



Cycle of Continuous Learning & Improvement

# DISTRICT PROGRESS REPORT

## Fall 2023

## Core Values

We value learning and achievement for each of our students.

We value diversity, equity and inclusion.

We value our families as partners in the education of their students.

We value our committed, collaborative, caring, and exemplary employees.

## District Vision

NUSD will provide an engaging and safe learning community where all students will demonstrate responsibility, achieve academic and social-emotional growth, embrace diversity, and are prepared to make decisions about their college and career success.

## District Goals

1. Maximize Academic Growth, Responsibility, and Achievement for Each Student.
2. Cultivate the Social-Emotional Well-Being of Each Student.
3. Create a Safe, Engaging Environment Where Students Connect to School.
4. Engage Parents and Families to Support Student Success.
5. Hire, Train, and Retain High-Quality Staff.

## Message from the Superintendent

Natomas Unified is pleased to share with you the latest comprehensive Fall 2023 District Progress Report (DPR). This document reflects our dedication to the cycle of continuous improvement and our commitment to provide for all students' continued academic and social-emotional growth over time. I encourage you to take the time to review the DPR, which includes a variety of aspects of student achievement, including college and career readiness, local assessments, standardized testing, English learner progress, student social-emotional well-being, and student engagement.

Our commitment to transparency is at the forefront of this publication, aiming to provide you with a clear and comprehensive understanding of our students' successes and areas for growth. While we celebrate our accomplishments, we also recognize that there is always room for growth and improvement. This report serves as a foundation for ongoing dialogue and collaboration with you, our educational partners. We welcome your insights, feedback, and suggestions as we work together to enhance the educational experience for every student in our district.

I hope you find this report valuable and I thank you for your continued support, partnership, and dedication to the success of our students. Special thanks to our Board of Trustees, excellent staff, and our wonderful Natomas community for the role each of you play in supporting our students. Together, we can help provide opportunities for the growth and success of all students. I encourage you to reach out to your student's teacher and/or school principal with any questions or concerns.

Dr. Robyn Castillo, Superintendent

## Message from the Board President

Together, the Board of Trustees has committed to routinely monitor the district's progress on key metrics through the use of data and various reports. These reports, like this District Progress Report, are shared transparently with our families, staff, and community.

I am pleased with the areas where we have improved and continue to excel, and I am confident of our ability to address those areas of need for our students. I am proud that Natomas Unified remains committed to looking at student progress over time, and no matter what your connection is to Natomas Unified School District, I am thankful for your support and partnering with us along this journey.

- Dr. Susan Heredia, NUSD Board President



## BOARD OF TRUSTEES

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**Dr. Robyn Castillo**

The District Progress Report is a snapshot of our progress in providing an engaging and safe learning community where all students will demonstrate responsibility, achieve academic and social-emotional growth, embrace diversity, and make decisions about their college and career success. The DPR is aligned with our Core Values and keeps us focused on supporting all of our students with attention on specific groups of students. The DPR also provides consistency and reassurance that these priorities will be monitored and shared regularly.

The District Progress Report is a tool for measuring our progress aligned to our Theory of Action for Student Success, which states:

*The Board of Trustees believes that “progress over time” is more essential than a snapshot in time of student achievement results. The Board of Trustees will monitor student and staff progress over time following the Cycle of Continuous Learning and Improvement (CCLI) for these Theory of Action elements to make policy and budgeting decisions to ensure that student success remains the primary focus of the Natomas Unified staff.*

Continuous Improvement does not mean that scores will improve every year. Successful school districts, just like successful companies, may have years without growth, or even declines. Like other successful organizations, we can learn from mistakes, celebrate successes, and make continuous improvement over time.

To learn more, visit our website: [www.natomasunified.org/dpr](http://www.natomasunified.org/dpr)



Cycle of Continuous Learning & Improvement

Building on a commitment to excellence and achievement, the District Progress Report measures our progress over time to achieve our district Vision and Goals. Some of our recent successes are shared below and on the next page, in alignment with our new District Goals.

