

# Taking Stock

*Where we are and where we want to go*

January 20, 2021

# Vision

All NUSD students  
graduate as college  
and career ready,  
productive,  
responsible, and  
engaged global  
citizens

# Core Beliefs

**Every student  
can learn and  
succeed**

**Disparity and  
disproportionality  
can and must be  
eliminated**

**Our  
Diversity is a  
Strength**

**Staff must be  
committed,  
collaborative,  
caring, and  
exemplary**

# Tonight...

Tonight, we will show the connections between the major areas of work across the District. We will highlight the coordinated efforts and investments being made to support students, families and staff, as well as the potential future investments that would be required to sustain or develop further supports.

We have responded to this global pandemic and provided resources and support to our families and community. Moving forward, we recognize that with limited resources, we can do anything, but not everything.

These major areas of work that define who we are as NUSD and how we support students.

## Reminder...

Moving forward, we recognize that with limited resources, **we can do anything, but not everything.**

# How far we have come...

Over the past 10 years, NUSD has traveled a path that has lead us to who we are today, a very different district than we were back then.

By exploring each of the key areas listed that define NUSD, Trustees will review the purpose for this work, along with the past, present work and the path forward.



Supporting Student Learning

Social Emotional Supports

Physical Health

Student/Family Engagement

Eliminating the Digital Divide

Feeding Our Students

Day Camps

Supporting Families with Homelessness

Supporting Our South Area Schools

Diversity Investment and Support

In Natomas Unified, we provide our students many options and opportunities to participate in different academic and extracurricular activities from preschool through adult-ed. We believe that all of our students can learn, succeed, and graduate as college and career ready, productive, responsible, and engaged global citizens.

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## Past

10 years ago, schools largely managed what and how curriculum (textbooks and instruction) was delivered to students within their classrooms, making it inconsistent across the district what could be expected of a student at a grade level or in a subject area between classrooms. The focus was on preparing students for state testing and making sure students walked across the graduation stage.

There were no consistent in-district assessment or data systems to monitor students' progress. Students were placed in courses based on things like teacher availability or student label, rather than a focus on a-g status or other measures of college access/readiness. We had a few struggling Career Technical Education (CTE) programs. Full-day kindergarten options were not available. Special education students spent a majority of their day in special education classrooms.

Families were leaving NUSD due to lack of choices and college and career preparation available for their students.



Now, we have a clear focus on college & career access and readiness which began with a Theory of Action Board-approved in 2014, a district data warehouse that allows staff to constantly monitor in-progress data, a system of assessments and a district investment in college exams such as Advanced Placement (AP), International Baccalaureate (IB), Preliminary Scholastic Assessment Test (PSAT), Scholastic Assessment Test (SAT) and the State Seal of Biliteracy.

Families have access to preschool and full-day kindergarten, 9 CTE programs that serve students at all of our secondary schools, Advancement Via Individual Determination (AVID) at two of our elementary schools and one high school, IB at 5 elementary/K-8 schools, our middle school and one high school, AP and/or Pre-AP at our three comprehensive high schools, universal testing of 1st graders for Gifted and Talented Education (GATE), and a clear textbook adoption process. Additionally, most of our special education students spend a majority of their day in general education classes. We have Professional Learning Communities (PLCs) at each grade-level/subject area and opportunities for cross-district collaboration, an updated English Learner Master Plan and multi-year support plan, plans for a dual immersion school, the highest graduation and a-g rate in the county, and planning with our students their academic path early.

We have invested in the right staffing positions to support all of this work with significant commitment from the Board to sustain the programs and structures to help our students be prepared for college and career. Our enrollment has been increasing for the last several years, and we continue to focus on providing options for our families. In light of this pandemic, it has forced us to accelerate ideas we've had like a K-12 virtual academy and to think creatively about how we can meet our students where they are at, as their learning has been disrupted during distance learning.

