



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Natomas Unified School District	Constituent and Customer Service	customerservice@natomasunified.org (916) 561-5253

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The additional LCFF concentration funds were used to shift 7 Social Worker costs from one-time pandemic funding to ongoing LCFF funding at 7 schools with the highest unduplicated pupil percentages. Educational partners provided feedback and interest for social workers to support students as part of the 2021-2024 LCAP, earlier as part of using initial pandemic relief funds, and part of the ESSER III engagement listed later in this report. A list of all the educational partners engagement opportunities may be found in the 2021-2024 LCAP and ESSER III report.

Additional information about the use of additional LCFF concentration funds and Social Workers may be found in a Board meeting presentation on September 14, 2021, titled, "Reducing the Financial Cliff." The Board meeting agenda and presentation may be found on our district website, www.natomasunified.org, or contact Constituent and Customer Service for assistance.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The additional LCFF concentration funds were used to shift 7 of 13 Social Worker costs from one-time pandemic funding to on-going LCFF funding at 7 schools with the highest unduplicated pupil percentages. More details may be found in the aforementioned presentation.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Please refer to the ESSER III Report on the October 13, 2021 Board agenda for additional information. All engagement opportunities included discussions of one-time federal funds. As noted in the ESSER III Report:

"NUSD staff has engaged and continues to engage parents, teachers, and school staff in the development of our approach to addressing learning disruption through Expanded Learning Opportunities for our students. These efforts began in the spring of 2020 and have continued through the present. Engaging with our stakeholders is a priority, so we are intentional about diversifying the way that we connect and engage with our stakeholders to have a broader outreach and increased participation. Stakeholders were engaged via a variety of formats including virtual meetings, surveys, phone calls, student focus groups, and home visits.

- Examples of our inclusion of stakeholders - parents, teachers, and school staff - in the development of the plan include, but are not limited to:
- Online survey to families and staff (February - March 2021)
- Meeting with Inderkum High School's Black Student Union for student voice from diversity, equity, and inclusion perspective
- Meeting with Natomas Black Parents United
- Meetings with English Learner Advisory Committee (ELAC)
- Phone banking to underrepresented groups in the survey including calls to 1,976 households who speak languages other than English.
- Presentation to the Superintendent's Parent Advisory Council (October 16, 2019, February 19, 2020, January 27, 2021 and meetings scheduled on March 17, 2021 and April 21, 2021)
- Presentation to District English Learner Advisory Committee (DELAC) (November 21, 2019, November 20, 2020, and meetings held on February 18, 2021 and April 22, 2021)
- Family Educational Options (June 2020, October 2020, and January 2021)
- Special Education CAC meetings (August 20, 2020, February 18, 2021, March 18, 2021 and April 28, 2021)
- NUSD Learning Disruption Family Feedback Survey (January 2021)
- 18- Month Plan Parent Questionnaire (January 2021)
- Students Needing Additional Support Survey (January 2021)
- Family Survey on Learning Disruption (January 2021)
- Multiple negotiation meetings with Natomas Teachers Association (NTA) with 4 Memorandum of Understandings (July 2020-Present)
- Meeting with California State Employees Association (CSEA) for input from our labor partners to provide insight and guidance on building plans to support students and school sites.
- Early Check-in Survey (September 2020)
- Learning Continuity and Attendance Plan Survey (September 2020)
- Expanded Family Options Survey (July 2020)
- Survey for TK-4th and 5th Grade Students at K-8 Schools (May 2020)
- Foster/Homeless Youth: Over 2,900 phone calls were made by the SES team (April and August 2020),

- Housing questionnaire - 1,117 responded, 53 new McKinney Vento cases identified (May 2020)
- Technology Survey (March 2020 and July 2020)
- Distance Learning Survey (March through May 2020)
- 2020-21 Local Control and Accountability Plan (LCAP) Stakeholder Engagement Survey (February 2020)
- Held 19 in-person Student Focus Groups, 130 students, at all of our schools except Leroy Greene Academy because charters are required to submit their own LCAP (October 2019 through February 2020)
- Direct Communications
- School Site Council (SCC) meetings
- Sunday Messaging from site leaders
- Coffee Talk with the Principal
- Parent Teacher Association (PTA) Meetings
- District Communications
- Special Education - Community Advisory Committee (CAC)"

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Several presentations and reports have been provided to the NUSD Board of Trustees at regularly scheduled public Board meetings. The presentations and reports provided updates throughout the development of, implementation of, and reporting of successes and challenges of the learning recovery of our students, the social-emotional well-being of our students, the health and safety of students, and the overall wellness of our students. All presentations and reports are available on the NUSD webpage along with video and audio recorded presentations and discussions.

Please refer to the "18-Month Plan Update: First and Next Six Months" presentation on the August 18, 2021, Board agenda for information. Please refer to the "Reducing the Financial Cliff" presentation on the September 14, 2021, Board agenda for information, specifically the section titled, "Data and Metrics to Support Investment in Social Workers."

Please refer to the ESSER III Report and Presentation on the October 13, 2021, Board agenda for information.

Please refer to the "NUSD Learning Recovery Actions Update" report to the Board on the February 9, 2022, Board agenda for information.

