

**Regular Board Meeting
Natomas Pacific Pathways Prep Schools
Tuesday, June 14, 2022
3700 Del Paso Rd., Sacramento CA
Closed Session: 2:00 pm. Open Session 2:45 pm.**

I. OPEN SESSION

II. ROLL CALL

III. PUBLIC COMMENTS

PROCEDURE: The Board welcomes the public's participation at Board Meetings and has devoted time in the meeting for that purpose. The Board requests that you fill out a Public Comment card and turn it in to the Board Secretary. Your name will be called under the appropriate agenda item or Public Comment section of the agenda. Presentations from the public are limited to two (2) minutes regarding any item that is within the Board's subject matter jurisdiction. The Board shall limit the total time for public input on each item to 20 minutes. Please note that Government Code Section 54954.2(a) limits the ability of Board Members to respond to public comments. In addition, the Board may not take action on any item which is not on this agenda except as authorized by Government Code 54954.2. Masks are required for everyone in attendance.

IV. APPROVAL OF AGENDA

V. CLOSED SESSION

- V.a. Executive Director Evaluation**
- V.b. Tour of New Elementary Campus**

VI. RECONVIENE OPEN SESSION – Roll Call

VII. ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESSION

VIII. CONSENT ITEMS

VIII.a. Approve April 12, 2022 Regular Board Meeting Minutes

VIII.b. Personnel

· Resignations

Amanda Moore – Elementary
Lauren Grant - - Elementary

· New Hires

Elaine Flora – Elementary, 1st Grade
Rebekah Shiah – Elementary, 3rd Grade
Rebecca Caladiao – High School, English

IX. PUBLIC HEARING

IX.a. Draft 2022-23 Local Control and Accountability Plan (LCAP) Update as Part of the 2021-24 LCAP

Recommended Motion:

The Board is asked to hold a public hearing for the Draft 2022-23 Local Control and Accountability Plan (LCAP) Update as Part of the 2021-24 LCAP.

Rationale:

In accordance with Education Code 52062, the Board shall convene a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the annual update to the local control and accountability plan.

A copy of NP³'s Draft 2022-23 Local Control and Accountability Plan (LCAP) Update as part of the 2021-24 LCAP can be found in the Front Office at 3700 Del Paso Rd. Sacramento, CA 95834 or on the school's website

The LCAP is a three-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. The components of the LCAP for the 2022–2023 LCAP year must be posted as one document that includes the following:

- LCFF Budget Overview for Parents
- Supplement to the Annual Update to the 2021–22 LCAP
- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low income students
- Action Tables
- Instructions

IX.b. 2022 – 23 Proposed Budget

Speaker: Tom Rutten

Recommended Motion: The Board is asked to hold a public hearing on the NP³ 2022 -23 proposed budgets.

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X. ACTION ITEMS

X.a. Certificated and Classified 2022 – 23 Salary Schedules

Speaker: Tom Rutten

Recommended Motion: To keep our commitment of Teacher and Classified compensation at 5% above Natomas Unified, the Board is asked to approve the revised 2022 – 23 Certificated and Classified Salary Schedules.

X.b. Approve the 2022 – 23 Local Control and Accountability Plan (LCAP) Update as Part of the 2021 – 24 LCAP

Speaker: Tom Rutten

Recommended Motion: After review in Public Hearing the Board is asked to approve the 2022 – 23 LCAP Update as part of the 2021 – 24 LCAP

X.c. 2022 – 23 NP³ Regular Board Meeting Calendar

Speaker: Christine Minero, Board Chair

Recommended Motion: The Board is asked to establish the Regular Board Meeting Calendar for the 2022 – 23 school year.

XI. ADJOURNMENT

NP3 ES LOCAL INDICATORS 2021-2024

Basics: Teachers, Instructional Materials, Facilities This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean, and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners

| 2021-2022 | 2022-2023 | 2023-2024 |
|-----------|-----------|-----------|
| 0 | 0 | |

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned

Instructional Materials For Use At School And At Home

| 2021-2022 | 2022-2023 | 2023-2024 |
|-----------|-----------|-----------|
| 0 | 0 | |

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

| 2021-2022 | 2022-2023 | 2023-2024 |
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| 0 | 0 | |

Reflection Tool Rating Scale (lowest to highest)

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

Parent and Family Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard. The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

Joel add scale

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

| 2021-2022 | 2022-2023 | 2023-2024 |
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| 5 Full Implementation and Sustainability | 5 Full Implementation and Sustainability | |
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2. Rate the LEA's progress in creating welcoming environments for all families in the community.

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| 2021-2022 | 2022-2023 | 2023-2024 |
| 4 Full Implementation | 4 Full Implementation | |

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

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| 2021-2022 | 2022-2023 | 2023-2024 |
| 5 Full Implementation and Sustainability | 5 Full Implementation and Sustainability | |

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

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| 2021-2022 | 2022-2023 | 2023-2024 |
| 4 Full Implementation | 4 Full Implementation | |

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

2021-2022

NP3 Elementary welcomes the school year with a Meet the Teacher Day. During this time, families are encouraged to meet their next year's teachers. New NP3 Families participate in a New Family Orientation. During this orientation, the principal welcomes the new families and shares pertinent school information. Every home room teacher calls their students before school. Not only does this help build a relationship, it allows families to start the year off in a positive direction. Within the first couple of weeks, NP3 will hold Back to School Night. During this time, the principal will share new school business with families. After, teachers will share the year long plan for teaching, essential grade level standards, school wide social and emotional supports, and field trips.

Annually, NP3 Elementary's Leadership Team will identify school wide academic and school community goals. These academic and school community goals drive the year-long focus. Quarterly, NP3 students participate in student-led conferences. Students share learning goals and progress with families. They also set home goals and share with families how they can support their attainment. This allows families to work closely with NP3 Elementary. During these conversations, teachers share with families any important changes to academics or information that would assist a family's understanding of school and education. The year culminates with two NP3 traditions. Open House and Leadership Day are a time to learn more about NP3 and to celebrate learning.

