

REPORT TO THE BOARD

Item:	Our Culture of Resilience
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Prepared as of August 12, 2022

Background

In response to the Pandemic, on April 28, 2021, the Board of Trustees was presented with an “18-month plan” to address the social-emotional, academic, and physical needs of Natomas Unified School District students. While the team presented an initial 18-month plan, we also recognized that the plan could take longer than 18 months to achieve the outcomes intended in support of students. The first phase of the plan (Spring of 2021) was focused on providing social emotional support to students as they either began transitioning back to attending in-person, or made the decision to finish the school year in distance learning. The second phase of the plan (June - December 2021) focused on transitional summer learning opportunities and implementing school site cycles of social-emotional, academic, and physical supports.

In following our Cycle of Continuous Learning and Improvement, a shift was made from calling the work an “18-month plan” to a Learning Recovery plan, as we recognized that 18 months of time was not enough to address the level of ongoing impact students were experiencing as a result of the pandemic over multiple school years. As time passed and we continued supporting students, we recognized that, really, “Our Culture of Resilience” was the concept that encompassed all of our actions to not only support students’ physical and mental health and wellness, but also their academic learning. The umbrella term known as “Our Culture of Resilience”, addresses both students’ social emotional and physical needs as well as the academic actions within Learning Recovery.

The report below provides:

- A summary of information on key actions taken during the 2021-2022 school year to address students’ needs caused by two years of disrupted learning as well as students’ social-emotional and physical health.
- An introduction to next steps we are taking to support students, with key learnings from our work in 2021-22, intentionally aligned to our 2022-23 areas of focus, outlined below.

Summary of Key Actions taken during the 2021-22 school year

As students returned to in-person learning last year, staff utilized the Board’s investment in co-teaching TOSAs to provide support primarily in our elementary schools. We found areas of success with helping approximately 66% of identified TK-6 students improve in metrics (primarily moving out of a “1” in the elementary standards based grades, with “1” being *Minimal progress on grade-level standards; requires significant support*).

While this reduction of students identified for support showed early promise of the Co-Teaching model as an intervention, CAO’s staff is currently working to further analyze student data to plan interventions and support for new and continuing at-risk students based on Trimester 2 and 3 data in K-6 (self-contained) and semester data for our students in middle and high school. There is also a continued need to monitor the previously identified students in their progress towards proficiency in their grade level standards because, for example, a reduction of “1”s on their grade level report cards does not necessarily mean they achieved grade level proficiency. CAO’s staff is utilizing data from the 21-22 school year to plan for the placement and work of the TOSAs during the 22-23 school year to best support students.

In addition, approximately 88% of staff received training in trauma informed practices (Module1), and implemented a variety of supports for students through our school psychologists and social workers. Individual sites also leveraged site-based resources to provide increased interventions during the school day and in extended school day settings, that we were able to learn from through short 4-6 week cycles. Some sites had grade levels who pushed back against the work and did not achieve the same positive results. Other significant support was provided during our summer programs, with one example being that our high school students earned over 10,000 A-G credits .

Summer Opportunities

As part of Our Culture of Resilience plan to address learning disruption and recovery, summer school opportunities were provided to students to address learning disruption, recovering credits, enrichment, transition readiness, and social-emotional/culture-building activities. The objective was to fit families’ and students' summer plans and life schedules, while providing access for students to continue learning, that is focused on both ELA and Math standards. In addition, K-8 students were selected based on their level of need to participate in various programs or camps designed to support students' academic growth and social-emotional development. An overview of each program offered for the 2022 summer is below.

Secondary Learning, Social-emotional, Culture, and Enrichment Opportunities

- **High School Summer School:** High school students were provided three two-week sessions of opportunity to recover credit recovery and earn acceleration credits. This six week program operated from June 6th and through July 22nd (except for the week of 4th of July) with classes meeting daily. Over 1000 students attended session 1 and session 2 of the high school programs, with approximately 600 students in the third session. In total over 13,000 credits were earned over the 6 week session, supporting students to remain on track for graduation and A-G. Below provides a comparison of results from summer school for the past 5 years.