The work that is happening today must continue in what is obviously a wide variety of areas that requires significant staffing and financial investment. There are two areas we will focus on for our path forward:

- K-12 Virtual Academy
  - Provide parents and students another educational option/opportunity in NUSD.
  - Researching and planning to launch a K-12 Virtual Academy starting in the 2021-22 school year.
  - Estimated launch enrollment is 500 students.
  - Enrolled students will have access to the full continuum of academic supports and extra curricular activities, as well as in person support opportunities.
  - Increased regional student support.
- 18-Month Plan to Address Learning Disruption
  - We are using multiple measures (academic, Social Emotional Learning and attendance criteria) to identify students who are clearly struggling during Distance Learning. Sites will focus on these students, and more, if their site resources are showing additional students need significant support.
  - Supports may be offered from a district perspective, or, based on individual student needs and resources, from a site perspective.
  - District and Site leaders have been planning in earnest, having at least weekly conversations around the plan. Site staff have been engaged, and we are receiving feedback from families through a survey that is currently out.
  - The plan will roll out in 3 phases over 18 months. Why 18 months? Unrealistic to think we can do it in 3, 6 or even 12 months given how long we have been in our current context.
  - We are still facing the very real challenges that living in a pandemic presents to staff and families around time commitments to providing or receiving additional supports/resources...another reason for a longer-term plan.

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

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## Past

Ten years ago, the District had nine school psychologists, a part-time social worker focused on school readiness, Mission Possible (interns) and two behavior support staff. Positive Behavior Interventions and Supports (PBIS) was underway as a “top down” initiative. In 2011, the County was no longer responsible for school-based mental health services, and the funding came directly to the District. As a result, the Student Services and Support Department was formed, along with Board Deliverables to create an Social Emotional Support program focusing on a referral process, services to students and a K-12 continuum.

In the initial phase, NUSD launched Restorative Justice at Natomas Middle School, added two school psychologists to focus on social emotional support, launched our referral button on the website, formed a 24/7 crisis response team and opened our TK-2 and 6-8 Social Emotional Support classrooms. We served 386 students (3% of students) during our first year. As time progressed, we added a full-time psychologist to each site, two additional behavior specialists and three behavior technicians. We continued to refine our referral process and our crisis response. This all paid off-- not only did we meet the Board Deliverables, but in September 2016, we won the Golden Bell for our work with all students in mental health.

In January 2018, we partnered with New Dawn and GoGuardian- partnerships that resulted in 484 referrals, including 50 potentially life saving interventions. Our SES classrooms have expanded, to include two classes each in elementary, middle and high school. In 2018-19, we served 1,280 students and averaged 16.5 referrals a month. Six sites won State awards for PBIS, and Restorative Justice expanded to three schools. Our crisis response time was less than 5 minutes.

## *Present*

All of the work before the pandemic allowed us to rapidly scale up in order to support the mental health needs of our students and staff. Since August, we have provided ongoing support to 3,467 unduplicated students, with 947 students receiving regularly scheduled high frequency services. In total, the SES team has rendered services to 13,907 students. The Social Emotional Support team has experienced an 852% increase in referrals and the Crisis Response Team has responded to six after-hour life threatening emergencies and have conducted 61 suicide risk assessments. The increase in services and referrals, and a student suicide, resulted in the hiring of two social worker liaisons, seven social workers for the K-8 sites and one social worker to support foster and homeless youth. The ongoing cost of \$2.9 million for the SES team includes 17 psychologists, the behavior team and ten social workers.

Federal and state stimulus money have allowed us to **temporarily** bridge this gap. These investments have allowed us to quickly meet the extreme mental health and social emotional needs brought on as a direct result of the pandemic. Our ability to move quickly has allowed NUSD to meet the needs of our most at-risk students where they are at, giving them the opportunity to focus on learning. Ongoing funding for the social workers is committed for the next three years; however, pre-COVID action was taken to reduce the school psychologist FTE for the 2021-22 school year.

As students return, to maintain this level of SES, and to be prepared for the transition back to school, we would need to:

- Continue to fund school psychologists at the 2019-20 level;
- Add three new social worker positions to address the increased referral rate;
- Hire four IA IIIs (behavior technicians) to assist with the anticipated return of NUSD students placed outside of the District and the student transition back to school.

