continue these actions. We report an update to the Board in February. In June the LCAP for the following year goes to the Board for approval.

B. Review Role of the LCAP PAC and available resources

- i. An excerpt from the CDE's LCAP template was shared in a slide speaking to 'Significant purposeful engagement.' If something is said today that we could capture, it does not necessarily mean we will take action tomorrow, however, sometimes it can lead to ripples that inform new actions for the next 3-year cycle. A key role is to consult with the district. It was noted that we have key staff present in the room today, Deputy Superintendent Angela Herrera and Chief Business Officer Heather Brown.
- ii. The Quick Reference has been provided to members and is a snapshot of the 206 page document.
- iii. The questions that come from this group and other PACs are gathered and a formal response is put together.
- iv. Monitor implementation- ongoing.
- v. Questions: None at this time.

C. Annual Review: Uniform Complaint Process (UCP) procedures

- i. Constituent and Customer Services (CCS) handles the complaint process. "Uniform" complaints are specifically around things that are prescribed by the State of California.
- ii. Path to Successful Communication has been helpful, and is designed to provide an opportunity to resolve an issue at the lowest level, where the best solution resides, whether it's at a school classroom, or school site. There are procedures in place to guide one through the process. Typically one starts at the bottom and works their way up the chain.
- iii. Questions can be provided to staff, who can relay to the appropriate colleagues.

IV. UPDATES ON AND OVERVIEW OF THE 2025-26 LCAP

Steven provided some brief updates on the status of the 2025-26 LCAP Approval and next steps for the California School Dashboard.

A. Summary of Sacramento County Office of Education Approval status

Since June 2025 the County has reviewed it. We just received our letter of approval from the County on 9/15/2025.

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

*Thursday, September 18, 2025, 6:00pm to 7:30pm
Location: Education Center*

B. Next steps for California School Dashboard

As of last year we now upload the LCAP to the CA School Dashboard. The next Dashboard is coming out in November. We are required to upload the LCAP to the Dashboard in October so it is available when the public update is released.

C. Overview of the 2025-26 LCAP using the Quick Reference

We have five district goals that are part of the NUSD strategic plan and are the same five goals in the LCAP. Goals six and seven are linked to the LCFF Equity Multiplier, which is a separate funding stream from the state for schools with a high percentage of disadvantaged students and a high rate of instability. Instability is defined as kids that are not enrolled for most of the year (less than 245 calendar days). A school must have more than a 25% instability rate to be eligible. If a school drops a fraction of a percentage, even to 24.8%, they no longer qualify for funding. The following year you may go back to 25.1% and be part of that funding stream again.

Question: What is the point of this funding?

Steven stated that the idea is to increase long-term stability by bringing in more community-based connections and resources to the school site to increase connectedness, or bring more after-school academic resources. The analysis will identify the reasons why students are exiting these schools.

This year goals 6 and 7 are to increase stability rates at BCS, LGMA, DHS, and NMS. The funding streams are dictated by the State. We do not know if there will be changes in the future.

Group Activity (The Why, What, and How for Goals 1-5):

The room was divided into five groups., with each focusing on one of each of goals 1-5. Look primarily at these three things when working through your LCAP goal:

- (1) Read the narrative and understand why the goal was identified and is important to the district
- (2) What are the Metrics we are using to assess our progress of this goal
- (3) What are the actions we are doing to reach the goal? In this section you will find the title of the action; how much money is projected to be spent in 25-26 for this action; and whether the action is "Contributing?" The LCAP requires that we meet the minimum amount of contribution of dollars or actions toward our unduplicated students. Unduplicated students include those that are either English Language Learners, socio-economically disadvantaged, foster, or homeless. We cannot count a student twice. Our rate in the district is around 69%. This is why it's important for families to complete forms like the Universal Benefits form because this data determines how much money we will receive from the State.

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

*Thursday, September 18, 2025, 6:00pm to 7:30pm
Location: Education Center*

Group shareouts (The Why, What, and How):

Each group shared some of their key takeaways from their review of their assigned goal, focusing on the 'Why', 'What' and 'How' of the goal.

Latanya and Elisabeth - Goal 5- Baseline to the current year for teacher credentialing show some metrics decreased. Diversity in hiring and recruitment was a theme. A variety of external and internal metrics are used to measure progress. Safety and Connection of staff was measured for the first time as two separate measures. This is helpful to link to goal 4 (students).