**Goal 1: Maximize Academic Growth, Responsibility, and Achievement for Each Student.**

- Remained a leader in Sacramento County for high graduation rates, low dropout rates, and the percent of graduates meeting requirements to enroll in the University of California (UC) or California State University (CSU) systems
- Continued to expand access to programs that support college and career readiness including International Baccalaureate (IB) programs, Advancement Placement (AP) coursework, and AVID programs
  - Expanded AVID to 3 elementary schools, with Two Rivers Elementary recognized nationally as an AVID Showcase School
  - Expanded our International Baccalaureate (IB) offerings to include 3 additional schools with the Primary Years Programme and 1 additional school with the Middle Years Programme. Districtwide, 1 in 3 students are enrolled in an IB School.
  - Continue to expand access to Advancement Placement (AP) courses including addition of Pre-AP courses and maintenance of AP Capstone Diploma program at Natomas High School
- Continued partnerships with American River College to expand Dual Enrollment opportunities for high school students
- Discovery High School recognized for the second time as a Model Continuation High School
- Maintained expanded access to Gifted and Talented Education (GATE)

- Continued to provide access to take the PSAT and SAT free during the school day on campus
- Continued paying the first application fee for seniors eligible to apply to UC/CSU campuses
- 6 NUSD schools received state recognition in 2019 for their successful efforts in providing a positive school culture for students. These schools are among the top schools in the state being honored for implementing the core features of Positive Behavior Intervention and Support (PBIS).
- Multi-year DEI (Diversity, Equity, and Inclusion) plan with Ethnic Studies pilot course, AP African American Studies pilot course, continuance of Race and Social Justice course for high school students, and increased materials and resources that represent our diverse student population
- Created a team of Co-teaching Teachers on Special Assignment (TOSAs) to address learning recovery needs
- Recognized as an exemplar school district by Policy Analysis for California Education (PACE) in the July 2023 report on insights and strategies to support UC/CSU A-G completion
- Opened our first Dual Immersion program, Heredia-Arriaga School, in Fall 2023
- Received the California School Board Association (CSBA) Golden Bell Award for best practices in Career Technical Education Pathways

**Goal 2: Cultivate the Social-Emotional Well-Being of Each Student**

- Added a full-time social worker at all of our 15 campuses to support an array of services and resources for students and families and 1 full-time social worker liaison to support foster/homeless youth
- Increased to 17 full-time psychologists to serve all students at all of our 15 campuses
- Increased to 15 full-time counselors to serve students in grades 6-12

- Expanded to 10 Career Technical Education Pathways for students, including four new pathways since 2019 with state-of-the-art facilities to include Building and Construction Trades, Cosmetology, Music Production, and Public Safety
- Launched the Natomas Mobile Health Clinic which travels to provide basic health care such as immunizations, physicals, and vaccination
- Construction is underway for a permanent facility for the B. Teri Burns Health Clinic and HALO (Health and Life Organization) across the street from Natomas High School

**Goal 3: Create a Safe, Engaging Environment Where Students Connect to School.**

- Created and expanded dedicated, stand alone Safety and Safe Schools Department with a full-time safety dispatcher, innovative consultant, and safety and climate liaisons
- Continued expansion of our elementary and middle school athletics programs, including the addition of cross country
- Modernized athletic facilities, fields, and scoreboards for our student-athletes to support student well-being and connectedness
- Continue community-supported Measure J and Measure L school bond projects to fund construction, renovation, security, and other projects
- NUSD continues to provide access to school immunizations and flu shots for students and staff to help keep our school communities healthy and safe
- Multi-year DEI (Diversity, Equity, and Inclusion) plan with a comprehensive set of interventions and enrichments specifically for Black/African American students including a partnership with Freedom Soul Media Education Initiatives (FSMEI) which provides relevant educational and engagement experiences for students, families and staff

- Engaged in planning for full implementation of Community Schools model at Jefferson School
- Expanded after school, winter session, and summer school opportunities through NUSD's LEAP program
- Presented to California School Boards Association (CSBA) about our work to build coherence around our Culture of Resilience
- Expansion of transportation and service fleet to include hybrid and electric vehicles
- Nutrition Services nationally and locally recognized and being awarded multiple grants
- 1:1 access for Chromebooks, allowing all students to take technology home each day with access to academic and social-emotional supports such as virtual tutoring and social skills groups
- In partnership with the City of Sacramento, opened a state-of-the-art Aquatic Center that's utilized by NUSD students and the community
- Opened the new campus of Paso Verde K-8 School in the winter of 2021
- Maintained Larry G. Meeks Academy (K-8), NUSD's first virtual school, and the Virtual Instruction Program (VIP) for high school students to attend courses virtually while still being able to participate in school activities at their home campuses