We will dedicate differentiated resources based on diverse and unique student and family needs

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## Past

Ten years ago, NUSD had one nurse, one Licensed Vocational Nurse (LVN), and all health assistants had been laid off due to budget cuts. Later the same year, NUSD added a second nurse and began the process of bringing back the health assistants (they each covered two sites). Services were limited to basic medical procedures, annual vision and hearing screenings and immunizations/state reporting. In 2013-14, NUSD began to expand health services.

Twenty years ago the idea for the B. Teri Burns Health Clinic was born. It wasn't until 2014-15, however, that, the vision became reality. The Clinic, located at Natomas High School, offered free basic care such as blood pressure, heart rate, glucose monitoring, immunizations, vaccinations, parent workshops and staff training. In addition to the mandated screenings, with our community partners, NUSD offered free dental screenings, dental care, eye exams and glasses. In addition, we expanded our immunization outreach and offered twice annual health fairs to the community. In 2015-16, Health And Life Organization (HALO), a non-profit, took over the B. Teri Burns Health Clinic; however, our satellite branch, the B. Teri Burns Immunization Clinic, continued to offer services free of charge, including immunizations, health screenings, dental and eye screenings, free dental care and glasses, and flu vaccinations.



Present

Physical Health encompasses both Health Services (our nurses) as well as services to ensure the ongoing physical health of our students. At this time, the NUSD Health Team is comprised of three registered nurses, one Board Certified Family Nurse Practitioner, two Licensed Vocational Nurses (LVN), and an LVN instructional assistant. All sites have a full time Health Assistant. In addition to the services provided through the B. Teri Burns Immunization Clinic (separate from HALO Clinic at NHS), our nurses now offer sports physicals and support COVID testing with the County. In an effort to keep students moving and to maintain their physical health during the pandemic, NUSD offers virtual PE classes, sports conditioning, and extracurricular activities. Yoga is offered to families, students and staff through the Virtual Tutoring and Wellness Center.

As a result of COVID, our nursing staff relocated services to the Service Center. In partnership with Sacramento County Public Health, NUSD offers COVID Testing to the community. In addition to the weekly testing and biweekly immunization clinics, we held a Health Fair, offering free COVID testing, immunizations, sports physicals, vision and hearing screenings, and flu vaccines to the community.

The NUSD health team conducts contact tracing for our staff and students. The nursing staff has been trained to independently administer COVID nasal swab testing, and we have been approved to administer Rapid COVID Testing. Currently, staff has submitted an application through Vaccines For Children, and COVIDVax, to administer COVID Vaccines to the community.

## The Path Forward

Based on the rapidly changing physical health and mental health environment caused as a direct result of COVID-19, the team is developing a proposed framework for a Community Resource Center that will address the physical and mental health needs of our Natomas community.

Research and planning to launch a Community Resource Center is underway. The proposed Center may provide the following supports:

- Basic health care, including, but not limited to:
  - COVID nasal swab and rapid testing
  - COVID and flu vaccines
  - Immunizations
  - Student physicals
  - Dental and eye screening, exams and end care
- Mental health
- Continuation of extracurricular activities that support physical health
- Parent Resource Center- see *The Path Forward for Families Experiencing Homelessness*

The cost of operating a Community Resource Center may be offset by School Based Medi-cal, third party billing, grants, and community partnerships. Staffing and the facility will be the largest expense for this program.

Engage parents and families to support student success in school

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Past

10 years ago, NUSD did not have a systemic approach to parent engagement opportunities. Parent CORES (Collaboration, Opportunities, Relationships, Student Success) was initiated in 2013 to support families at Jefferson School. The program evolved to support Bannan Creek and American Lakes.

In 2015, Parent CORES transformed to Parent University to support parents districtwide. Initial program focus was on Family Literacy skills then expanded to college and career, health and wellness, and parenting skills.

Parents had opportunities to participate in parent-teacher associations (PTAs), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and the Superintendent's' Parent Advisory Committee.

Then in 2014 the Board invested in college field trips for students in grades 3, 6, 8, and 11.

Elementary and Middle School athletics did not exist until 2015.

## Present

Parents and students are surveyed annually to receive feedback. In addition, the district now has a central hub for parent resources which include videos, articles, and community resources to support parents to achieve student success.