Please refer to the "Our Culture of Resilience" report to the Board on the February 9, 2022, Board agenda for information.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The 2021-2024 LCAP includes actions titled, 18-Month Learning Recovery Plan, Pandemic Response Actions, and Mental Health/Social Emotional Support Program, all of which are closely aligned to learning recovery needs for students, a safe return to in-person instruction for

students and staff, and the ESSER III Expenditure Plan. The aforementioned Board presentations and reports provide additional details and are available to the public.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Natomas Unified School District	Constituent and Customer Service	customerservice@natomasunified.org (916) 561-5253

Goal 1

Increase student success in ELA, math, science, literacy, and civics

Rationale

"As part of the Board of Trustees responsibility to set direction for the school district, the Board shall adopt long-term goals focused on the achievement and needs of all district students. The district's goals shall be aligned with the district's Vision, Core Beliefs and Commitments, philosophy/Theories of Actions, and priorities and shall be limited in number so as to be reasonably achievable within established timelines." (Board Policy 0200 - Board Goals)

The district goals are:

1. Increase student success in ELA, math, science, literacy, and civics
2. Prepare students to be college and career ready
3. Engage parents and families to support student success in school
4. Create safe and welcoming learning environments where students attend and are connected to their schools
5. Recruit, hire, train, and retain high quality staff who are committed, collaborative, caring and exemplary

These are the Goals that will be used in the NUSD 2021-2024 LCAP. Stakeholder engagement and feedback, data review/presentations, and several public board meetings were conducted to develop these goals which were approved/confirmed in 2014 and adjusted in 2015 to add the word civics in Goal 1.

In addition to the Board adopted District Goals, Board Policy and Administrative Regulation 0100 - Theory of Action for Student Success will drive the Board's policies, budgets, and staff actions to build and maintain the culture of Natomas Unified. The Theory of Action addresses seven major areas. These areas are:

1. Staff Quality & Commitment
2. Systematic Professional Development, Support and Collaboration
3. Systematic Access, Academic Support, Social Emotional Support/Mental Health and Climate
4. Parent Involvement and Engagement
5. Supervision and Evaluation of Staff through a Cycle of Continuous Learning and Improvement
6. Paths to Promotion and Formal Recognition of Top Talent
7. Implementation and Reporting

Following the pandemic and national spotlight on addressing Race and Social Justice in our communities, the Natomas Unified School District will continue to address these issues in alignment with Administrative Regulation 0100 to further strengthen the district's approach to equity for all. The equity focus of the Theory of Action will focus on academic program enrollment, academic success, curriculum, instruction, school environment/culture, social emotional support, and health. Actions aligned with

these areas will promote the real possibility of equality of educational results for each student and among diverse groups of students.

Goal #1 LCAP actions and related metrics are intended to:

- Continue to implement State Standards by providing appropriate textbooks and technology for students and staff
- Improve implementation of ELD standards
- Increase ELA and math proficiency
- Increase African American proficiency in Math and ELA
- Increase English Learner proficiency in Math and ELA
- Increase AP/IB pass rates
- Improve outcomes/progress for English Learner students
- Improve school-level academic interventions and acceleration for our students
- Improve school-level academic interventions and acceleration for African American students
- Improve school-level academic interventions and acceleration for English Learner students
- Improve school-level academic interventions and acceleration for Foster Youth students
- Improve school-level academic interventions and acceleration for Low-Income students
- Increase the percentage of seniors earning the State Seal of Civic Engagement
- Increase the number of 11th graders enrolled in the Race and Social Justice course and/or Ethnic Studies

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Increase the percentage of students who are meeting or exceeding standards as measured by the CAASPP in ELA and Math	ELA 42.36% (18-19) Math 30.72% (18-19)	Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2020 and 2021 Dashboard.	ELA 55% Math 50%
	Increase students passing AP/IB exams	43%	38% (20-21)	50%
	Increase outcomes for English Learner students as measured by the reclassification rates	10% (20-21)	6% as of January 2022	15%
	Increase outcomes for English Learner students as measured by the English Learner Progress Indicator on the CA School Dashboard	37.60%	Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2020 and 2021 Dashboard.	45%
	100% of students will have standards-aligned curriculum, that includes integrated ELD standards as applicable,	100%	100%	100%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	aligned with the Williams Act process			
	Classroom walk-throughs will be conducted at 100% of NUSD schools to monitor implementation of state standards	100%	100%	100%
	100% of teachers will receive professional development on State Standards and effective instructional practices	100%	87% (Trauma Informed Practices)	100%
	Increase the percentage of 11th graders enrolled in the Race and Social Justice course and/or Ethnic Studies	16%	23.2% in 20-21 and 25.7% in 21-22	25%
	Increase the percent of senior students earning the California State Seal of Civic Engagement	0% (Launching in 2021-2022)	In Progress. Metric not available at this time.	More than 10%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	AP/IB Supports NUSD will continue to provide resources to schools to support increased passage rates on AP/IB exams. Providing tutoring supports or specialized exam preparation, for example, supports unduplicated students preparing for AP/IB exams.	ongoing	Yes	LCFF 7267	LCFF 76733	\$84,000.00	\$6,525
1.2	AP/IB Exam Fees NUSD will continue to pay for AP/IB exam fees for all	ongoing	Yes		LCFF \$142,000	\$142,000.00	\$30,788