NP3 provides additional family supports in a variety of ways. NP3's counselor works with families on a variety of issues. Counseling is provided for individuals or groups. Parents can request counseling for their children (or families) at any time. Students who need more instructional support may work with an instructional assistant to fill gaps or to even extend their learning. Student Success Team Meetings are held for students who need more specialized instruction. The student's learning team comes together to identify ways to assist the student meet their learning targets. Kindergarten families participate in Kindergarten Round Up. Teachers work with students to assess their school readiness. Classes are created to ensure balance and equity. NP3 encourages families to participate in their students' classrooms and in the school. Although many parents get involved, there are parents who are not able to participate at school. One area NP3 would like continue to improve on is in our ability to include our working parents. NP3 is going to live stream and record P3 Booster Parent Meetings. Meetings can be posted to the school website. We are hopeful this will bridge any gap in communication those families might feel.

2022-2023

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| 2023-2024 | |
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5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.

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| 2021-2022 | 2022-2023 | 2023-2024 |
| 5 Full Implementation and Sustainability | 5 Full Implementation and Sustainability | |

6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.

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| 2021-2022 | 2022-2023 | 2023-2024 |
| 5 Full Implementation and Sustainability | 5 Full Implementation and Sustainability | |

7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

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| 2021-2022 | 2022-2023 | 2023-2024 |
| 5 Full Implementation and Sustainability | 5 Full Implementation and Sustainability | |

8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

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| 2021-2022 | 2022-2023 | 2023-2024 |
| 4 Full Implementation | 4 Full Implementation | |

Briefly describe the LEA’s current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

2021-2022

NP3 Elementary greatly values relationships with students and families. NP3 believes communication and interactions are the basis of forming relationships and allows for the opportunity of shared understanding for student learning, celebrations, areas of growth, and more. Likewise, both the amount of communication and the way in which NP3 communicates is highly valued by the parent community. Partnerships between school and home are carried out both formally and informally at NP3. Examples of informal communication include regular contact between classroom teachers with families and various volunteer opportunities. Emails, phone calls, and home visits occur regularly.

Our front office is able to speak, read, and write five prominent languages used by NP3 Families. Parents and students who need

translation are provided a translator whenever possible. Formal communication includes: monthly principal communications, quarterly counseling newsletters, weekly grade level communications, student led conferences, evening events, parent nights, Leadership Day, celebrations, parent surveys, Friday take home folders. A weekly school wide communication, The Matey Message is delivered to each family electronically and in a hard copy. The NP3 Boosters are an integral part of our learning community. Families are encouraged to participate in community building activities. For example, our NP3 Booster organization hosts an annual Multicultural Fair for the Natomas community. This brings our diverse population together in a celebratory way. Our families are also responsible for the creation and the administration of our school library.

A parent survey is administered annually with the intention to gather feedback about NP3 Elementary Educational Programs, student learning, and family communication. NP3 uses the information to reflect and improve upon practices and programs. The parent survey covers topics such as school safety, communication, environment, and learning. The survey also provided details on volunteer and school activity interests and feedback on other school opportunities. The survey questions are directly related to NP3's LCAP goals, which directly impact the school and grade level goals. NP3 Staff has participated in professional development that supports the understanding of their diverse learning population. Guest parent speakers, book talks, and student perspectives are a regular part of weekly Professional Development meetings.

2022-2023

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| 2023-2024 | |
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9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

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| 2021-2022 | 2022-2023 | 2023-2024 |
| 4 Full Implementation | 4 Full Implementation | |

10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

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| 2021-2022 | 2022-2023 | 2023-2024 |
| 4 Full Implementation | 4 Full Implementation | |

11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

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| 2021-2022 | 2022-2023 | 2023-2024 |
| 4 Full Implementation | 4 Full Implementation | |

12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

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|------------------------------|------------------------------|------------------|
| 2021-2022 | 2022-2023 | 2023-2024 |
| 4 Full Implementation | 4 Full Implementation | |

Briefly describe the LEA’s current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

2021-2022

NP3 Elementary's consistent and on going communication encourages families to feel that they are part of the process. NP3 asks for and encourages parents to assist in their student's learning. Teachers encourage parents to come in and work with the students in a variety of ways. For example, families may assist in the classroom by working with small groups, teaching a lesson of expertise, eating lunch with their student, working in the library, chaperoning field trips, or working in the school garden.

Twice a year families are asked to complete a survey about school academics, social and emotional supports, teacher instruction, administrative support, and school safety. The NP3 Leadership Team uses the survey findings to inform instruction and to make change. Every other month the P3 Parent Booster group meets to discuss ways in which families can support and participate in their students school experience. Bi-weekly, NP3 Elementary Administration meets with the P3 Booster Vice Presidents to discuss family wants and needs. This communication helps NP3 Elementary identify what is important to families. All families are welcome to join P3 and all families are encouraged to be a part of the learning community.

NP3 has offered free finger printing to families in need. Whenever possible, NP3 Administration seeks input from the learning community. At the end of the school year, NP3 administers a survey to parents about family engagement opportunities. NP3 Administration and P3 work to identify ways that we can foster community. There are a couple of community building events that parents help to organize. The annual Multicultural Fair is an opportunity to celebrate all cultures and to foster relationships. Students count on the Book Fair twice a year. Parents work with teachers to ensure students are able to build their love of reading by providing books that are aligned with student interests and abilities. When NP3 opened in August of 2016 curriculum choices had been made. With the changes to the Science and Social Studies Standards, curriculum will be revisited for effectiveness. NP3 Elementary will reach out to the parent community to assist in those

decisions.

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| <p>2022-2023</p> | <p>NP3 Elementary's consistent and on going communication encourages families to feel that they are part of the process. NP3 asks for and encourages parents to assist in their student's learning. Teachers encourage parents to come in and work with the students in a variety of ways. For example, families may assist in the classroom by working with small groups, teaching a lesson of expertise, eating lunch with their student, working in the library, chaperoning field trips, or working in the school garden.</p> <p>Twice a year families are asked to complete a survey about school academics, social and emotional supports, teacher instruction, administrative support, and school safety. The NP3 Leadership Team uses the survey findings to inform instruction and to make change. Every other month the P3 Parent Booster group meets to discuss ways in which families can support and participate in their students school experience. Bi-weekly, NP3 Elementary Administration meets with the P3 Booster Vice Presidents to discuss family wants and needs. This communication helps NP3 Elementary identify what is important to families. All families are welcome to join P3 and all families are encouraged to be a part of the learning community.</p> <p>NP3 has offered free finger printing to families in need. Whenever possible, NP3 Administration seeks input from the learning community. At the end of the school year, NP3 administers a survey to parents about family engagement opportunities. NP3 Administration and P3 work to identify ways that we can foster community. There are a couple of community building events that parents help to organize. The annual Multicultural Fair is an opportunity to celebrate all cultures and to foster relationships. Students count on the Book Fair twice a year. Parents work with teachers to ensure students are able to build their love of reading by providing books that are aligned with student interests and abilities. When NP3 opened in August of 2016 curriculum choices had been made. With the changes to the Science and Social Studies Standards, curriculum will be revisited for effectiveness. NP3 Elementary will reach out to the parent community to assist in those decisions.</p> |
| <p>2023-2024</p> | |