Partnerships with outside agencies like Safe Credit Union, First 5, Office of Student Assistance Relief (OSAR), The Sacramento Chinese Community Center (The Center), Centers for Fathers and Families (Masters), Delta Prevention, Sacramento Family Resource Center, Improve Your Tomorrow (IYT), United College Action Network (UCAN), 100 Black Men of America, UC Davis Early Academic Outreach Program (EAOP), Educational Talent Search, and Upward Bound has increased support to families and students in their educational journey by providing resources, mentoring, and support.

As the result of a necessary COVID response, Parent University, Student Services and Support, and our First 5 preschool program have provided parents with workshops specifically targeting the social emotional impact of the Pandemic, as well as how to support student learning at home.

Additionally, during the pandemic, the Board of Trustees committed up to \$1 million to expand upon extracurricular opportunities for students to keep them both physically and mentally healthy. This has included connections for students in the areas of athletics, music, CTE and drama. Activities and participation vary to try and meet the needs of the students and their school culture.

## The Path Forward

As part of our district goal to engage parents and families to support student success in school.

- The District and school sites will look to fund/support extracurricular activities opportunities such as clubs, athletics, music, mentoring programs, and other engagement and enrichment opportunities to try and create a climate and culture of togetherness.
  - Students will have an additional connection point through these various activities. While families are provided an additional resource for engaging their students.
- Enhancing college field trips to include more of a career component at certain grade levels.
- Ongoing Social Emotional Support parent training and workshops.
- Continue to develop Parent University opportunities that support families during these challenging times.
- Continue to build and grow community partnerships that support students and families.
- Work in collaboration with the proposed Community Resource Center to offer coordinated community and District services that support students and families.

Providing students 21st century classroom technology to access curriculum, instruction, online resources and devices to stay connected

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10 years ago NUSD had no WiFi, one device connected to 4 monitors in each class, a tech department that had no leader due to budget cuts, and the tech department did not “allow” laptops.

In 2013, the first systemic WiFi network was installed. A Tech Master Plan followed after stakeholder engagement. A series of actions laid the framework for each teacher having a laptop, Apple TV, and an optional iPad. Chromebooks were added by central budgets and Single Plan for Student Achievement (SPSAs).

Essential groundwork was implemented through devices, training, support expansion, infrastructure and more. A Chromebook cart was provided for every two classes. Then the pandemic arrived...



All of the work before the pandemic allowed us to rapidly scale up and eliminate the digital divide by summer of 2020. The experiences, planning and leadership from the Board to the Classroom allowed NUSD to provide all families an Internet connection and a Chromebook device. Accomplishing this is costing \$1.8M/year for Internet and an additional \$1.2M/year for Chromebook devices.

Federal and state stimulus money have allowed us to **temporarily** bridge this gap. These investments have changed how students can access and process content and instruction. They also are unsustainable financially without reductions elsewhere.

On-going \$ is not currently in the budget to sustain this.

## The Path Forward

As students return, to maintain this we would need to:

- Purchase and then include in refresh more devices for students. To have students use Chromebooks in class and at home, we need to purchase more devices **AND** add more into annual refresh.
- Pursue lower cost at home WiFi options.
- Increase staffing and support.
- Board would have to take action **AND** have a balanced budget.

We will provide nutrition to our students and community so that students are better able to engage in their learning and to promote physical health

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Past

In 2009, a management company was in place to help stop years of deficit spending in the department. The company switched to all prepackaged foods which did not bring in the participation and revenue to sustain this model losing an average of \$500-750K a year.

In the 2011-12 school year, Nutrition Services switched back to a district managed program and new leadership brought in the concept of adding programs and investing in staff to add growth.

In 2012, we brought in the concept of Supper, Snack, Summer, scratch cooking and farm to school which expanded our services, doubled our revenue, and provided growth opportunities for our staff.

## Present

From July to December 2018-19, Nutrition Services served 818,511 meals and 58,626 snacks. By the 2019-20 school year, Nutrition Services served Breakfast, Lunch, Supper, and Snack at all of our school sites and eight community centers Monday through Friday. Summer and Winter meals were served during the recess. Our program had a robust award-winning farm to school program and offered nutrition education for our students and community.