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	students. Prior local data indicated that our low income students, English Learners, and Foster Youth were less likely to take the AP/IB exams before NUSD implemented this action in 2016. The cost of those exams for unduplicated students and their families may have deterred students from attempting the exams.						
1.3	<p>Increased Instructional Minutes Starting in 2014-15, instructional minutes for grades 1, 2, and 3 were increased by 17 minutes per day, 85 minutes per week, or equivalent to nearly 8 more days of instruction per year. Instructional minutes for middle schools and grades 7 and 8 were increased by 50 minutes per day, 250 minutes per week, or equivalent to nearly 25 more days of instruction per year. Increased instructional time benefits all students, particularly our low-income students, English learner students, and foster youth. (See Goal 5.03 for related costs and action)</p>	ongoing	Yes			See Goal 5.03 for related costs	See Goal 5.03 for related costs
1.4	College Readiness Supports	ongoing	Yes		LCFF \$11,400	\$11,400.00	\$0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>NUSD will continue to support college readiness through the implementation of Expository Reading and Writing Classes (ERWC) and the EAP Senior Year Mathematics Course (ESM). These courses will provide 12th graders access to expository reading and writing as well as mathematical theory, skills, and strategies to support college readiness and access.</p>								
1.5	<p>Technology Refresh NUSD will implement a Technology refresh plan to include the replacement of outdated hardware for students and staff, the purchase of new equipment that may have been lost/stolen/broken, the purchase of new equipment when new/additional staff is hired, the purchase of new equipment when enrollment grows. Technology support will continue through classified personnel.</p>	2 years	No			Local 1200000	\$1,200,000.00	\$1,344,350	
1.6	<p>English Learner Supports NUSD will continue to support English Learner (EL) students and EL teachers through two Teachers on Special Assignment (TOSA) (2.0 FTE) and an EL</p>	ongoing	Yes	LCFF	287139	Federal	218290	\$505,429.00	\$492,128

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Coordinator, all of which will support English Learner needs including redesignation, access/placement, and professional development.						
1.7	English Learner Extended Day and Summer School Supports NUSD will continue to provide extended day supports for English Learners and EL teachers and extended/supplemental summer school for English Learners.	ongoing	Yes	LCFF 19200		\$19,200.00	\$0
1.8	Williams Act Compliance NUSD will continue to meet Williams Act expectations by ensuring that all students have access to standards-aligned materials. Stakeholders may contact Constituent and Customer Services if non-Williams Act schools have curricular needs.	ongoing	No		Other State 510201	\$510,201.00	\$822,099
1.9	Textbook Adoption(s) NUSD will pilot new Science textbook(s), adopt, and conduct related professional development with full NGSS curriculum implementation by 2022-2023. Engage in the World Language adoption	2 years	No	Other State 25000	Other State 1622316	\$1,647,316.00	\$9,014

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	process and commit available funds for future adoption.								
1.10	School site supplemental programs and services School sites will receive funding allocations annually to implement approved supplement programs, services, related supplies, and professional development to meet the district Core Beliefs that every student can learn and succeed and disparity and disproportionality can and must be eliminated.	ongoing	Yes	LCFF	578185	LCFF	587051	\$1,165,236.00	\$401,409
1.11	Layered Academic and Social Emotional Support NUSD will implement intentional layers of academic and social emotional supports. This includes universal strategies as well as interventions and accelerations for our students and professional development for staff. This work will also be embedded within the 18-Month Learning Recovery Plan and the Pandemic Response Actions during 2021-2023, see Goal 1, Action 13 and Goal 4, Actions 20 and 21 for related actions and costs.	ongoing	Yes			LCFF	16100	\$16,100.00	\$15,636

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.12	State Seal of Civic Engagement NUSD will launch celebration events for students awarded the State Seal of Civic Engagement.	ongoing	No		LCFF 4000	\$4,000.00	\$0
1.13	18-month Learning Recovery Plan NUSD will implement the 18-month Learning Recovery Plan as presented to the Board of Trustees in the Spring of 2021. The plan includes focused in-class TK-6 ELA and Math Literacy supports by supplemental certificated teaching staff (TOSAs), AVID TOSA, and extension of summer school programs. The plan includes an intentional focus on unduplicated students and students with unique needs. This action will be in conjunction with Goal 4, Actions 20 and 21.	2 years	No	Federal 3258000	Federal 25000	\$3,283,000.00	\$3,120,638
1.14	Ethnic Studies and Culturally Responsive Curriculum NUSD will analyze resources, develop, and implement K-12 Ethnic Studies and culturally responsive curriculum that is intended to reverse the marginalization of traditionally	3 years	No		Federal 100000	\$100,000.00	\$2,430

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	underrepresented groups throughout history and text. This action includes integrating the curriculum into English Language Arts and History/Social Studies curriculum.								
1.15	ELA and Math Literacy Development NUSD will implement TK-6 ELA and Math Literacy instructional supports with grade-level benchmarks, related professional development, and a targeted focus on unduplicated students, students below standard as reported on the CA School Dashboard, and students with unique needs. This action will operate in conjunction with the 18-month Learning Recovery Plan that includes 21 Teachers on Special Assignment to in-class literacy instruction/supports.	2 years	No	Federal	60539	Federal	14461	\$75,000.00	\$875
1.16	Instructional Technology PD NUSD will analyze what was learned in distance learning instruction and provide/increase Instructional Technology professional development.	ongoing	No			LCFF	10000	\$10,000.00	\$0

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.17	<p>Disparity and Disproportionality Professional Development NUSD will implement professional development, in relation to the Dr. Okonofua study, to reduce and eventually eliminate socioeconomic disparities in student academic achievement, attendance, and disciplinary outcomes through Anti-Racist/Anti-Bias Training and Culturally Responsive Relevant Pedagogy and Classroom Management. This action will be in conjunction with Goal 5, Action 9. This action is in alignment with AR 0100.</p>	3 years	No		LCFF 100000	\$100,000.00	\$0