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and

connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

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| 2021-2022 | The local climate survey given during the 2020-2021 school year highlighted the continued focus on student safety and wellness with nearly all parents saying (97%) saying school is safe and they feel welcome at school (93%). All students in the survey reported that they feel safe at school and 99% said they feel close to people at school. Additionally, 99% of the students say that they feel like they are a part of our school. Together, these survey results show that our students and their families believe our school is safe and welcoming. |
| 2022-2023 | The local climate survey given during the 2020-2021 school year highlighted the continued focus on student safety and wellness with nearly all parents saying (97%) saying school is safe and they feel welcome at school (93%). All students in the survey reported that they feel safe at school and 99% said they feel close to people at school. Additionally, 99% of the students say that they feel like they are a part of our school. Together, these survey results show that our students and their families believe our school is safe and welcoming. |
| 2023-2024 | |

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool. **Narrative Summary**

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| <p>2021-2022</p> | <p>The local climate survey given during the 2020-2021 school year highlighted the continued focus on student safety and wellness with nearly all parents saying (97%) saying school is safe and they feel welcome at school (93%). All students in the survey reported that they feel safe at school and 99% said they feel close to people at school. Additionally, 99% of the students say that they feel like they are a part of our school. Together, these survey results show that our students and their families believe our school is safe and welcoming.</p> <p>NP3 Elementary is a Leader in Me school. Leader in Me is based on student feedback and students leading their own learning. Students are a large part of leading our culture and their feedback is critical. We get feedback from students formally using surveys, but also informally through verbal inquiry. Because relationships are such an important part of NP3's culture, we have built strong relationships with students. These relationships allow us to maintain a strong pulse on what is happening on campus. In addition, every year as a staff we come together to analyze our school culture. as is evidenced by standards outlined by the Leader in Me.</p> |
| <p>2022-2023</p> | <p>The local climate survey given during the 2021-2022 school year highlighted the continued focus on student safety and wellness with nearly all parents saying (98%) saying school is safe and they feel welcome at school (99%). 72% of students in the survey reported that they feel safe at school and 72% said they feel welcome at school. Together, these survey results show that our students and their families believe our school is safe and welcoming.</p> <p>NP3 Elementary is a Leader in Me school. Leader in Me is based on student feedback and students leading their own learning. Students are a large part of leading our culture and their feedback is critical. We get feedback from students formally using surveys, but also informally through verbal inquiry. Because relationships are such an important part of NP3's culture, we have built strong relationships with students. These relationships allow us to maintain a strong pulse on what is happening on campus. In addition, every year as a staff we come together to analyze our school culture. as is</p> |

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| | <p>evidenced by standards outlined by the Leader in Me.</p> |
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Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

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| 2021-2022 | <p>NP3 Elementary offers an open enrollment policy to which all students can apply. The student body diversity at NP3 represents a similar make-up to that of the district in which it resides, Natomas Unified School District (NUSD). All students, including unduplicated students and individuals with exceptional needs have access to adopted curriculum and instruction. NP3 Elementary instruction uses differentiation to deliver instruction to all students, including unduplicated student groups and individuals with exceptional needs. NP3 Elementary also uses multiple measures to continually assess where students' current learning is at and what additional supports are needed. All grade levels meet with administration, counselor and intervention teachers every six weeks to discuss student progress and identify students who need additional support in math, English language arts and ELD instruction. We determine students needs by disaggregating data from multiple data sources. We look at formative and summative curriculum assessments. We look at all student's NWEA's MAP (Measures of Academic Progress) scores, which assesses student's reading and math levels, as well as projects where students learning will be on the CAASPP assessment. DRA (Developmental Reading Assessment) is used to identify students reading level. ELPAC (English Language Proficiency Assessments for California) is also another measure we</p> |
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| | <p>use to look at students needs. Lastly, when scheduling for the following year, the same team meets to look at each student individually and place them in the most appropriate placement for the following year, based on needs. By including all grade level teachers, administration and counselors in these meetings, we are able to continually monitor every students access to a broad course of study.</p> |
| <p>2022-2023</p> | <p>NP3 Elementary offers an open enrollment policy to which all students can apply. The student body diversity at NP3 represents a similar make-up to that of the district in which it resides, Natomas Unified School District (NUSD). All students, including unduplicated students and individuals with exceptional needs have access to adopted curriculum and instruction. NP3 Elementary instruction uses differentiation to deliver instruction to all students, including unduplicated student groups and individuals with exceptional needs. NP3 Elementary also uses multiple measures to continually assess where students' current learning is at and what additional supports are needed. All grade levels meet with administration, counselor and intervention teachers every six weeks to discuss student progress and identify students who need additional support in math, English language arts and ELD instruction. We determine students needs by disaggregating data from multiple data sources. We look at formative and summative curriculum assessments. We look at all student's NWEA's MAP (Measures of Academic Progress) scores, which assesses student's reading and math levels, as well as projects where students learning will be on the CAASPP assessment. DRA (Developmental Reading Assessment) is used to identify students reading level. ELPAC (English Language Proficiency Assessments for California) is also another measure we use to look at students needs. Lastly, when scheduling for the following year, the same team meets to look at each student individually and place them in the most appropriate placement for the following year, based on needs. By including all grade level teachers, administration and counselors in these meetings, we are able to continually monitor every students access to a broad course of study.</p> |
| <p>2023-2024</p> | |

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are

enrolled in, a broad course of study.