Summer School	Number of Students who Took a Course	A-G Credits Earned	Total Credits Earned
Summer 2018	792	5,870	6,470
Summer 2019	869	6,245	6,915
Summer 2020	877	4,475	6,305
Summer 2021	1,025	8,220	10,145*
Summer 2022	1,278	10,060	13,136*

**Please note that due to additional funding to support students learning recovery, for the summer of 2021 and 2022 three two-week sessions, as opposed to previous years when only two two-week sessions were offered.*

- **Youth Workforce Program (11th-12th Grade):** Natomas Unified School District in partnership with the Natomas Chamber of Commerce, hosted students during the week of June 13th - June 17th for a Youth Workforce Bootcamp. The goal was to provide students with job etiquette information and budgeting/finance to help them to obtain their first job. Students enrolled in the program attended workshops on personal finances (hosted by SAFE Credit Union), sessions on goal setting, job interviewing, dressing for success from NUSD and Chamber staff, and resume writing and job searching from the Sacramento Library.
- **City of Sacramento Summer @ City Hall (11th-12th Grade):** The City Hall hosts an annual program called “Summer @ City Hall” for 22-23 high school juniors and seniors, allowing students to learn about the local government process and to become active members of their community. Students also completed a 42-hour wellness component that includes various workshop topics including: Career Exploration and Readiness, Financial Literacy, Personal mental wellness, and Resume Development.

K-8 Learning, Social-Emotional, Culture, and Enrichment Opportunities

To support our K-8 students, during the spring a K-8 Learning Recovery and Summer Program Opportunities Survey was sent out in which families expressed the desire to have additional support given to students during and after the school day rather than through extended learning time such as summer school. The need and desire by our K-8 families for summer programs remained low, with only 267 K-8 families indicating they wanted students to participate in summer learning opportunities.

- **Online Learning Resources:** A website designed by the CAO’s office provided access to different lessons and activities. Grade spans were broken out by TK-2nd Grade, 3-5th Grade, and 6th-8th Grade, with the addition of activities for English Learners and Virtual Field Trips. This online learning resource (based on website analytics) showed that there were over 7,100 views (views refer to the amount of times the website was accessed) among over 2,300 different users. Of the 2,300 users, they participated in over 3,400 sessions (sessions are regarded as a period of time a user is actively engaged with the content provided on the website).
- **Kinder Readiness:** During a 4 week session, 83 students were enrolled to participate in the Kinder Readiness program. Due to the impact of COVID, the attendance varied daily with approximately 70 students in attendance the first two weeks and approximately 55 students in attendance during the second two weeks. Students that attended received skills to prepare them for either Transitional Kindergarten or Kindergarten.
- **Extended School Year (ESY):** ESY is specialized academic instruction and can include related services that are part of a student’s IEP. The purpose of ESY is to help students maintain skills and avoid regression, which may negatively impact progress made toward IEP goals. Initial enrollment of students in the ESY 4 week program was approximately 275 students with an average daily attendance of 155 students grades PK-adult.
- **SMUD Museum of Science and Curiosity, MOSAC (K-6th Grade):** This summer over 200 students were able to participate in a week-long Science Camps designed to drive curiosity and build engagement while learning about different areas of Science. In addition to the 100 students that were able to attend the Science Camp at MOSAC’s downtown location, approximately 90 students were able to participate in MOSAC’s first remote Science Camp. In partnership with MOSAC, NUSD hosted two different one-week camps at both Jefferson School and Natomas Park Elementary. This was a wonderful opportunity for students (district wide) in grade 1st - 4th to have a positive, engaging, and fun Science learning experience.
- **Bike Tech Summer Camp (7th - 8th Grade):** NUSD partnered with JIBE to provide a one-week Bike Tech summer camp for 14 middle school students at Inderkum High school, operated by IHS’s current Bike tech teacher. This program provided students the opportunity to learn about bikes, how to repair them, and provide time for daily rides. This camp also included a field trip day with a bike ride for students around Sacramento State. The program was such a success with students that JIBE has already begun discussions with NUSD to host additional camps next summer.