Goal 2

Prepare students to be college and career ready

Rationale

"As part of the Board of Trustees responsibility to set direction for the school district, the Board shall adopt long-term goals focused on the achievement and needs of all district students. The district's goals shall be aligned with the district's Vision, Core Beliefs and Commitments, philosophy/Theories of Actions, and priorities and shall be limited in number so as to be reasonably achievable within established timelines." (Board Policy 0200 - Board Goals)

The district goals are:

1. Increase student success in ELA, math, science, literacy, and civics
2. Prepare students to be college and career ready
3. Engage parents and families to support student success in school
4. Create safe and welcoming learning environments where students attend and are connected to their schools
5. Recruit, hire, train, and retain high quality staff who are committed, collaborative, caring and exemplary

These are the Goals that will be used in the NUSD 2021-2024 LCAP. Stakeholder engagement and feedback, data review/presentations, and several public board meetings were conducted to develop these goals which were approved/confirmed in 2013, adjusted in 2014, and in 2015 added the word civics in Goal 1.

In addition to the Board adopted District Goals, Board Policy and Administrative Regulation 0100 - Theory of Action for Student Success will drive the Board's policies, budgets, and staff actions to build and maintain the culture of Natomas Unified. The Theory of Action addresses seven major areas. These areas are:

1. Staff Quality & Commitment
2. Systematic Professional Development, Support and Collaboration
3. Systematic Access, Academic Support, Social Emotional Support/Mental Health and Climate
4. Parent Involvement and Engagement
5. Supervision and Evaluation of Staff through a Cycle of Continuous Learning and Improvement
6. Paths to Promotion and Formal Recognition of Top Talent
7. Implementation and Reporting

Following the pandemic and national spotlight on addressing Race and Social Justice in our communities, the Natomas Unified School District will continue to address these issues in alignment with Administrative Regulation 0100 to further strengthen the district's approach to equity for all. The equity focus of the Theory of Action will focus on academic program enrollment, academic success, curriculum, instruction, school environment/culture, social emotional support, and health. Actions aligned with these areas will promote the real possibility of equality of educational results for each student and among diverse groups of students.

Goal #2 LCAP actions and related metrics are intended to:

- Increase college access and college awareness
- Increase the UC/CSU a-g for Hispanic students
- Increase the UC/CSU a-g for African American students
- Maintain and improve the middle/high school one-year dropout rate and the high school graduation cohort rate
- Continue to provide students with access to Advanced Placement (AP) and International Baccalaureate (IB) classes
- Provide and monitor enrollment for college/career pathways and career sequences/classes
- Continue to provide students the opportunity to earn the CA State Seal of Biliteracy
- Increase percentage of students who are college-ready as reported on the CA Dashboard
- Monitor and improve access to specialized programs for unduplicated and underrepresented students

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Maintain a 70% rate of high school students who earn at least 11 UC/CSU a-g credits or enroll in a program to earn a career certificate or similar designation/career pathway	70.00%	96.7% (19-20)	70.00% or above
	Increase 12th graders who graduate w/ UC/CSU a-g completed	62.20%	68.6% (20-21)	63.00%
	Increase the percent of seniors who have taken at least 1 AP/IB	66.40%	70% (20-21)	67.00%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Class and/or are enrolled in a community college course			
	Increase the percent of senior students earning the California State Seal of Biliteracy	17.50%	17.7% (20-21)	18.00%
	Increase the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator as indicated on the CA School Dashboard	39.70%	43.8% (20-21)	50.00%
	Maintain or increase the high school graduation rate above 94%	94.00%	92.4% (20-21)	94% or above
	Maintain a high school dropout rate of under 2.0% a year	1.70%	1.60% (20-21)	Less than 2.00%
	Maintain a middle school drop out rate of less than 5 students per grade level (7th and 8th grade)	Less than 5 students per grade level	Less than 5 students per grade level	Less than 5 students per grade level

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	College and Career Supports NUSD will continue the college and career supports at Discovery, Inderkum, and Natomas High Schools to help increase graduation rates, UC/CSU a-g rates, student access to career pathways, and lower drop-out rates with a specific focus on Hispanic and African American students. This includes College and	ongoing	Yes	LCFF 675574	LCFF 86494	\$762,068.00	\$668,383

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Career Coordination Specialists at NHS and IHS.						
2.2	High School Summer Credit Recovery NUSD will continue to provide a summer school program for students that addresses graduation and UC/CSU a-g original credit and credit recovery opportunities at all high schools who have taken an a-g course but earned a D or F.	ongoing	Yes		LCFF 200000 Federal 230101	\$430,101.00	\$545,453
2.3	AP Capstone Program NUSD will continue to implement an AP Capstone program.	ongoing	Yes	LCFF 141553	LCFF 68447	\$210,000.00	\$139,723
2.4	High School Graduation Supports NUSD will continue to implement systemic APEX seats, extended day credit recovery program, to increase graduation rate by school and subgroup and increase UC/CSU a-g by subgroup.	ongoing	Yes		LCFF 63900 Federal 18050	\$81,950.00	\$0
2.5	Foster Youth Supports A Social Worker focusing on Foster Youth will meet regularly with Foster Youth students, implement systems to measure and collect baseline data about	ongoing	Yes	LCFF 63448		\$63,448.00	\$58,252