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| 2021-2022 | NP3 Elementary uses an individualized scheduling process. At the |
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| | end of each school year Administration, counselor, grade level teachers and intervention meet to discuss student needs and place them in the most appropriate placement for the following year. In addition to the grade level meetings we hold every six weeks, NP3 Elementary also works in Professional Learning Communities (PLC's) and grade level clusters. During these meetings, teachers are analyzing student data and creating plans to address student needs. |
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| 2022-2023 | NP3 Elementary uses an individualized scheduling process. At the end of each school year Administration, counselor, grade level teachers and intervention meet to discuss student needs and place them in the most appropriate placement for the following year. In addition to the grade level meetings we hold every six weeks, NP3 Elementary also works in Professional Learning Communities (PLC's) and grade level clusters. During these meetings, teachers are analyzing student data and creating plans to address student needs. |
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| 2023-2024 | |
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3. Identification of any barriers preventing access to a broad course of study for all students.

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| 2021-2022 | Currently, there are no barriers to identify that would limit NP3 Elementary from providing access to a broad course of study for all students. |
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| 2022-2023 | Currently, there are no barriers to identify that would limit NP3 Elementary from providing access to a broad course of study for all students. |
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| 2023-2024 | |
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4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

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| 2021-2022 | NP3 Elementary will continue to closely monitor and assess student needs in order to ensure access to a broad course of student for all students. |
| 2022-2023 | NP3 Elementary will continue to closely monitor and assess student needs in order to ensure access to a broad course of student for all |

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| | students. |
| 2023-2024 | |

NP3 MS LOCAL INDICATORS 2021-2024

Basics: Teachers, Instructional Materials, Facilities This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean, and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners

| 2021-2022 | 2022-2023 | 2023-2024 |
|-----------|-----------|-----------|
| 0 | 0 | |

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

| 2021-2022 | 2022-2023 | 2023-2024 |
|-----------|-----------|-----------|
| 0 | 0 | |

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

| 2021-2022 | 2022-2023 | 2023-2024 |
|-----------|-----------|-----------|
| 0 | 0 | |

Reflection Tool Rating Scale (lowest to highest)

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

Parent and Family Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard. The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

Joel add scale

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

| 2021-2022 | 2022-2023 | 2023-2024 |
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| 5 Full Implementation and Sustainability | 5 Full Implementation and Sustainability | |

2. Rate the LEA’s progress in creating welcoming environments for all families in the community.

| 2021-2022 | 2022-2023 | 2023-2024 |
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| 5 Full Implementation and Sustainability | 5 Full Implementation and Sustainability | |

3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.

| 2021-2022 | 2022-2023 | 2023-2024 |
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| 5 Full Implementation and Sustainability | 5 Full Implementation and Sustainability | |

4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

| 2021-2022 | 2022-2023 | 2023-2024 |
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| 5 Full Implementation and Sustainability | 5 Full Implementation and Sustainability | |

Briefly describe the LEA’s current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

2021-2022

Natomas Pacific Pathways Prep (NP3) greatly values relationships with their students and families. NP3 believes communication and interactions are the basis of forming relationships and allows for the opportunity of shared understanding for student learning, celebrations, areas of growth, and more. Likewise, both the amount of communication and the way in which NP3 communicates is highly valued by the parent community. Partnerships between school and home are carried out both formally and informally at NP3. Examples of informal communication include regular contact between Advisors and Advisee families and volunteer opportunities. Formal communication includes: student led conferences, evening events, parent nights, Leadership Day, celebrations, and parent surveys. The parent survey began six years ago and the intention was to vary ways in which feedback was gathered. NP3 uses the information to reflect and improve upon practices and programs. The parent survey covers topics such as school safety, communication, environment, and learning. This year's survey showed that 84% of families felt like their ideas are valued and included in school plans. In addition 96% of staff and 73% of students also agreed with that statement. Nearly all NP3 families (94%) feel confident that the school provides adequate support to students' families to help their students succeed, with 100% of staff agreeing and 73% of students agreeing.

2022-2023

Natomas Pacific Pathways Prep (NP3) greatly values relationships with their students and families. NP3 believes communication and interactions are the basis of forming relationships and allows for the opportunity of shared understanding for student learning, celebrations, areas of growth, and more. Likewise, both the amount of communication and the way in which NP3 communicates is highly valued by the parent community. Partnerships between school and home are carried out both formally and informally at NP3. Examples of informal communication include regular contact between Advisors and Advisee families and volunteer opportunities. Formal communication includes: student led conferences, evening events, parent nights, Leadership Day, celebrations, and parent surveys. The parent survey began six years ago and the intention was to vary ways in which feedback was gathered. NP3 uses the information to reflect and improve upon practices and programs. The parent survey covers topics such as school safety, communication, environment, and learning. This year's survey showed that 76% of families felt like their ideas are valued and included in school plans. In addition 87% of staff

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| | and 68% of students also agreed with that statement. Nearly all NP3 families (92%) feel confident that the school provides adequate support to students' families to help their students succeed, with 96% of staff agreeing and 87% of students agreeing. |
| 2023-2024 | |

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

| 2021-2022 | 2022-2023 | 2023-2024 |
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| 5 Full Implementation and Sustainability | 5 Full Implementation and Sustainability | |

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

| 2021-2022 | 2022-2023 | 2023-2024 |
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| 5 Full Implementation and Sustainability | 5 Full Implementation and Sustainability | |

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

| 2021-2022 | 2022-2023 | 2023-2024 |
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| 5 Full Implementation and Sustainability | 5 Full Implementation and Sustainability | |

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

| 2021-2022 | 2022-2023 | 2023-2024 |
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| 5 Full Implementation and Sustainability | 5 Full Implementation and Sustainability | |
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Briefly describe the LEA’s current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