**Goal 4: Engage Parents and Families to Support Student Success**

- Communications and Family Engagement (CAFE) Department continues to implement intentional efforts with parents as partners such as Coffee with CAFE and Diverse Conversations
- Partnered with Parent Institute for Quality Education (PIQE) to provide parent training programs specifically for immigrant families
- Continued providing families our Student Success Guides (TK-12) and On Track to College letters (high school students) to engage and empower them in supporting their students

- Expanded support to provide free food to families in need each week through Joey's Food Locker
- Launched NUSD Connect, Wi-Fi towers at each school, to provide internet access at home to families who need it at no cost
- Received California School Board Association (CSBA) Golden Bell Award for Constituent and Customer Services and Nutrition Services.

**Goal 5: Hire, Train, and Retain High-Quality Staff.**

- English Language Development (ELD) Apprentice program to develop Quality Teaching for English Learners (Certified QTEL Teachers)
- Maintained a Diverse Teacher Recruitment Program and Aspiring Leaders Program that identifies a pipeline of new teachers and administrators who reflect Natomas' diverse student population and who have life experiences that will benefit all student groups
- Presented successes of Diverse Future Teachers Program to California School Boards Association (CSBA) and National School Boards Association (NSBA)
- Multi-year DEI (Diversity, Equity, and Inclusion) plan with anti-racist/anti-bias training for all staff, system-wide professional development for staff in Culturally and Linguistically Relevant instruction, and additional training and coaching for administrators

- Continued existing agreements with labor partners to incentivize additional professional development aligned to NUSD's areas of focus (e.g. anti-racist/anti-bias training, culturally and linguistically responsive teaching and learning, literacy, and trauma-informed practices)
- Partnership with Sacramento State (CSUS) to engage multiple cohorts of teachers in summer institutes that lead into ongoing professional development throughout the year, including design of lessons through a DEI lens
- Continued to offer staff a robust range of professional development opportunities, accessible through a central catalog
- Leroy Greene Academy teacher, Donja Harding, selected as Teacher of the Year for Sacramento County

The metrics on the following pages provide a snapshot of current data, as well as progress over time. These metrics are intended to provide a breadth and depth of information about student outcomes in the areas of engagement, access, and readiness. The table below provides context for each metric including the specific grade levels and schools included in the cohort, when data becomes available on an annual basis, which DPR the updated data appears in, and alignment to the district's goals.

Goal	Metric	Page(s)	Grade(s)	Schools	Data Availability	DPR Updates
<b>Goal 1: Maximize Academic Growth, Responsibility, and Achievement for Each Student</b>	Graduation Rate	11	12	NUSD + LGA + NCS + NP3 +WCS	EOY Results from 2022-23 (Released in late Fall)	FALL
	11th Grade A-G Completion	12	11	NUSD + LGA	Calculated each year in October for current 12th graders	FALL
	A-G Completion	13	12	NUSD + LGA + NCS + NP3 + WCS	EOY Results from 2022-23 (Released in late Fall)	FALL
	CTE Pathway Completion Rate	14	12	DHS + IHS + NHS	EOY results from 2022-23 (Calculated internally in early fall)	FALL
	Dual Enrollment Rate	15	12	NUSD + LGA	EOY Results from 2022-23 (Calculated internally in early fall)	FALL
	CAASPP Achievement: ELA and Math	16-17	3-8, 11	NUSD + LGA + NP3 +WCS	2022-23 Results (Released in fall before October 15)	FALL
	CAASPP Improvement: ELA and Math	18-21	4-8	NUSD + LGA + NP3 +WCS	2021-22 and 2022-23 results (Calculated internally each fall)	FALL
	AP/IB Course Enrollment	22	9-12	NUSD + LGA	2023-24 Enrollment (Internally calculated as of first Monday in September)	FALL
	AP/IB Test Taking Rate	23	9-12	NUSD + LGA	2022-23 Results (Released by College Board/IBO in late summer/early fall)	FALL
	AB/IB Test Pass Rate	24	9-12	NUSD + LGA	2022-23 Results (Released by College Board/IBO in late summer/early fall)	FALL
	English Learner Progress	25	K-12	NUSD + LGA	2021-22 and 2022-23 Results (Calculated internally each fall)	FALL
	English Learner Redesignation Rate	26	TK-12	NUSD + LGA + NP3	2022-23 Results (Calculated internally each fall)	FALL
	California State Seal of Biliteracy	27	12	NUSD + LGA + NP3	2022-23 Results (Released in late Fall)	FALL