- Middle School Girls Mentoring Program:** There were 18 students, who successfully completed the one-week Summer Girls Mentoring Program, IVIBE, held at Natomas Middle School July 11 - 15. Girls in grades 6-8 from Heron, Jefferson, Larry Meeks Academy, Leroy Greene Academy, Natomas Middle School, and Paso Verde spent the week having dialogues and activities regarding building self-esteem, practicing good nutrition and exercise, fostering positive relationships with peers and adults, and managing conflict. After discussing goals and dreams, the girls developed vision boards representative of their goals and aspirations. Several parents shared their appreciation to the district for providing this program.

Assessment Data

CAASPP

The CAASPP test was uniformly administered for the first time since 2019, and as anticipated, has not proven to be a reliable tool in identifying how to support students. Factors that occurred during the 2021-22 school year negatively impacted students' performance on the test as predicted, and our team is relying on multiple measures to assess students' needs moving forward. Staff can share that in looking at the preliminary results of the 2022 CAASPP, the data showed that students who had an attendance rate of 95% or better were twice as likely to meet or exceed standards in ELA and Math compared to chronically absent students. These early results continue to demonstrate the urgency to have students attending school, learning alongside their teachers and peers.

English Language Proficiency Assessments for California (ELPAC)

Students identified as English Language Learners annually take the ELPAC assessment to demonstrate their English proficiency. Just like the results of the CAASPP, the ELPAC results have not yet been finalized. However, preliminary, the district is anticipating that the percentage rate of students reclassified as English Proficient (RFEP) will increase. Staff will do a complete analysis once the results are officially posted.

Advanced Placement Exams

There were increased results for students on Advanced Placement tests and positive results for students taking International Baccalaureate tests. Staff is currently analyzing the outcomes to support decisions for the 2022-23 school year. In fact, as we look at this year's results compared to the last "real" administration of the AP exams in 2018-19, we see a significant growth for our students. Below, we compare 2018-19 to 2021-22, omitting the 2020 and 2021 results because they are not comparable due to the changes in ways they were administered and number of questions asked. Interestingly, our team has presented data to the Board in the last year that shows our need to evaluate the alignment of our courses and support the expectations and content of the AP exams to ensure students are getting the information they need to be college-ready. However, in spite of being in the middle of a work group's focus on how to move forward with AP work, we saw these remarkable student gains, however there is still clearly room for improvement in supporting some of our specific student groups. Now that AP pass results are available, the AP work group will identify strategic options, hypotheses and/or guiding questions to investigate, and potential next steps to further support students with success in AP courses and exams. These next steps will be discussed more fully in Part II of this report.

AP Pass rates by school and year

	2018-2019*	2021-2022
Inderkum High	25%	39%
Leroy Greene	23%	48%
Natomas High	14%	19%
Overall	22%	35%

**Different exams were used during 2020 and 2021 test administration, so we refer back to the last "normal" year of testing to compare to.*

AP Overall Rates

	2018-2019*	2021-2022
Test Takers	1,097	1,205
Tests Taken	1,620	1,461
Average Tests/ Taker	1.47	1.21
Tests Passed	366	504
Test Pass Rate	22%	35%
Student Pass Rate	27%	41%

*Different exams were used during 2020 and 2021 test administration, so we refer back to the last “normal” year of testing to compare to.

AP Overall Test Pass Rate by Student Group

- American Indian/Alaska Native - 50%
- Asian - 46.46%
- Black/African American - 11.88%
- Filipino - 29.27%
- Hispanic - 30.18%
- Two or More Races - 38.05%
- Native Hawaiian / Pacific Islander - 27.59%
- White - 44.59%
- Female - 33.63%
- Male - 35.66%
- Non-Binary - 20%
- English Learners - 12.82%
- Students with Disabilities - 26.67%
- Homeless Youth - 33.33%
- Low Socioeconomic Status - 25.11%

In Summary:

- Access to AP exams continues to be high with over 1400 exams taken
- The overall AP test pass rate for the District increased from 22% in 2019 to 35% in 2022. While the overall AP student pass rate increased from 27% in 2019 to 41% in 2022.
- Staff also assessed that students with a 95% attendance rate or better had a 36% pass rate, while chronically absent students had a 25% pass rate

International Baccalaureate (IB) Exams

In the past three years, the IB exam has seen multiple adaptations to adjust for student test taking during the pandemic, including internal assessments used in both 2020 and 2021. In 2022, some IB exams were shortened (but not to the degree they were in 2020 and 2021), with a return to “normal” assessment expectations in 2023. While there has been a consistent increase in student and test pass rates over the past four years, the scores from the 2023 IB exams will become a new baseline post-pandemic.

We see the following for IB results:

- The number of students taking IB exams continues to be high
- The overall IB test pass rate increased from 61% in 2019* to 77% in 2022
- The overall IB student pass rate increased from 81% in 2019* to 87% in 2022
- IB exam pass rates are comparable to global pass rates

IB Overall Rates

	2018-2019*	2021-2022
Test Takers	100	122
Tests Taken	364	402
Average Tests/ Taker	3.64	3.30
Tests Passed	222	309
Test Pass Rate	61%	77%
Student Pass Rate	81%	87%

**Different exams were used during 2020 and 2021 test administration, so we refer back to the last “normal” year of testing to compare to.*

Social-Emotional/Physical and Mental Health

Social Workers and Psychologists: Direct Social Emotional Support to Students

Starting in July of 2020, in response to the social emotional needs caused by the pandemic, the Board approved the hiring of 13 Social Workers in order to provide increased social emotional support to students and families in need.

Looking back to the 2018-2019 school year (prior to COVID), 1210 students were provided direct social emotional support. Current year end service delivery totals indicate that NUSD Social Workers and School Psychologists served nearly double the amount of students served in the last “typical” school year. Below is a breakdown of the type of services and the number of students served.

Students Served Over Time: Comparative Analysis

Type of Services^	Students Served			
	18-19	21-22	SPED	GenEd
Group Counseling	312	483	124	359
1:1 Counseling	576	657	194	463
“Lunch Bunch”		304	39	265
Tier 2 “Check In Check Out”		103	30	73
Ongoing Monitoring & Frequent Check-Ins	322	762	145	617
Suicide Risk Assessments	71	191		
Hospitalizations	33	40		

	Students	% Enr.
2013-14	368	3%
2014-15	400	3%
2015-16	596	4%
2016-17*	1187	8%
2017-18	1246	9%
2018-19	1210	8%
2019-20**	2364	21%
2020-21	4608	40%
2021-22	2309	20%

^Data reflects psychs/social workers

*Added Psychologists at each site

**Began adding social workers/liasons

This data does not quantify the work that is being done to build relationships with a variety of community partners that provide resources to our families. In addition, it does not reflect the work our Social Workers have done to know the needs of each of their students throughout the year.

Restorative Justice Education (RJ)

During the 2021-2022 there was a focus to grow RJ and provide professional development to create internal trainers who could train staff instead of using an outside consultant. Staff across the district were selected to participate in a Restorative Justice Education Training-of-Trainers (RJ - TOT). There were seven staff who completed the RJE - TOT process and are ready to begin providing training at school sites. Due to this work, American Lakes, H. Allen Hight and Bannon Creek participated in Restorative Justice training prior to the start of the school year.

Trauma Informed Practices

In the 21-22 school year, all staff (certificated and classified) were provided time during the work day to complete the professional development focused specifically on the awareness of how trauma affects the brain, learning, and behavior in students. The average completion rate of all district staff participating in the training

as of July 1, 2022 is 88%. Currently, all staff who did not complete TIP Course I during the 2021-2022 school year were offered a make-up session on August 4, 2022 along with all staff new to NUSD.

Urgent Care Now Natomas Health Clinic

From October 25, 2021 (i.e. - Opening date) through August 8th, 2022, the Urgent Care Now Natomas clinic has served 3,738 patients, which is an average of 54 patients per clinic day. This clinic continues to provide COVID vaccines and testing, regular school immunization, flu shots, TB testing, sport and annual physicals, treatment of minor injuries, as well as treatment of illnesses. The clinic will continue to be open each Monday and Friday through the 2022-2023 school year. The graph below provides the reasons for patient visits to the clinic and then number of patients that attended.