Due to the USDA meal service waivers, Nutrition Services is currently serving free Breakfast, Lunch, Supper, and Snack at 15 school sites and three community centers. The waivers allow for free meal service on the weekends and holidays. We have provided meals everyday of the week since May 1, 2020. We are still continuing to provide students with nutrition education opportunities through Crunch Day and Farm to Summer Week and have more than doubled our Farm to School purchases. In addition, we distribute USDA Farm to Family Boxes when available. From July to December in the 2020-21 school year, Nutrition Services served 982,298 meals and 238,510 snacks. This is a 120% increase and 407% increase respectively, from the 2018-19 school year. Meals are served on Mobile Meal Carts which include insulated units and rolling tables that can be picked up curbside or at various settings throughout campus. In addition, Nutrition Services has provided USDA food boxes to Joey's food locker when available as well as support with packaging materials for ease of distribution preparation.


## *The Path Forward*

NUSD Nutrition Services strategic planning has allowed us to save money and to grow while continuing to improve our products and services.

Because of our financial reserves, we are able to invest in programs. These funds are specific to Nutrition Services and are not able to be used for general fund expenditures. By lowering future expenditures through utilization of reserves, we can use these “one-time funds” to upgrade equipment, invest in lower utility cost machines and vehicles, and provide resources that allow Nutrition Services to be nimble in expanding and contracting services to outside agencies and partners. In addition, these investments help NUSD become “greener” in more ways than one as we improve our farm to fork meal service, nutrition education for students, and lower our carbon footprint with more eco friendly vehicles and equipment. Waivers are slated to expire after June 30, 2021 and additional funding and revenue is unknown beyond that point. Our plan allows for a reserve to carry us through the 2021-2022 school year if revenue or funding streams drop substantially.

Our service model allows us to scale our operations on curb and on campus. Our Mobile meal carts allow us to expand our point of sale outside of our cafeteria. Although meals will be individually packaged for the time being, our menu is designed to continue with our trajectory of increasing speed scratch cooking and farm to school.

Future updates may include investing in infrastructure like refrigerated fleet vehicles to serve our students meals at home as needed and to deliver to community centers where many of our students frequent. This will also allow NUSD to continue service of meals during breaks even after the USDA waivers expire.



Addressing equity for those who can not afford the thousands of dollars a month for private tutoring and private daycare during Distance Learning is important to Natomas Unified

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Over the last several years, NUSD has developed some systems for supporting families in being more engaged at school events, which, in the past, had been a historical struggle.

Through different events hosted by NUSD such as Parent University trainings, DELAC and other special events, child care was provided to allow families to fully engage knowing their students were being looked after.

Then the pandemic arrived...


Present

In response to the pandemic and all schools closing to conduct learning virtually, the Board of Trustees invested over a million dollars to provide all-day child care to 200 plus students across the nine K-5/K-8 school sites.

Staff continues to work with our partner The Sacramento Chinese Community Center (The Center) to provide up to 11 hours of child care a day, but to ensure students have access to meals, personal protective equipment (PPE), and sanitized school sites.

The Center staff works in collaboration with the NUSD staff in responding to COVID incidents, providing individualized student support, and consistent and constant communication with families to attend to our students needs.

During the January 20, 2021 Board Meeting, Trustees will be asked again to consider extending day camps, for a potential monthly cost of \$163,200, past the current end date of February 26, 2021.



We will dedicate  
differentiated resources  
based on diverse and  
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Past

Ten years ago, the NUSD Homeless Program consisted of a .25 FTE administrator that was paid out of the Homeless grant. There was limited outreach, community linkages, or focus on determining root causes of homelessness or barriers to learning.

In 2013-14, the Student Services and Support Department was established, and services to support Homeless and Foster Youth became more targeted with a dedicated administrator responsible for this population.

Over time, coordinated care with community partners, mental health services, Joey's Food Locker, and the B.Teri Burns Health Clinic were established to support our neediest families with food, clothing, physical and mental health care.

## Present

During the 2020-2021 school year, NUSD hired a dedicated Foster/Homeless social worker and nine site based social workers to support the elementary/K-8 sites. We added a director position to the Student Services and Support department to help oversee the Foster/Homeless program, as well social emotional support, attendance and discipline.