Goal	Metric	Page(s)	Grades	Schools	Data Availability	DPR Updates
Goal 1 Continued	District Writing Assessment	28	TK-11	NUSD + LGA	Fall (Nov) and Spring (March)	FALL & SPRING
	Reading/Math Diagnostic: i-Ready	29-30	TK-8	NUSD	Fall (Sep) and Winter Diagnostics (May)	FALL & SPRING
	ELA/Math Diagnostic : IXL	31-32	6-12	NUSD + LGA	Fall (Sep) and Winter Diagnostics (May)	FALL & SPRING
	High School Dropout Rate	33	12	NUSD + LGA + NCS + NP3 +WCS	EOY Results from 2022-23 (Released in late Fall)	FALL
Goal 2: Cultivate the Social-Emotional Well-Being of Each Student	Chronic Absenteeism Rate	34	TK-12	NUSD + LGA	EOY Results from 2022-23 (Released in late Fall)	FALL
	Suspension Rate	35	TK-12	NUSD	EOY Results from 2022-23 (Released in late Fall)	FALL
	Expulsion Rate	36	TK-12	NUSD	EOY Results from 2022-23 (Released in late Fall)	FALL
Goal 3: Create a Safe, Engaging Environment Where Students Connect to School	Student Perceptions of Safety	37	4	NUSD + LGA	Administered 2x/year (Sep & Feb)	FALL & SPRING
	Student Perceptions of Connectedness	38	4	NUSD + LGA	Administered 2x/year (Sep & Feb)	FALL & SPRING
	Student Perceptions of Safety	39	8	NUSD + LGA	Administered 2x/year (Sep & Feb)	FALL & SPRING
	Student Perceptions of Connectedness	40	8	NUSD + LGA	Administered 2x/year (Sep & Feb)	FALL & SPRING
	Student Perceptions of Safety	41	11	NUSD + LGA	Administered 2x/year (Sep & Feb)	FALL & SPRING
	Student Perceptions of Connectedness	42	11	NUSD + LGA	Administered 2x/year (Sep & Feb)	FALL & SPRING
	VAPA Participation Rate	43	Secondary Schools	NUSD + LGA	2023-24 Results (Updated in Fall as of October census day)	FALL
	Athletics Participation Rate	44 45	4-8 9-12	NUSD + LGA	2022-23 Results (Updated May 1st of each year to account for spring participants)	SPRING






This District Progress Report is a tool for parents, guardians, teachers, students, and community members to monitor our performance and our progress. It communicates what matters most for our system-wide performance and improvement.