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Foster Youth, track Foster Youth students accurately with Foster Focus and the student information system, develop practices regarding enrollment, placement, and awarding partial credit to Foster Youth transferring into and out of NUSD.						
2.6	PK-12 International Baccalaureate (IB) Programmes NUSD will continue to implement the PK-12 IB Programme at multiple schools across the district.	ongoing	No	LCFF 1553143	LCFF 241452 Federal 172109	\$1,966,704.00	\$1,493,456
2.7	GATE Programs NUSD will continue to implement GATE testing for 1st graders and continue to offer GATE program access for referred students at all elementary schools during the school day.	ongoing	No	LCFF 1485	LCFF 31515	\$33,000.00	\$134
2.8	State Seal of Biliteracy NUSD will continue to implement the State Seal of Biliteracy medals, awards and recognition events for students and families.	ongoing	No		LCFF 4000	\$4,000.00	\$6,415
2.9	Career Technical Education (CTE) Pathways	ongoing	No	LCFF 832061 Other State 179107	LCFF 225649 Other State 396868	\$1,717,488.00	\$1,302,378

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	NUSD will continue to provide nine (9) career technical education pathways and implement pathway ten (Cosmetology) in 2022-2023 for secondary students with the addition of a Director to help lead program development and growth.			Federal	19384	Federal	64419		
2.10	Adult Education Program NUSD will continue to implement an Adult Education Program as outline in the Capital Adult Education Regional Consortium (CAERC) grant.		No	LCFF	34478	LCFF	15522	\$367,157.00	\$170,069
				Other State	236701	Other State	80456		
2.11	College Access Supports NUSD will develop a new emphasis on college access for increasing students who matriculate to college. The emphasis will support students from 9th grade through college acceptance. Areas of student support may include paying for application fees, exam fees (PSAT, SAT, etc.), required college entry courses, offering application preparation training and supports, financial aid application training, etc. There will be an intentional focus on unduplicated and traditionally	ongoing	Yes			LCFF	65000	\$65,000.00	\$0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	underrepresented subgroups.						
2.12	Specialized Programs Monitoring NUSD will monitor specialized programs such as the IB Diploma Programme, AP, CTE, CECA in relation to the demographics of students who apply, are accepted, who enroll, and who complete the program to make sure students “gate-keeping” does not exclude students from applying and/or being admitted. (no additional cost)	ongoing	No			no additional cost	no additional cost

Goal 3

Engage parents and families to support student success in school

Rationale

"As part of the Board of Trustees responsibility to set direction for the school district, the Board shall adopt long-term goals focused on the achievement and needs of all district students. The district's goals shall be aligned with the district's Vision, Core Beliefs and Commitments, philosophy/Theories of Actions, and priorities and shall be limited in number so as to be reasonably achievable within established timelines." (Board Policy 0200 - Board Goals)

The district goals are:

1. Increase student success in ELA, math, science, literacy, and civics
2. Prepare students to be college and career ready
3. Engage parents and families to support student success in school
4. Create safe and welcoming learning environments where students attend and are connected to their schools
5. Recruit, hire, train, and retain high quality staff who are committed, collaborative, caring and exemplary

These are the Goals that will be used in the NUSD 2021-2024 LCAP. Stakeholder engagement and feedback, data review/presentations, and several public board meetings were conducted to develop these goals which were approved/confirmed in 2014 and adjusted in 2015 to add the word civics in Goal 1.

In addition to the Board adopted District Goals, Board Policy and Administrative Regulation 0100 - Theory of Action for Student Success will drive the Board's policies, budgets, and staff actions to build and maintain the culture of Natomas Unified. The Theory of Action addresses seven major areas. These areas are:

1. Staff Quality & Commitment
2. Systematic Professional Development, Support and Collaboration
3. Systematic Access, Academic Support, Social Emotional Support/Mental Health and Climate
4. Parent Involvement and Engagement
5. Supervision and Evaluation of Staff through a Cycle of Continuous Learning and Improvement
6. Paths to Promotion and Formal Recognition of Top Talent
7. Implementation and Reporting

Following the pandemic and national spotlight on addressing Race and Social Justice in our communities, the Natomas Unified School District will continue to address these issues in alignment with Administrative Regulation 0100 to further strengthen the district's approach to equity for all. The equity focus of the Theory of Action will focus on academic program enrollment, academic success, curriculum, instruction, school environment/culture, social emotional support, and health. Actions aligned with these areas will promote the real possibility of equality of educational results for each student and among diverse groups of students.

Goal #3 LCAP actions and related metrics are intended to:

- Implement an annual parent survey – with a specific focus on parent feedback and whether they feel their input is welcome
- Increase the number of parents who engage and support the educational success of their children through programs such as Parent University and school-based parent engagement programs
- Continue Constituent Customer Service, social media, and communications to engage parents, families, and the community
- Increase student voices opportunities through systemic engagement
- Engage parents through social media, websites, and multilingual services/applications
- Increase parent engagement opportunities

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Increase the annual parent survey completion percent (local)	14% (2020-21)	Metric not available at this time. The survey will occur in the Spring.	increase baseline by 5%
	Percent of parents who responded school staff welcomed my suggestions with an agree or strongly agree	81% (2020-21)	Metric not available at this time. The survey will occur in the Spring.	81% or more
	Increase the number of parents engaged in Natomas Unified Parent University (local) with particular focus on parents of unduplicated students and parents of special needs students	35% (2019-20)	35% (2020-21)	increase baseline by 5%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Maintain or increase the number of student voices engagement activities by site	2 per site	1 per site	2 per site or more
	Number of families whose home language is other than English utilizing the multilingual communication app	0% (new program)	No data is available at this time. Piloting the program at one school site. The app will fully launch in 2022-23.	Increase by 5%
	Number of LanguageLink uses, a third party language interpretation service	250	301 uses through December 31, 2021	more than 250
	Maintain or increase the number of diverse group engagement activities by site	2 per site	every school site community has been invited to diverse group engagement activities	2 per site or more