A key focus of our current Homeless Program is in the removal of barriers that prevent homeless students from accessing their learning. Our program includes immediate school enrollment, attendance monitoring, home visits, and social-emotional supports and service.

During Distance Learning, we prioritized homeless students with a focus on enrollment in The Center Day Camp program, food services (Joey's Food Locker and Nutrition Services), social-emotional support, the Backpack Drive, Coat Drive and the Toy Drive. Through Joey's food locker, we have provided 32,000 bags and boxes of groceries for our students and families. We closed the 2020 year by leading a community donation and partnership effort to provide food and/or housing for 25 families, including 59 students, during the holiday season.


## The Path Forward

Homelessness is usually not an event, it is a process that takes years. Through the proposed development of the Community Resource Center, we can focus on coordinated services such as job skills training, mental health, substance abuse counseling, literacy and English language development--all skills which are needed to remove barriers contributing to homelessness and to help students and families access their education.

Researching and planning for the possible launch of a Community Resource Center is underway. The proposed Center may provide the following supports:

- Parent Resource Center
  - Parent workshops and training
  - Support with Social Services
  - Support with job training, applications, forms, etc
  - English Language Development
  - Laundry services
  - Joey's Food Locker/Clothes Closet
  - Mental Health Services
  - Mentoring

The cost of operating a Community Center will be offset by grants, and community partnerships. Staffing will be the largest expense for this program.



Support schools as each continues to develop inclusive, engaging, safe and supportive school culture and climate

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## Past

We have taken many different approaches over the years to improve learning outcomes for our students and families enrolled in our south area schools. Some major focus areas of the work included converting our three elementary south area schools to K-8s to better meet the middle school needs of our families, which included making an investment in additional staffing and in the facilities at all three sites. We have also made multiple investments in different initiatives/pilots over the years that have not proven to be effective and access to rigorous instructional opportunities were inconsistent across the district.

While Jefferson School made some promising improvements, American Lakes and Bannon Creek Schools continued to underperform, qualifying them in 2018 for Comprehensive School Improvement (“CSI”) status, and we formed a K-8 work team to address needs. After reviewing best practices nationally, engaging stakeholders, and taking note of promising practices at our schools implementing the International Baccalaureate (IB) instructional framework paired with the use of data and instructional strategies that were resulting in improvements, we identified the “four pillars” to guide our work (Improving Teaching and Learning, Climate and Culture, Student and Family Engagement and Facilities Transformation), and we developed a regional Theory of Action that provides for more central support for those schools not showing improvement.

Additionally, the B. Teri Burns Health Clinic and Joey’s Food Locker were strategically placed as a resource easily accessible for our south area families. At Natomas High, we added AP Capstone, and more recently Pre-AP, to provide students better ability to become college and career ready. In 2020, NUSD Trustees approved funding to support American Lakes and Bannon Creek to begin and sustain the work towards becoming IB schools, while still allowing for a school to have complementary programming, such as STEM at American Lakes School.