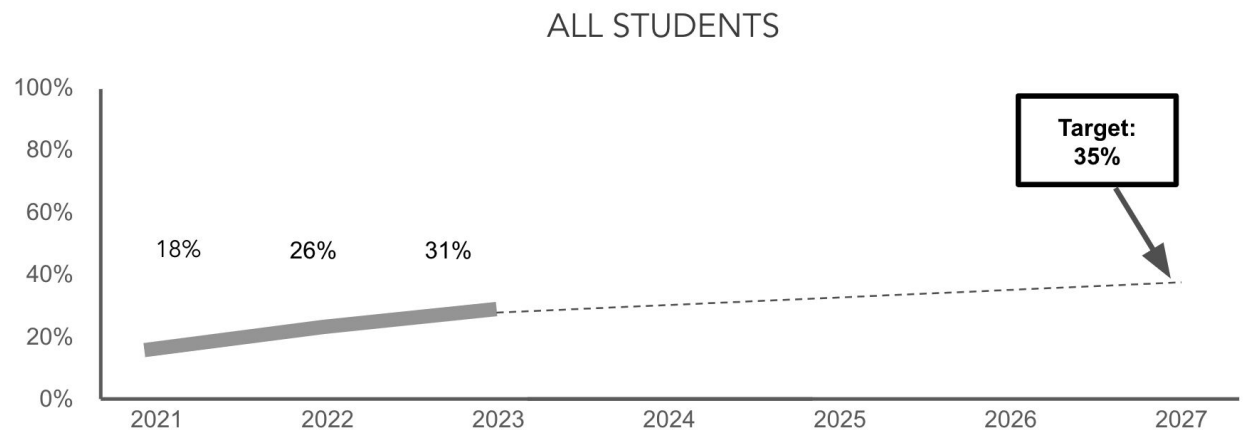
Past District Progress Reports have used green, yellow, and red to indicate if the current performance met or exceeded the established target or not, as well as to show if the trend was improvement, slight change, or a decline. This Fall 2023 District Progress Report includes new, three-year targets based on the most recent baseline outcomes. Future DPRs will reintroduce the color scale for performance to indicate whether (a) the target has been met, exceeded, or sufficient annual progress has been made towards the three-year target, or (b) there is little or no movement, or (c) performance has declined. This DPR does include colors for the trend indicators to show whether the most recent outcome is an improvement (green), there was little or no change (yellow), or represents declining performance (red).

Continuous improvement means there may be years without growth, but what matters is that we continuously improve over time. On the following pages, each district metric is defined showing the current performance as well as the trends over time.

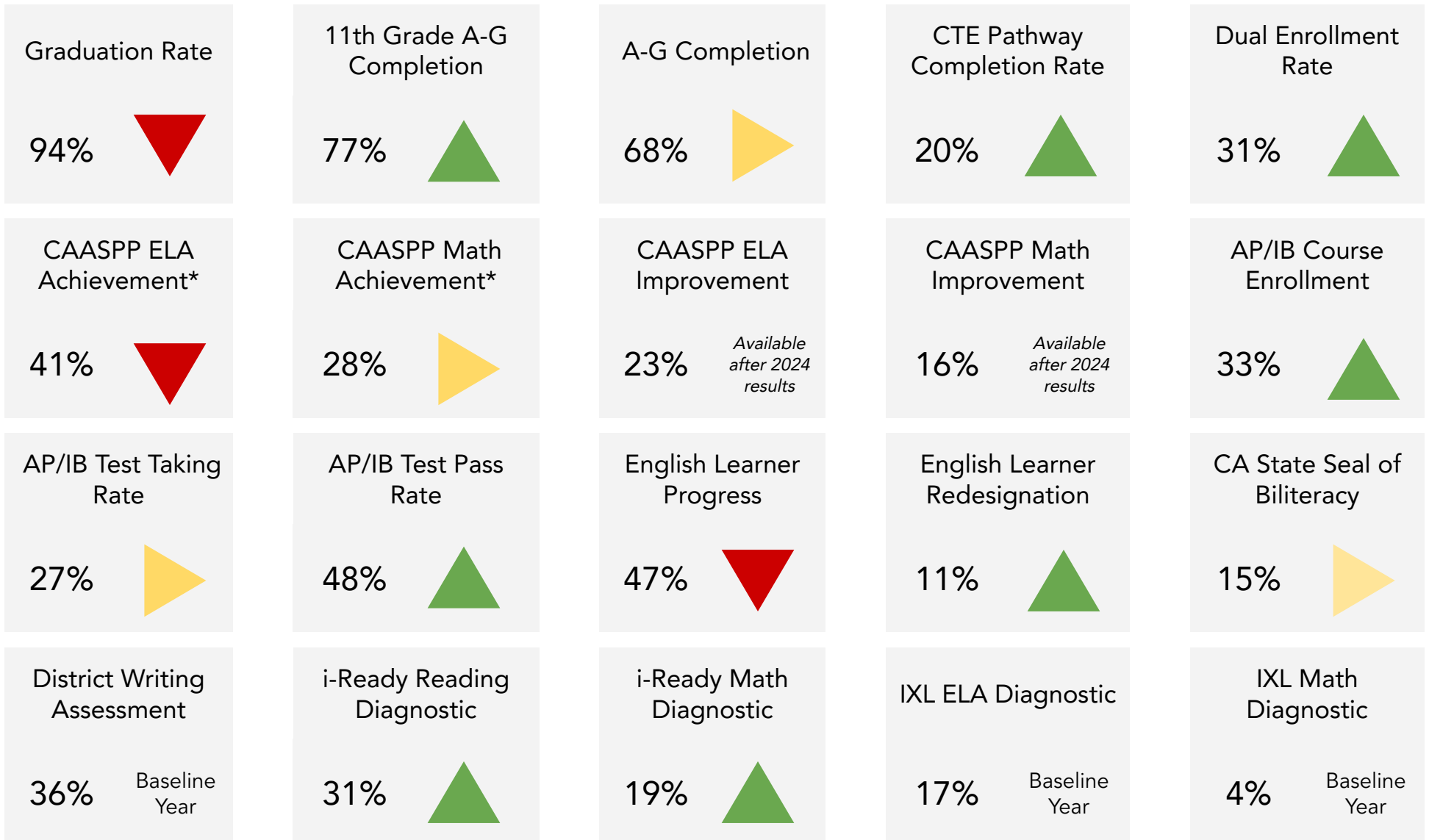
**TREND INDICATORS:** Indicate the trend from the previous outcome to most recent outcome