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
3.1	Annual Parent Survey NUSD will distribute annual parent survey in English and Spanish.	ongoing	Yes			LCFF	4500	\$4,500.00	\$0
3.2	Parent University NUSD will continue to provide parent educational opportunities for UC/CSU a-g via Parent University to support unduplicated and underrepresented students.	ongoing	No	Federal	91295	Federal	30500	\$121,795.00	\$93,143
3.3	Student Information System and the Parent Portal NUSD will continue to implement the student information system with an emphasis on increasing the Parent Portal usage to	ongoing	Yes			LCFF	144000	\$144,000.00	\$169,781

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	communicate with students and their parents/guardians/caregivers.						
3.4	DELAC Parent Supports NUSD will continue to provide <ul style="list-style-type: none"> • DELAC meeting transportation needs to increase member participation. • Zoom training as needed to increase meeting participation (alternate to bussing) • Parent Workshops - targeted workshop through Parent University for EL Parents. • Increased translation services • DELAC meeting support (food, translations, child care) • Engagement technology 	ongoing	Yes		LCFF 1500 Federal 8500	\$10,000.00	\$747
3.5	Constituent and Customer Services (CCS)	ongoing	Yes	LCFF 325877	LCFF 55000	\$380,877.00	\$340,192

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	The Constituent and Customer Services department serves as access for information, support, and intervention needs for all parents, staff, and community stakeholders. This service includes multilingual engagement options for parents and a bilingual 24 hours a day / 7 days a week call support center.						
3.6	English Learner reclassification recognition events NUSD will host district-level reclassification recognition events for students and families.	ongoing	No		LCFF 2500	\$2,500.00	\$0
3.7	Special Education Community Advisory Committee NUSD will continue on-going, regularly scheduled, Special Education Community Advisory Committee parent meetings. (no additional cost)	ongoing	No			no additional cost	no additional cost
3.8	Family Engagement Department Starting in 2021-2022, NUSD will launch the Communications and Family Engagement Department to increase stakeholder participation	ongoing	Yes	LCFF 307708	LCFF 20977	\$328,685.00	\$458,994

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	with diverse groups and families of unduplicated students.						
3.9	Communications through websites and social media NUSD will provide timely and accurate website information and social media communications to parents and families supported by a web content social media specialist.	ongoing	No	LCFF 99112		\$99,112.00	\$99,618
3.10	"On Track to College" letters to families NUSD will provide "On Track to College" letters to families with high school students to engage and prepare parents and students with paths to college access.	ongoing	No		LCFF 20000	\$20,000.00	\$1,000
3.11	Multilingual Family Engagement application NUSD will implement a multilingual communications application, that includes multilingual teacher communication tools, district-wide to further promote parent and family engagement.	3 years	No		Federal 150000	\$150,000.00	\$44,800

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.12	Student Voices NUSD will develop and implement a systemic process to engage and obtain student voices from diverse students, including different grade levels (age appropriate) and groups that have been traditionally underrepresented and underserved, and untapped in public education. This engagement is in addition to annual student surveys and student focus groups. This is in alignment with AR 0100.	ongoing	No			See Goal 4, Action 11 for related costs	See Goal 4, Action 11 for related costs
3.13	School Yard Rap NUSD will implement a program to improve the educational experiences of learners of all ages by providing curriculum, content, music, and professional development that will help NUSD begin to infuse curriculum that will reverse the marginalization of traditionally underrepresented/untapped student groups.	3 years	No		Federal 100000	\$100,000.00	\$57,482

Goal 4

Create safe and welcoming learning environments where students attend and are connected to their schools

Rationale

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These are the Goals that will be used in the NUSD 2021-2024 LCAP. Stakeholder engagement and feedback, data review/presentations, and several public board meetings were conducted to develop these goals which were approved/confirmed in 2014 and adjusted in 2015 to add the word civics in Goal 1.

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4. Parent Involvement and Engagement
5. Supervision and Evaluation of Staff through a Cycle of Continuous Learning and Improvement
6. Paths to Promotion and Formal Recognition of Top Talent
7. Implementation and Reporting

Following the pandemic and national spotlight on addressing Race and Social Justice in our communities, the Natomas Unified School District will continue to address these issues in alignment with Administrative Regulation 0100 to further strengthen the district's approach to equity for all. The equity focus of the Theory of Action will focus on academic program enrollment, academic success, curriculum, instruction, school environment/culture, social emotional support, and health. Actions aligned with these areas will promote the real possibility of equality of educational results for each student and among diverse groups of students.

Goal #4 LCAP actions and related metrics are intended to:

- Maintain district attendance rate and decrease the chronic absentee rate
- Maintain expulsion rate
- Decrease suspension rate
- Increase social emotional supports for students at the school level, with an emphasis on African American and Hispanic students
- Maintain facilities
- Increase student participation in music and athletics
- Increase student voices opportunities