- COVID Vaccines - 1743
- COVID Testing - 925
- Flu Shots & Immunizations - 228
- Sports Physicals - 469
- Physical Exams - 46
- Sick Visits or Injury - 196
- TB Testing - 131

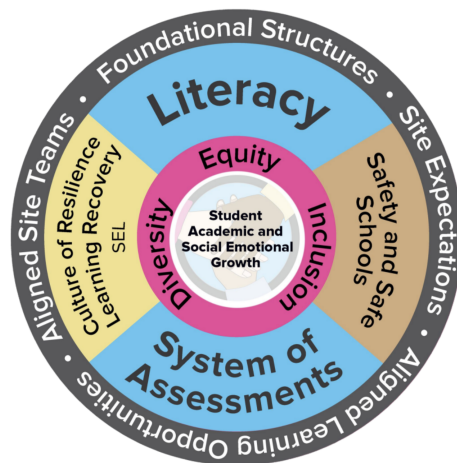
COVID Testing

From January 1, 2022, through August 8, 2022, our health care staff performed 30,781 COVID tests. This testing number includes all of our testing programs including our previous Tuesday COVID-19 Community Testing Clinic that ended on February 22. For the 2022-2023 school year, we continue to offer COVID testing office hours two or more days per week at each school site. In addition, we provide testing Monday-Friday from 7am-9am at our Service Center.

Using the cycle of continuous learning and improvement, staff took what has been learned, assessed continuing needs, and based on those needs, mapped out our Learning Recovery work into areas of focus for 2022-2023 and beyond.

NUSD Areas of Focus Overview:

As described in this report, actions were taken over the last two years to support students' academic and social emotional growth in response to learning disruption and social-emotional impacts due to the pandemic. As we reflected on our work and progress to date, the key takeaways informing our next steps center around continuing intentional interventions for students, as well as placing focus on literacy, safety, site climate and culture, student attendance, and engagement. Our next steps are captured in the graphic below, which depicts the areas of focus for the 2022-2023 school year:



The graphic above was designed to not only capture our key areas of focus for the 22-23 school year, but to keep in mind the systems and structures required for this work to be implemented. Moving from the inside of the graphic out, Student Academic and Social Emotional Growth is the core “why” for our work, simply put. Diversity, Equity, Inclusion (DEI) is the lens through which we view all districtwide initiatives and our four major areas of focus (Our Culture of Resilience (both Learning Recovery, and SEL), Literacy, Safety and Safe Schools, and System of Assessments). The binding agents to keep the elements within the graphic working together are our aligned learning opportunities, aligned site teams, foundational structures, and site expectations. While there will be a heavier emphasis districtwide on Literacy (through writing) and our system of assessments (to monitor the work we are doing to ensure positive outcomes for students), our site leaders will take a primary role at each of their sites in developing actions to support their climate and culture. Their focus will be on providing a safe space for students, as well as specific learning recovery and SEL actions appropriate to their site resources and student needs.

Areas of Focus - Next Steps

At an upcoming Board meeting, Trustees will receive Part II connected to this Board Report. Part II will look at the school year ahead, tied to our areas of focus (shared above) related to our literacy plan, our co-teaching TOSA work, how we are learning more about opportunities to support Advanced Placement students, and details around our first edition of the Student Intervention Profile that will be sent to all families next month.

In addition, staff will share how district and site leaders will continue moving the work forward, focused on developing and maintaining aligned site structures, shared expectations, and learning opportunities for their students. Site administrators will be holding site leader collaboration meetings with their colleagues throughout the year to evaluate the effectiveness of their supports and resources, learning from each other and implementing additional supports they deem appropriate. From this analysis, ongoing professional development / training opportunities for leaders, certificated staff, and classified staff will be created. In addition, we will seek input from our students and families over the school year in an effort to most meaningfully align our work to meet the needs of our students.