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| 2021-2022 | <p>NP3 greatly values relationships with their students and families. NP3 believes communication and interactions are the basis of forming relationships and allows for the opportunity of shared understanding for student learning, celebrations, areas of growth, and more. Likewise, both the amount of communication and the way</p> |
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| | <p>in which NP3 communicates is highly valued by the parent community. Partnerships between school and home are carried out both formally and informally at NP3. Examples of informal communication include regular contact between Advisors and Advisee families and volunteer opportunities. Formal communication includes: student led conferences, evening events, parent nights, academic planning evenings, celebrations, and parent surveys. In all communications and parent events, NP3 strives to create a welcoming environment for all families. We have many staff members who are bilingual and we are able to reach out to our non-English speaking families and include them in events. Our front office staff speaks five different languages and frequently translates information for our families. Our staff and teachers are very familiar with our family's languages, cultures and educational goals for their children. Regular parent conferences and counselor check-ins allow our staff to keep in contact with families and build strong and lasting relationships.</p> |
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| 2022-2023 | <p>NP3 greatly values relationships with their students and families. NP3 believes communication and interactions are the basis of forming relationships and allows for the opportunity of shared understanding for student learning, celebrations, areas of growth, and more. Likewise, both the amount of communication and the way in which NP3 communicates is highly valued by the parent community. Partnerships between school and home are carried out both formally and informally at NP3.</p> <p>Examples of informal communication include regular contact between Advisors and Advisee families and volunteer opportunities. Formal communication includes: student led conferences, evening events, parent nights, academic planning evenings, celebrations, and parent surveys. In all communications and parent events, NP3 strives to create a welcoming environment for all families. We have many staff members who are bilingual and we are able to reach out to our non-English speaking families and include them in events. Our front office staff speaks five different languages and frequently translates information for our families. Our staff and teachers are very familiar with our family's languages, cultures and educational goals for their children. Regular parent conferences and counselor check-ins allow our staff to keep in contact with families and build strong and lasting relationships.</p> |
| 2023-2024 | |

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

| 2021-2022 | 2022-2023 | 2023-2024 |
|--------------------------|--------------------------|-----------|
| 3 Initial Implementation | 3 Initial Implementation | |

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

| 2021-2022 | 2022-2023 | 2023-2024 |
|--------------------------|--------------------------|-----------|
| 3 Initial Implementation | 3 Initial Implementation | |

11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

| 2021-2022 | 2022-2023 | 2023-2024 |
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| 3 Initial Implementation | 3 Initial Implementation | |

12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

| 2021-2022 | 2022-2023 | 2023-2024 |
|--------------------------|--------------------------|-----------|
| 3 Initial Implementation | 3 Initial Implementation | |

Briefly describe the LEA’s current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

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| 2021-2022 | <p>Natomas Pacific Pathways Prep (NP3) greatly values communication with and input from their students, families, and surrounding community. NP3’s relationships with their community, as well as opportunities to participate in various events and with different groups allow for the community to share their ideas about celebrations, areas of growth, needs, suggestions and more. Feedback and communication is highly valued and it has a special role within the reflection and decision making process of practices and programs of the school. NP3 embeds opportunities for such input and feedback, in more formal settings such as: Back to School Night, on parent surveys, family conferences, newsletters, and events such as Health and Wellness.</p> <p>The NP3 Board also represents its families and community members with a parent of a student as one of the Board Members. There is also an active parent volunteer group, Boosters, whose mission is to support students and brainstorming different ways to support those needs. Many of Booster ideas and actions are in the realm of helping create and contribute to the needs for a family engaging school activity. NP3 also encourages and ensures community members who participate in these events and opportunities</p> |
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| | <p>represent the diversity of our school community. P3 has several processes in place that are dedicated to reflecting on effectiveness of practices, input from the community and changes the school might benefit from. These processes are integrated into school-wide discussions and focused team meetings annually.</p> |
| 2022-2023 | <p>Natomas Pacific Pathways Prep (NP3) greatly values communication with and input from their students, families, and surrounding community. NP3's relationships with their community, as well as opportunities to participate in various events and with different groups allow for the community to share their ideas about celebrations, areas of growth, needs, suggestions and more. Feedback and communication is highly valued and it has a special role within the reflection and decision making process of practices and programs of the school. NP3 embeds opportunities for such input and feedback, in more formal settings such as: Back to School Night, on parent surveys, family conferences, newsletters, and events such as Health and Wellness.</p> <p>The NP3 Board also represents its families and community members with a parent of a student as one of the Board Members. There is also an active parent volunteer group, Boosters, whose mission is to support students and brainstorming different ways to support those needs. Many of Booster ideas and actions are in the realm of helping create and contribute to the needs for a family engaging school activity. NP3 also encourages and ensures community members who participate in these events and opportunities represent the diversity of our school community.</p> <p>P3 has several processes in place that are dedicated to reflecting on effectiveness of practices, input from the community and changes the school might benefit from. These processes are integrated into school-wide discussions and focused team meetings annually.</p> |
| 2023-2024 | |

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

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| 2021-2022 | <p>In a survey given to all NP3 Middle School students at the end of the 2018-19 school year, students shared that they value advisory and feel that it's an important class and the main purpose of the class is to build community and to create and monitor their learning. 86% of our students report feeling safe, and 86% feel welcomed at school. Philosophically, NP3 wants to help build internal motivation in students. The biggest take away was that students reported that the thing that motivates them to be successful in school is their grades and themselves, followed by family and teachers. This shows that we are accomplishing our goal of building internal motivation and that the relationships they have with adults in their lives, on or off campus, are important to them.</p> <p>A strength of NP3 Middle School is the relationships that have been built on campus. Students understand the purpose and reason why we do things, such as Advisory. We are a Leader in Me school and students are encouraged to practice using the Leader in Me 7 Habits. Although we practice these habits on campus, a quarter of our students report that they feel they do not apply the 7 Habits in their life or at school. We will create a goal to address this challenge, as we feel the 7 Habits are habits that impact student success, not just in school, but throughout their life.</p> <p>NP3 Middle School's administrative team reviews data and student needs and continues to maintain the Advisory Program, which was a significant part of the successful support of students throughout the pandemic. Based on students' request for more enrichment activities, staff implemented a variety of enrichment activities, competitions, trivia nights, experiences, and other engagement opportunities throughout the 2020-2021 school year</p> |
| 2022-2023 | <p>In a survey given to all NP3 Middle School students at the end of this school year, students shared that they value advisory and feel that it's an important class and the main purpose of the class is to</p> |

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| | <p>build community and to create and monitor their learning. 85% of our students report feeling safe, and 77% feel welcomed at school. Philosophically, NP3 wants to help build internal motivation in students. The biggest take away was that students reported that the thing that motivates them to be successful in school is their grades and themselves, followed by family and teachers. This shows that we are accomplishing our goal of building internal motivation and that the relationships they have with adults in their lives, on or off campus, are important to them.</p> <p>A strength of NP3 Middle School is the relationships that have been built on campus. Students understand the purpose and reason why we do things, such as Advisory. We are a Leader in Me school and students are encouraged to practice using the Leader in Me 7 Habits. Although we practice these habits on campus, a quarter of our students report that they feel they do not apply the 7 Habits in their life or at school. We will create a goal to address this challenge, as we feel the 7 Habits are habits that impact student success, not just in school, but throughout their life.</p> <p>NP3 Middle School's administrative team reviews data and student needs and continues to maintain the Advisory Program, which was a significant part of the successful support of students throughout the pandemic. Based on students' request for more enrichment activities, staff implemented a variety of enrichment activities, competitions, trivia nights, experiences, and other engagement opportunities throughout the 2020-2021 school year</p> |
| 2023-2024 | |