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Maintain student attendance above the 95% average.	95.5%	91.8% (as of Jan. 10, 2022)	more than 95%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Increase the percent of students feeling safe and connected to their school site	Safe - 90% Connected - 90%	Metric not available at this time. The survey will occur in the Spring.	90% or more at elementary and secondary
	Decrease pupil chronic absenteeism rate annually between 0.1 to 0.3%	11.90%	36% (as of January 24, 2022)	11.50%
	Decrease pupil suspension rates annually between 0.1 to 0.5%	4.70%	3.8% (as of January 24, 2022)	4.40%
	Maintain the Natomas Unified pupil expulsion rate at or under 0.2% annually.	0.10%	.03% (as of January 24, 2022)	at or under 0.2%
	Maintain all schools meeting or exceeding a "Good" ranking on the Facilities Inspection Tool (FIT)	100% of schools receive a "good" rating (or better)	100%	100% of schools receive a "good" rating or better
	Maintain or increase the percent of students involved in music and athletics including a subgroup analysis	Music Grades 6-12: 17% Athletics Grades 4-12: 31%	Music Grades 6-12: 15% Athletics Grades 4-12: 17%	Music Grades 6-12: 17% or more Athletics Grades 4-12: 31% or more
	Monitor the Constituent and Customer Service contacts and response time annually	1 data presentation that includes number of contacts and response time	2 presentations/reports (Aug 2021 and Jan 2022)	1 or more presentations

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	Chronic Absenteeism Interventions NUSD will continue to implement a progression of interventions for students who are on track to be or who are chronically absent. Particular attention will be placed on Foster Youth, English Learners, Low	ongoing	Yes	LCFF 60801		\$60,801.00	\$62,039

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Income, African American, and Hispanic subgroups.						
4.2	Promise Program / Community Day School NUSD will continue implementation of the Promise Program/Community Day options for secondary students.	ongoing	Yes		LCFF 10000	\$10,000.00	\$0
4.3	Restorative Justice / Restorative Practices NUSD will continue to to implement Restorative Justice / Restorative Practices at Natomas Middle School and other school sites that have the need for services. This action will be implemented in conjunction with Goal 5, Action 9.	ongoing	No		Federal 55904	\$55,904.00	\$0
4.4	Social Emotional and Culture Climate student survey NUSD will continue to implement a Student Social Emotional and Culture Climate student survey to gather student feedback on school climate and safety.	ongoing	No		LCFF 10000	\$10,000.00	\$0
4.5	Music Education NUSD will continue to maintain a music budget for: instrument replacement, instrument	ongoing	Yes		LCFF 100000	\$100,000.00	\$60,195

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	repair, purchase of new music, maintain FTE allocated to music and band at the secondary schools.								
4.6	Elementary and Middle School Sports NUSD will continue to implement 3 seasons of sports in all elementary schools and provide all necessary equipment for all elementary and middle schools.	ongoing	Yes	LCFF	280291	LCFF	155654	\$435,945.00	\$169,631
4.7	School Facility Conditions NUSD will continue to conduct the Facility Inspection Tool (FIT) every Fall at all district facilities. Maintenance and operations staff will conduct/coordinate all necessary maintenance and repairs at all District facilities.	ongoing	No	LCFF	1376438	LCFF	1321512	\$2,697,950.00	\$3,194,212
4.8	Transportation Services NUSD will maintain transportation services.	ongoing	No	LCFF	2210153	LCFF	530323	\$2,740,476.00	\$1,992,105
4.9	Foster Youth Supports NUSD will ensure Foster Youth have access to supports, such as extracurricular activities, clubs, music/band, sports, after-school enrichment	ongoing	Yes			LCFF	19500	\$19,500.00	\$5,258

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	activities, instructional technology and school supplies.						
4.10	Music Education Supports NUSD will continue to allocate 1.0 FTE to Natomas High School; 1.0 FTE to Natomas Middle School, and 0.6 FTE at Inderkum for music instruction.	ongoing	Yes	LCFF 232694		\$232,694.00	\$237,085
4.11	Student Voices NUSD will develop and implement a systemic process to engage and obtain student voices from diverse students, including different grade levels (age appropriate) and groups that have been traditionally underrepresented and underserved, and untapped in public education. This engagement is in addition to annual student surveys and student focus groups. This is in alignment with AR 0100. (see Goal 3.12 for related costs and action)	ongoing	No	LCFF 2500	LCFF 500	\$3,000.00	\$568
4.12	Senior Surveys NUSD will continue to implement a Senior Survey for all 12th grade students to get feedback on high school experiences, how	ongoing	Yes			no additional cost	no additional cost

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	well-prepared students are, interests, and plans for post-graduation. This feedback will be used to inform staff to continue to prepare students as college and career ready. (no additional cost)						
4.13	Mentoring Programs supporting female students NUSD will implement expanded/supplemental mentoring programs to support female students.	2 years	No		Federal 50000	\$50,000.00	\$61,647
4.14	Increased Health Assistants Continue the addition of Health Assistants for six hours a day which includes increased health services and attendance monitoring.	ongoing	Yes	LCFF 224768		\$224,768.00	\$193,914
4.15	Increased Psychologists NUSD will continue the addition of 2.4 FTE psychologists to support the implementation of intentional layers of academic and social emotional supports to impact the needs of PK-12 students, with a specific focus on subgroups.	ongoing	Yes	LCFF 302239		\$302,239.00	\$237,736
4.16	Improve Your Tomorrow (IYT)	3 years	No		Federal 372000	\$372,000.00	\$360,000

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	NUSD will continue and expand the Improve Your Tomorrow (IYT) program at Inderkum High School, Natomas High School, Discovery High School, Natomas Middle School, and Jefferson School (K-8) to increase the number of young men of color to attend and graduate from colleges and universities.						
4.17	Elementary Campus Safety/Security Staff NUSD will continue the additional campus safety/security staff at elementary and K-8 schools.	ongoing	No	LCFF 108013		\$108,013.00	\$107,719
4.18	Social Emotional Assessments NUSD will implement a social emotional screener/system to identify student support needs during the pandemic. Re-examine program by 2023-24.	3 years	No		Other State 37000 Federal 75000	\$112,000.00	\$112,000
4.19	Mental Health/Social Emotional Support Program NUSD will implement a Mental Health/Social Emotional Support Program including SEL and professional development for staff to provide intentional layers of	3 years	No			no additional cost	no additional cost