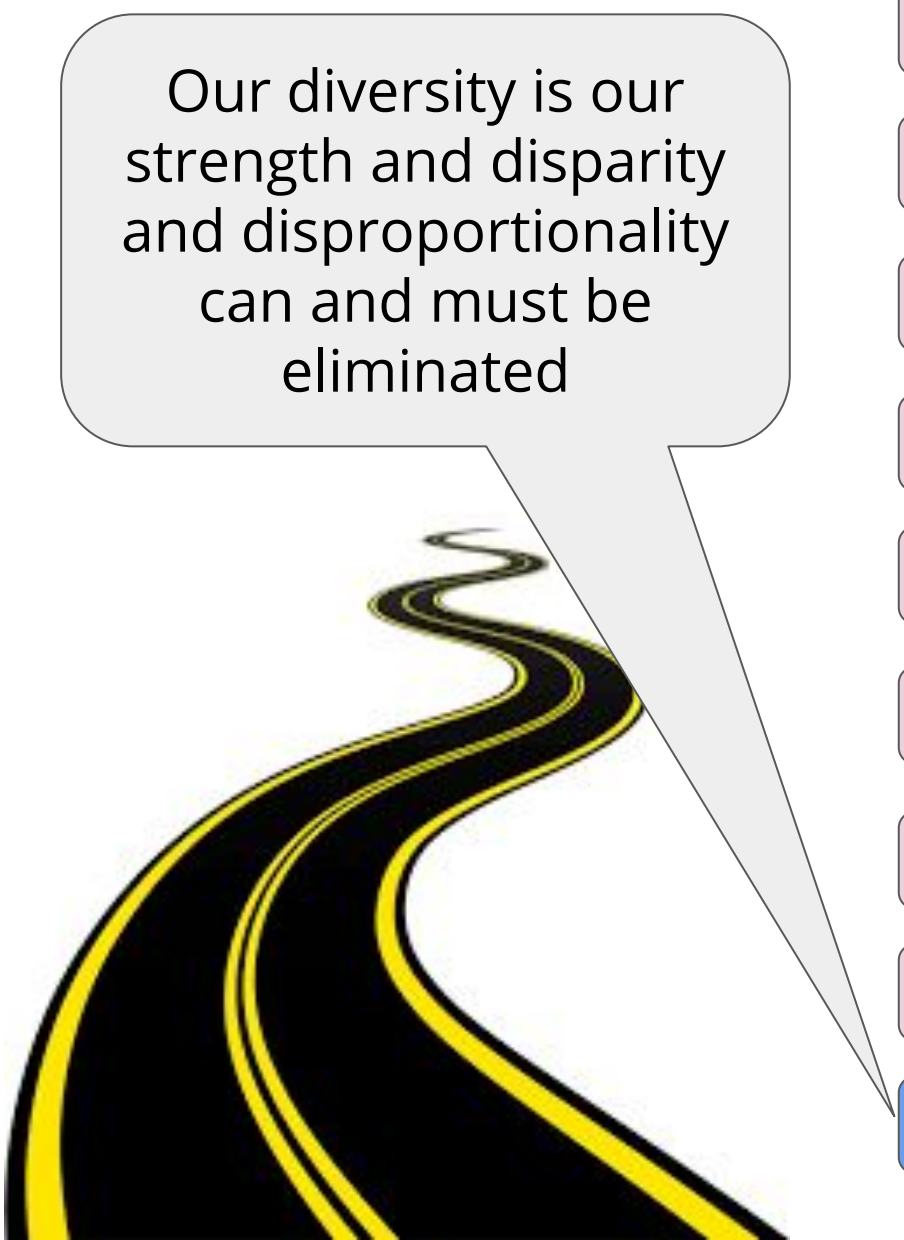
At the same time that COVID impacted us, we still moved forward with major bodies of work to support our south area schools including:

- American Lakes and Bannon Creek applied for and achieved IB candidacy status. Staff also completed the required IB training and are in the first year of progress towards aligning their instruction with the IB framework and California state standards. Jefferson continues to progress in candidacy status and is preparing for authorization next year. Progress on this work has provided opportunity for more consistent access to rigorous instructional opportunities across our district.
- A Teacher On Special Assignment (TOSA) was assigned to American Lakes and Bannon Creek to provide teachers with additional support, similar to our other IB schools. The TOSAs from our IB schools also work together to create a larger community of practice.
- To better address student and family social emotional supports, American Lakes, Bannon Creek and Jefferson were assigned social workers (managers at ALS and BCS) beginning in 2020.
- The progress of work on our K-8 facilities investments continues.
- We added a new CTE pathway (music production) at NHS this school year.
- Stetson & Associates continue to provide training in master scheduling and inclusive mindset to the staff at NHS.

## *The Path Forward*

The work that is happening today must continue as it relates to providing opportunity for more consistent access to rigorous instructional opportunities across our district. Implementing our regional Theory of Action and the four pillars towards improved teaching and learning, climate and culture, student and family engagement, and facilities transformation for our south area schools all requires a continued financial investment. Areas to focus on for the path forward to sustain the work include:

- Continued investment in the development of the instructional programs, which also entails the implementation of the IB instructional framework at all of our South Area K-8s. Investments in instructional programs includes items such as:
  - Professional Development
  - Staffing
  - Equipment and materials
  - Program Fees
- Staffing that supports the social emotional needs of our students and families, such as the investment in social workers.
- Completion of our K-8 conversion facilities projects.