Implementation of Academic Standards

This measure covers the implementation of state academic standards. Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard. The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool. **Narrative Summary**

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| 2021-2022 | <p>NP3 Middle School provides all students, including unduplicated students and individuals with exceptional needs, access to a college preparatory course of study.</p> |
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| 2022-2023 | NP3 Middle School provides all students, including unduplicated students and individuals with exceptional needs, access to a college preparatory course of study. |
| 2023-2024 | |

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

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| 2021-2022 | NP3 Middle School offers an open enrollment policy to which all students can apply. The student body diversity at NP3 represents a similar make-up to that of the district in which it resides, Natomas Unified School District (NUSD). All students, including unduplicated students and individuals with exceptional needs have access to adopted curriculum and instruction. All classes differentiate instruction based on student need. Student need is assessed using formative and summative assessments, Literary Assessments, and English Language Proficiency Assessment for California (ELPAC). |
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| | <p>NP3 Middle School has a schedule that includes Advisory, Intervention and Enrichment four days a week in an effort to provide access to life skills learning and academic support as needed. In addition, Special Education services are offered in the least restrictive environment by using inclusive practices. Lastly, all teachers at NP3 Middle are fully credentialed teachers, qualified to teach English Language Learners, in each classroom.</p> |
| 2022-2023 | <p>NP3 Middle School offers an open enrollment policy to which all students can apply. The student body diversity at NP3 represents a similar make-up to that of the district in which it resides, Natomas Unified School District (NUSD). All students, including unduplicated students and individuals with exceptional needs have access to adopted curriculum and instruction. All classes differentiate instruction based on student need. Student need is assessed using formative and summative assessments, Literary Assessments, and English Language Proficiency Assessment for California (ELPAC). NP3 Middle School has a schedule that includes Advisory, Intervention and Enrichment four days a week in an effort to provide access to life skills learning and academic support as needed. In addition, Special Education services are offered in the least restrictive environment by using inclusive practices. Lastly, all teachers at NP3 Middle are fully credentialed teachers, qualified to teach English Language Learners, in each classroom.</p> |
| 2023-2024 | |

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

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| 2021-2022 | <p>All students have access to a broad course of study. This includes access to state adopted curriculum, Advisory period, Enrichment and Intervention. Advisory provides social emotional learning for all students and contributes to building strong relationships that we strive for. Enrichment gives students the opportunity to select an elective class that they are interested in learning new skills. This includes, but is not limited to, access to different languages, learning about world cultures, art skills and sports. Student need for intervention is assessed daily by math and English language arts teachers. The timelines of how quickly students can enter and exit intervention create access to studies as soon as it is needed. Many different forms of assessment are used to quickly assess student need for intervention.</p> |
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| 2022-2023 | <p>All students have access to a broad course of study. This includes access to state adopted curriculum, Advisory period, Enrichment and Intervention. Advisory provides social emotional learning for all students and contributes to building strong relationships that we strive for. Enrichment gives students the opportunity to select an elective class that they are interested in learning new skills. This includes, but is not limited to, access to different languages, learning about world cultures, art skills and sports. Student need for intervention is assessed daily by math and English language arts teachers. The timelines of how quickly students can enter and exit intervention create access to studies as soon as it is needed. Many different forms of assessment are used to quickly assess student need for intervention.</p> |
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| 2023-2024 | |
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3. Identification of any barriers preventing access to a broad course of study for all students.

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| 2021-2022 | <p>There are no barriers preventing the LEA from providing a broad course of study to all students.</p> |
| 2022-2023 | <p>There are no barriers preventing the LEA from providing a broad course of study to all students.</p> |
| 2023-2024 | |

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

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| 2021-2022 | All students will continue ensured access to a broad course of study. |
| 2022-2023 | All students will continue ensured access to a broad course of study. |
| 2023-2024 | |

NP3 HS LOCAL INDICATORS 2021-2024

Basics: Teachers, Instructional Materials, Facilities This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean, and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners

| 2021-2022 | 2022-2023 | 2023-2024 |
|------------------|------------------|------------------|
| 0 | 0 | |

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

| 2021-2022 | 2022-2023 | 2023-2024 |
|------------------|------------------|------------------|
| 0 | 0 | |

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

| 2021-2022 | 2022-2023 | 2023-2024 |
|-----------|-----------|-----------|
| 0 | 0 | |

Reflection Tool Rating Scale (lowest to highest)

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

Parent and Family Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard. The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

Joel add scale

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

| 2021-2022 | 2022-2023 | 2023-2024 |
|---|---|-----------|
| 5 Full Implementation and Sustainability | 5 Full Implementation and Sustainability | |

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

| 2021-2022 | 2022-2023 | 2023-2024 |
|-----------|-----------|-----------|
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|---|---|--|
| 5 Full Implementation and Sustainability | 5 Full Implementation and Sustainability | |
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3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.

| 2021-2022 | 2022-2023 | 2023-2024 |
|---|---|------------------|
| 5 Full Implementation and Sustainability | 5 Full Implementation and Sustainability | |

4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

| 2021-2022 | 2022-2023 | 2023-2024 |
|---|---|------------------|
| 5 Full Implementation and Sustainability | 5 Full Implementation and Sustainability | |

Briefly describe the LEA’s current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