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	academic and social emotional supports. This work will also be embedded within the 18-Month Learning Recovery Plan and the Pandemic Response Actions during 2021-2023, see Goal 1, Action 13 and Goal 4, Actions 20 and 21 for related actions and costs.								
4.20	<p>18-month Learning Recovery Plan NUSD will implement the 18-month Learning Recovery Plan as presented to the Board of Trustees in the Spring of 2021. The plan includes focused in-class TK-6 ELA and Math Literacy supports by supplemental certificated teaching staff (TOSAs), AVID TOSA, and extension of summer school programs. The plan includes an intentional focus on unduplicated students and students with unique needs.</p> <p>(See Goal 1, Action 13 for related costs and action)</p>	2 years	No					See Goal 1, Action 13 for related costs	See Goal 1, Action 13 for related costs
4.21	<p>Pandemic Response Actions In response to the pandemic, NUSD will provide a Community and a Mobile Health Clinic that</p>	2 years	No	Federal	3904878	Federal	1943500	\$5,848,378.00	\$2,161,872

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>includes mental health, social and emotional supports, including social workers, and health and wellness support for students, staff, and families. In addition long-term substitutes, increased IT support staff, a Virtual Tutoring and Wellness Center are included to support this action. This includes the expansion of health services staffing to support COVID-related health requirements.</p>						

Goal 5

Recruit, hire, train, and retain high quality staff who are committed, collaborative, caring and exemplary

Rationale

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Goal #5 LCAP actions and related metrics are intended to:

- Maintain systematic assignment and monitoring of properly credentialed staff to classrooms
- Maintain increased compensation for employees
- Provide ongoing support to new and returning staff
- Increase staff diversity
- Implement professional development to address disparity and disproportionality

Expected Annual Measurable Objectives for Goal 5

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Maintain 95% or higher rate of teachers fully credentialed and appropriately assigned as required by Williams Act	95.00%	94.4%	95% or more
	Maintain percent of teachers with a laptop to implement State Standards and prepare students for 21st Century Skills	99.80%	99.99%	100%
	Establish baseline of teachers who feel safe and connected to their school and increase the number of survey respondents the following years	Respondents: 0 (Re-establish baseline in 2021-22) Safe: 0 (Re-establish baseline in 2021-22) Connected: 0 (Re-establish baseline in 2021-22)	No metrics available at this time. The survey will occur in the Spring.	Respondents: 5% more than established baseline Safe: 5% more than established baseline Connected: 5% more than established baseline
	Increase the percentage of NUSD teaching staff from a diverse background through the Diverse Future Teacher Program	31.00%	32.9%	37.00%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
5.1	Technology Support Staff NUSD will provide necessary ongoing technology support through additional classified personnel to support increased student technology and software and infrastructure needs.	ongoing	No	LCFF 250855	LCFF 15911	\$266,766.00	\$253,737
5.2	Human Resource Systems NUSD will continue to monitor and implement	ongoing	No			no additional cost	no additional cost

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Human Resources protocols to ensure staff are appropriately assigned based on credential. (no additional cost)						
5.3	Increased Salaries and Instructional Minutes NUSD will implement increased salaries to employees for increased collaboration time and instructional minutes as negotiated in 2014. This action is directly tied to Goal 1, Action 3.	ongoing	Yes	LCFF 10730761		\$10,730,761.00	\$10,730,761
5.4	Beginning Teacher Induction Program NUSD will support new teachers through the Beginning Teacher Induction Program. An administrator (0.30 FTE) will support the program and related professional development.	ongoing	No	LCFF 67458 Federal 208138	LCFF 117736	\$393,332.00	\$187,603
5.5	Peer Assistance Review (PAR) Program NUSD will support teachers through the Peer Assistance Review (PAR) Program. An administrator (0.10 FTE) will support the program and related professional development.	ongoing	No	LCFF 45048		\$45,048.00	\$4,327
5.6	Human Resource Information System	ongoing	No		LCFF 28334	\$28,334.00	\$26,707

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	NUSD will maintain a Human Resource Information System to track professional development delivery by staff member and other required human resources information.								
5.7	Diversity Recruitment Program NUSD will continue to implement the Diverse Future Teacher Program to increase the teacher workforce diversity to better align to the diversity of our students. An administrator (0.40 FTE) will support the program and related professional development.	3 years	Yes	LCFF	60194	LCFF	279167	\$339,361.00	\$57,629
5.8	Aspiring Leaders Program NUSD will continue and implement the Aspiring Leaders Program to develop our own certificated staff into future district administrators. An administrator (0.20 FTE) will support the program and related professional development.	3 years	Yes	LCFF	15048	LCFF	68333	\$83,381.00	\$23,351
5.9	Systemic Professional Development NUSD will develop and launch a systemic professional development, support and collaboration series focused on	3 years	No			Local	391000	\$391,000.00	\$128,247

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Restorative Practices, Trauma Informed Practices, Positive Behavior Intervention Supports, and related site programs, through Anti-Racist/Anti-Bias Training and Culturally Responsive Relevant Pedagogy and Classroom Management. This action will be in conjunction with Goal 1, Action 17. This action is in alignment with AR 0100.						