Our diversity is our strength and disparity and disproportionality can and must be eliminated

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What is now our core belief on diversity and disproportionality were not identified as an area of focus. There was minimal intentional action on matching the diversity of our staff and students, and analyzing data around how our students were accessing rigorous learning. There were varied attempts at bringing cultural awareness, proficiency and education.

NUSD did not have a strategic diversity recruitment program. NUSD was emerging in its action to decrease disparity and disproportionality, moving from theory of action to implementation.

In 2013, the NUSD Board adopted our Vision and Core Beliefs statements. There were subsequent investments in providing a variety of programs (academic and otherwise) to support students regardless of their school or background.

Then, in 2017, the Board approved a Diverse Future Teacher Recruitment Program in an effort to address our need to recruit qualified teaching candidates that reflect the diversity of our community and students.

## Present

We have shared data in the last year regarding the number of students across the district accessing rigorous programs that support college and career readiness, as well as the Board's continued investment in providing athletic and extracurricular experiences for students, not dependent on a school's fundraising ability and budget.

Over the last three years, Natomas Unified has had 29 Diverse Future Teacher candidates in our program. We have 17 Diverse Future Teachers who have completed the coursework and are now teaching in our classrooms. Now, in 2020-21, 48% of NUSD staff is from a diverse background and this number has continued to increase annually since 2016-17.

NUSD also partnered with United College Action Network (UCAN) and held recruitment events at numerous Historically Black Colleges and Universities (HBCU's).

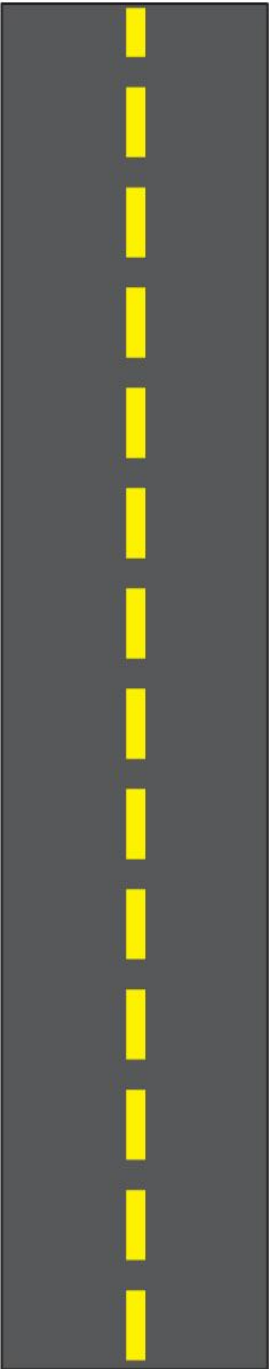
Further, over the last year, NUSD has participated in research and professional learning with UC Berkeley faculty to increase the quality of faculty relationships with students and decrease disparity and disproportionality through studying bias and discipline policies and procedures. The Memorandum of Understanding (MOU) is currently in an extension as surveys and data collection on our practices continue with Dr. Okonofua's team.

## The Path Forward

Based on Board direction, NUSD will continue to invest in programs for students that focus on equity, and utilize data to help us keep improving.

In addition, we will seek qualified diverse candidates to fill all vacancies, utilizing the varied partnerships we have built over the last several years. Our Diverse Future Teacher graduates will also be our priority in placement in vacancies and will get support from their site administration and district programs such as the Beginning Teacher Induction Program (BTIP).

NUSD's work with Dr. Okonofua will transition from the data collection and analysis phase to recommendations from Dr. Okonofua's team that will be implemented as professional learning for administrators and faculty across the district. Dr. Okonofua will summarize the research into lessons learned and provide a road map for decreasing disparity and disproportionality in NUSD.



NUSD needs to determine what investments are worth the annual expense, knowing that ***“We can do anything, but not everything.”***

Staff and Board need to craft the “why” something is worthy, following stakeholder input, that demonstrates what are the most valuable decisions now knowing other things may be reduced. This work will be brought forward during the budget cycle.



# QUESTIONS