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| 2021-2022 | <p>NP3 is committed to professional development and understands the critical role families play in the education of their children. NP3 teachers and staff have attended workshops and engaged in professional development around Professional Learning Communities, Trauma Informed Schools, and Restorative Justice. In all of these trainings, the importance of communication between home and school is stressed.</p> <p>NP3 communicates often with families to encourage continued student learning at home. Student led conferences are held twice a year to review and update progress on learning goals and advisory teachers reach out at least monthly to provide information about student learning. In addition, our website is updated with resources for parents and students, and parents have access to our student information system to track grades and attendance. In addition to our student led conferences, our counselors regularly meet with parents.</p> <p>Our counselors and teachers also coordinate Academic Intervention Conferences for students who need assistance. As a school we host an annual Academic Planning Night and College Fair, which allows parents to be actively involved in their student's course selection. Families at NP3 also know their legal rights and are always provided with these rights during our IEP meetings. We have structures in place that allow parents the opportunity to address concerns with the principal, executive director, and board if necessary.</p> |
| 2022-2023 | <p>NP3 is committed to professional development and understands the critical role families play in the education of their children. NP3 teachers and staff have attended workshops and engaged in professional development around Professional Learning Communities, Trauma Informed Schools, and Restorative Justice. In all of these trainings, the importance of communication between home and school is stressed.</p> <p>NP3 communicates often with families to encourage continued student learning at home. Student led conferences are held twice a year to review and update progress on learning goals and advisory teachers reach out at least monthly to provide information about student learning. In addition, our website is updated with resources for parents and students, and parents have access to our student information system to track grades and attendance. In addition to our student led conferences, our counselors regularly meet with parents.</p> <p>Our counselors and teachers also coordinate Academic Intervention Conferences for students who need assistance. As a school we host an annual Academic Planning Night and College Fair, which allows parents to be actively involved in their student's course selection.</p> |

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| | Families at NP3 also know their legal rights and are always provided with these rights during our IEP meetings. We have structures in place that allow parents the opportunity to address concerns with the principal, executive director, and board if necessary. |
| 2023-2024 | |

5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.

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|------------------------------|------------------------------|------------------|
| 2021-2022 | 2022-2023 | 2023-2024 |
| 4 Full Implementation | 4 Full Implementation | |

6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.

| | | |
|---|---|------------------|
| 2021-2022 | 2022-2023 | 2023-2024 |
| 5 Full Implementation and Sustainability | 5 Full Implementation and Sustainability | |

7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

| | | |
|---|---|------------------|
| 2021-2022 | 2022-2023 | 2023-2024 |
| 5 Full Implementation and Sustainability | 5 Full Implementation and Sustainability | |

8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

| | | |
|------------------------------|------------------------------|------------------|
| 2021-2022 | 2022-2023 | 2023-2024 |
| 4 Full Implementation | 4 Full Implementation | |

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

| | |
|------------------|--|
| 2021-2022 | NP3 greatly values relationships with their students and families. NP3 believes communication and interactions are the basis of forming relationships and allows for the opportunity of shared understanding for student learning, celebrations, areas of growth, and more. Likewise, both the amount of communication and the way in which NP3 communicates is highly valued by the parent community. Partnerships between school and home are carried out |
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| | both formally and informally at NP3. Examples of informal communication include regular contact between Advisors and Advisee families and volunteer opportunities. Formal communication includes: student led conferences, evening events, parent nights, academic planning evenings, celebrations, and parent surveys. In all communications and parent events, NP3 strives to create a welcoming environment for all families. We have many staff members who are bilingual and we are able to reach out to our non-English speaking families and include them in events. Our front office staff speaks five different languages and frequently translates information for our families. Our staff and teachers are very familiar with our family's languages, cultures and educational goals for their children. Regular parent conferences and counselor check-ins allow our staff to keep in contact with families and build strong and lasting relationships. |
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| 2022-2023 | <p>NP3 greatly values relationships with their students and families. NP3 believes communication and interactions are the basis of forming relationships and allows for the opportunity of shared understanding for student learning, celebrations, areas of growth, and more. Likewise, both the amount of communication and the way in which NP3 communicates is highly valued by the parent community. Partnerships between school and home are carried out both formally and informally at NP3.</p> <p>Examples of informal communication include regular contact between Advisors and Advisee families and volunteer opportunities. Formal communication includes: student led conferences, evening events, parent nights, academic planning evenings, celebrations, and parent surveys. In all communications and parent events, NP3 strives to create a welcoming environment for all families. We have many staff members who are bilingual and we are able to reach out to our non-English speaking families and include them in events. Our front office staff speaks five different languages and frequently translates information for our families. Our staff and teachers are very familiar with our family's languages, cultures and educational goals for their children. Regular parent conferences and counselor check-ins allow our staff to keep in contact with families and build strong and lasting relationships.</p> |
| 2023-2024 | |

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

| 2021-2022 | 2022-2023 | 2023-2024 |
|-----------------------|-----------------------|-----------|
| 4 Full Implementation | 4 Full Implementation | |

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

| 2021-2022 | 2022-2023 | 2023-2024 |
|-----------------------|-----------------------|-----------|
| 4 Full Implementation | 4 Full Implementation | |

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input

from any underrepresented groups in the school community.

| 2021-2022 | 2022-2023 | 2023-2024 |
|--------------------------|--------------------------|-----------|
| 3 Initial Implementation | 3 Initial Implementation | |

12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

| 2021-2022 | 2022-2023 | 2023-2024 |
|--------------------------|--------------------------|-----------|
| 3 Initial Implementation | 3 Initial Implementation | |

Briefly describe the LEA’s current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

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| 2021-2022 | NP3 values our parent community and conducts surveys to ensure parent input in decision making and processes. NP3 allows opportunities for parents to address our Board at our regularly scheduled Board meetings. Parent advisory groups are gathered to discuss policy decisions and changes and the advisory groups reflect the diversity of the school. When planning and implementing family engagement activities, NP3 allows considers the makeup of our school community and works to create events that are meaningful to our families. |
| 2022-2023 | NP3 values our parent community and conducts surveys to ensure parent input in decision making and processes. NP3 allows opportunities for parents to address our Board at our regularly scheduled Board meetings. Parent advisory groups are gathered to discuss policy decisions and changes and the advisory groups reflect the diversity of the school. When planning and implementing family engagement activities, NP3 allows considers the makeup of our school community and works to create events that are meaningful to our families. |
| 2023-2024 | |

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

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| 2021-2022 | NP3 administers parent and student surveys at least once every two years. The parent survey was designed to vary ways in which feedback was gathered. NP3 uses the information to reflect and improve upon practices and programs. The parent survey covers topics such as school safety, communication, environment, and learning. Our survey results indicate that over 95% of parents felt like their child was safe on campus and 94% feel welcome at school. 84% of parents also reported that they feel their ideas are valued and included in school plans and 92% feel confident that the school provides adequate support to students' families to help their student succeed. |
| 2022-2023 | NP3 administers parent and student surveys at least once every two years. The parent survey was designed to vary ways in which feedback was gathered. NP3 uses the information to reflect and improve upon practices and programs. The parent survey covers topics such as school safety, communication, environment, and learning. Our survey results indicate that 94% of parents felt like their child was safe on campus and 97% feel welcome at school. 81% of parents also reported that they feel their ideas are valued and included in school plans and 97% feel confident that the school provides adequate support to students' families to help their student succeed. |
| 2023-2024 | |