-  Improved performance, or meets or exceeds target
-  Little or no change, or inconsistent
-  Declining performance

**PERFORMANCE INDICATORS:** In the future, DPRs will indicate whether sufficient progress is being made toward the three-year goal (dotted line represents linear progress toward target) and when goal is completed.



## Goal 1: Maximize Academic Growth, Responsibility, and Achievement for Each Student



\*Represents the percentage of students tested who met or exceeded standards.

## Goal 2: Cultivate the Social-Emotional Well-Being of Each Student

High School Dropout Rate

2.0%



Chronic Absenteeism Rate

29%



Suspension Rate

8.4%



Expulsion Rate

0.2%



## Goal 3: Create a Safe, Engaging Environment Where Students Connect to School

Student Safety Perception (4th)

90%



Student Safety Perception (8th)

87%



Student Safety Perception (11th)

90%



Athletics Participation Rate (4th-8th)

36%



VAPA Participation Rate

58%



Student Connectedness Perception (4th)

88%



Student Connectedness Perception (8th)

87%



Student Connectedness Perception (11th)

89%



Athletics Participation Rate (9th-12th)

26%



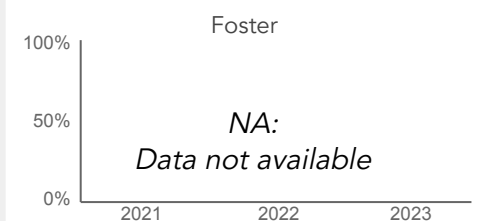
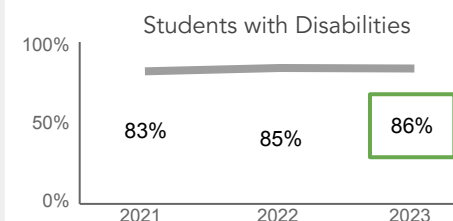
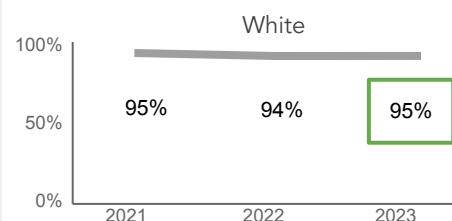