Margaret and Sudhansu- Goal 4- Participation in family surveys was really low at baseline and follow-up. The Perceptions survey was high for positive responses as were the Communications surveys. Percentage of parents with a Parent Portal account and Parent Square were included in this goal. The Welcome Center has shown to be a huge success.

Ashley, Janet, and Mona- Goal 3- A ton of programs have been implemented such as LEAP and safety programs. Participation in sports went down a little. Some seemed low. How can we involve kids more in sports.

Roberto, Isaac, and Marilyn- Goal 2- This goal shared how we are trying to help kids in the area of Social-Emotional. Metrics included surveys, outreach, attendance rates, and drop-out rates.

Marjannie, Amber, Yudit- Goal 1- This is a very large goal about instruction and implementation of state standards. The rationale, metrics, and actions include implementation of English language development; AP & IB exam pass rates; improve outcomes and progress for English Language Learner students; progress for foster youth, and in particular Black/African American students.

V. CONNECTION BETWEEN THE LCAP AND THE OVERALL NUSD BUDGET

Public Comment:

Jennifer Souza, an NUSD teacher and parent, provided public comment regarding the role of the LCAP PAC as an advisory body, concerns about low reading proficiency, suspension, and expulsion data for students, in particular Black/African American students and the need for the LCAP to prioritize their needs in the budget, and representation of charter schools amongst LCAP PAC members.

**Local Control & Accountability Plan (LCAP)
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*Thursday, September 18, 2025, 6:00pm to 7:30pm
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Staff shared 3 '1-pagers' that are intended to help explain the connection between the LCAP and the overall budget, provide a high-level view of the budget and key funding streams within, and show the relationship between various district plans.

A. Relationship of key district plans

- i. Each of these buckets have their own extensive plans. The LCAP sits within a larger network. Many of these have components that are compliance-based and the diagram shows that our district strategic plan and goals inform their development along with state and federal requirements.

B. Summary of major funding sources and their connection to the LCAP

Our LCAP this year has 91 actions and has \$52.5 million. The LCAP is not designed to take care of every revenue source. Actions are where we start and dollars follow the actions. Most of the money that comes into the district is LCFF, which includes the Supplemental and Concentration funding determined by our unduplicated percentage. The LCAP came out of the LCFF. Federal funds include sources such as our Title 1 and Title III. We define the actions first and the dollars follow the actions.

Marjannie asked: Do we have more money in our LCAP than last year?

Steven responded that this year we have more dollars in the LCAP than last year but it's because we have more actions.

Marjannie asked: How is it decided how much money each district gets? LCFF baseline + unduplicated.

Steven responded that the LCFF model is designed to provide a certain level of equity across the state, ensuring that every district gets a base amount of funding for their students, taking into account the unduplicated population. However, every district is different on whether they have additional sources of funding such as a parcel tax. Some affluent districts may have proportionally less LCFF but huge parcel taxes.

Yudit asked: How do we know how much of this money goes to school sites? Do you have to be part of the school site council?

Steven responded that you do not have to be part of their school site council to see their SPSA. School-site council meetings are open to the public and also one can provide public comment. There are funds within the LCAP that go directly to school sites to be allocated based on their School Site Council discussions.

Yudit asked: Would like to know if you can vote on the SPSA as a public member.

Issac responded and stated that no you do not have voting capacity but you can raise the questions and be that voice and advocate. You always have the opportunity to engage.

Steven reiterated that you do not have to be part of the school site council to see the SPSA and provide voice to inform school decision-making.

VI. Future Meeting Dates for 2025-2026

Steven provided brief context on the discussion from last spring regarding a potential 4th meeting, the historical cadence of 3 meetings, and presented a slide that detailed an example schedule of meetings and topics for January, March, and May.

A. Discussion of schedule for 2025-26 meetings

- Roberto- March meeting is perfect because the time between January and May is too long and we don't have time to discuss everything in January.
- Sudhansu agrees with Roberto.
- No objections to the example provided.
- Staff will communicate the identified upcoming meeting dates once they are confirmed with district staff to ensure that there are no conflicts with other key district events.

Meeting adjourned at 7:36pm