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic

standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool. **Narrative Summary**

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| <p>2021-2022</p> | <p>NP3 High School provides all students, including unduplicated students and individuals with exceptional needs, access to a college preparatory course of study. All students are enrolled in courses that meet UC/CSU A-G eligibility and the expectation is that students will graduate ready to attend a four-year university. All core courses in English, Social Studies, Math, Science and Foreign Language are A-G approved. Last year 95% of graduates completed the A-G requirements.</p> |
| <p>2022-2023</p> | <p>NP3 High School provides all students, including unduplicated students and individuals with exceptional needs, access to a college preparatory course of study. All students are enrolled in courses that meet UC/CSU A-G eligibility and the expectation is that students will graduate ready to attend a four-year university. All core courses in English, Social Studies, Math, Science and Foreign Language are A-G approved. Last year 99% of graduates completed the A-G requirements.</p> |
| <p>2023-2024</p> | |

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

- 1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

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|-----------|---|
| 2021-2022 | <p>We have a number of supports in place to ensure that our students are able to successfully fulfill our graduation requirements. The tools we use to ensure access include our individualized scheduling process, our advisory class, and our excellent counselor to student ratio. Students and parents are very involved in our course selection and scheduling process. We have three counselors for 600 students so they are able to review transcripts and schedules multiple times throughout the year. Our advisory teachers keep students for all four years and part of their responsibility is to build 4-year plans with their students and track student progress. Students select courses they would like to take as electives, while the counselors schedule them into all courses that must be taken to meet graduation requirements. Counselors also meet with every student to determine the best course of study based on individual interest and need.</p> |
| 2022-2023 | <p>We have a number of supports in place to ensure that our students are able to successfully fulfill our graduation requirements. The tools we use to ensure access include our individualized scheduling process, our advisory class, and our excellent counselor to student ratio. Students and parents are very involved in our course selection and scheduling process. We have three counselors for 600 students so they are able to review transcripts and schedules multiple times throughout the year. Our advisory teachers keep students for all four years and part of their responsibility is to build 4-year plans with their students and track student progress. Students select courses they would like to take as electives, while the counselors schedule them into all courses that must be taken to meet graduation requirements. Counselors also meet with every student to determine the best course of study based on individual interest and need.</p> |
| 2023-2024 | |

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

2021-2022

Using our individualized scheduling process, advisory teachers, and counselors we ensure that all students have access to a broad course of study and the supports necessary to succeed in a college prep environment. NP3 operates in Professional Learning Communities (PLCs) and our teachers identify students on a weekly basis who need additional support through intervention. We provide intervention during the regular school day to offer additional assistance to students who are struggling to meet standards. In addition, we offer tutoring before and after school, and during lunch.

Special education services are provided and contracted through NUSD. Special education services vary depending on individualized student plans, however, most of the services are provided through an inclusion model. NP3 employs fully credentialed teachers in the general education classroom and special education classroom. Each teacher is qualified to teach English Language Learners. Small classroom sizes reduce the student to teacher ratio. Staff and administration use student data from multiple assessments measures (formative and summatives, schoolwide and state assessments) to determine levels of students learning in addition to student supports. In addition to academic supports we have a wide range of advanced placement courses and college preparatory electives for students who are exceeding standards. NP3 offers 14 AP classes and we encourage our students to take AP classes in areas of interest to them. Over 50% of our students enroll in and complete at least one AP course while in high school. In addition, we administer the PSAT to all students in 10th and 11th grade and we assist with fee waivers to ensure all students have the opportunity to take the SAT. We also provide an SAT prep class to students, free of charge, during the summer. This class includes our unduplicated students and students with exceptional needs. NP3's graduation rate (99%) and percentage of graduates meeting UC/CSU requirements (95%) demonstrates that students have access to and are enrolled in a broad course of study.

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| <p>2022-2023</p> | <p>Using our individualized scheduling process, advisory teachers, and counselors we ensure that all students have access to a broad course of study and the supports necessary to succeed in a college prep environment. NP3 operates in Professional Learning Communities (PLCs) and our teachers identify students on a weekly basis who need additional support through intervention. We provide intervention during the regular school day to offer additional assistance to students who are struggling to meet standards. In addition, we offer tutoring before and after school, and during lunch. Special education services are provided and contracted through NUSD. Special education services vary depending on individualized student plans, however, most of the services are provided through an inclusion model. NP3 employs fully credentialed teachers in the general education classroom and special education classroom. Each teacher is qualified to teach English Language Learners. Small classroom sizes reduce the student to teacher ratio. Staff and administration use student data from multiple assessments measures (formative and summatives, schoolwide and state assessments) to determine levels of students learning in addition to student supports. In addition to academic supports we have a wide range of advanced placement courses and college preparatory electives for students who are exceeding standards. NP3 offers 14</p> |
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| | <p>AP classes and we encourage our students to take AP classes in areas of interest to them. Over 50% of our students enroll in and complete at least one AP course while in high school. In addition, we administer the PSAT to all students in 10th and 11th grade and we assist with fee waivers to ensure all students have the opportunity to take the SAT. We also provide an SAT prep class to students, free of charge, during the summer. This class includes our unduplicated students and students with exceptional needs. NP3's graduation rate (99%) and percentage of graduates meeting UC/CSU requirements (95%) demonstrates that students have access to and are enrolled in a broad course of study.</p> |
| <p>2023-2024</p> | |

3. Identification of any barriers preventing access to a broad course of study for all students.

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|------------------|---|
| 2021-2022 | There are no barriers preventing the LEA from providing a broad course of study to all students. |
| 2022-2023 | There are no barriers preventing the LEA from providing a broad course of study to all students. |
| 2023-2024 | |

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

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|------------------|--|
| 2021-2022 | NP3 will continue to offer a broad course of study to all students. |
| 2022-2023 | NP3 will continue to offer a broad course of study to all students. |
| 2023-2024 | |