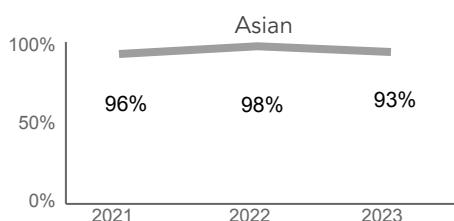
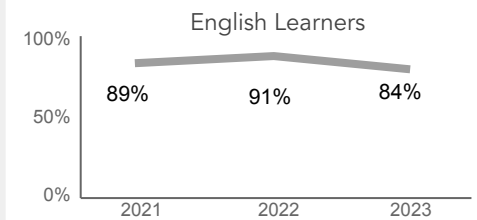
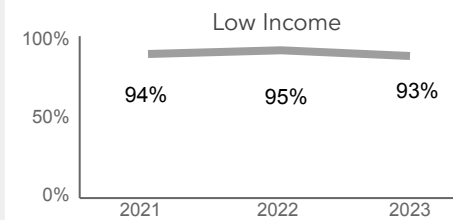
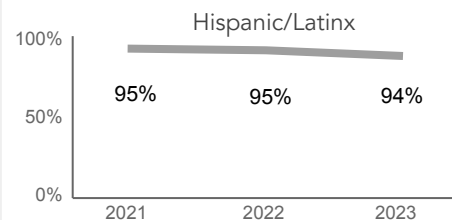
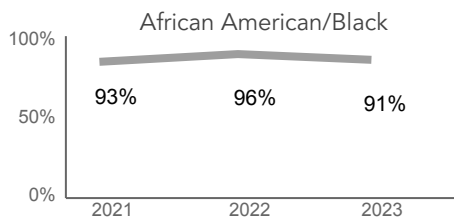
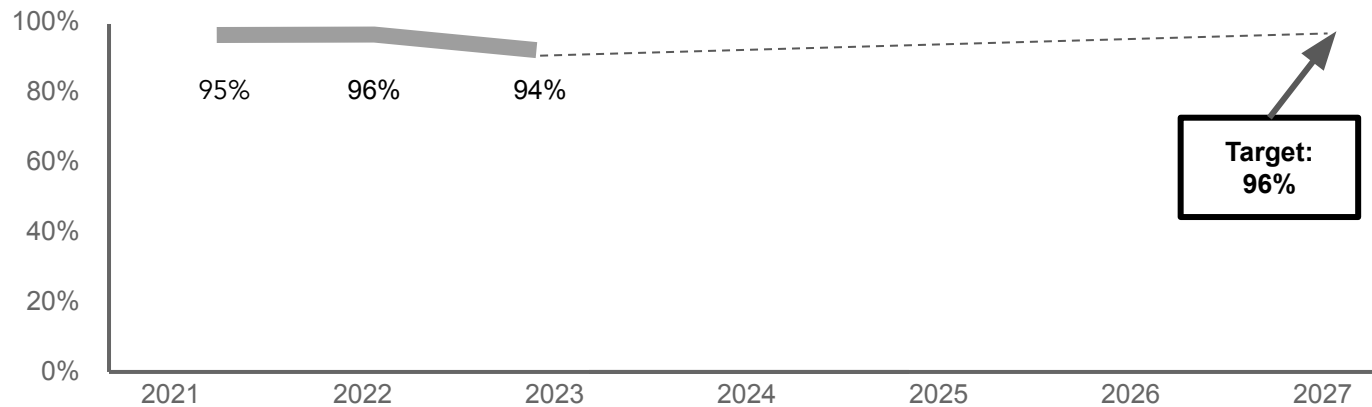
A high graduation rate is an important indicator of engagement and academic success. Graduation Rate is calculated by dividing the total number of 12th graders graduating with a high school diploma by the total number of students who began 9th grade four years earlier. The rates below reflect the official state-reported data that appears on California's publicly available DataQuest reporting site.

Note: Students who earn their diploma through an Adult School Program, earn their Special Education Certificate of Completion, complete the GED, or complete the CHSPE are not included by the state in the graduation rate.

## SOME ACTIONS IN PROGRESS

- Lower counselor/student ratio at HS including the addition of 2.0 FTE in '22-'23
- College and Career Coordination Specialists
- Supports for English Learner students
- Expanded CTE offerings
- Parent University Workshops
- Extended day credit recovery program
- Alternative Learning Program expansion
- On Track to College Letter for high school students
- Summer School

### ALL STUDENTS



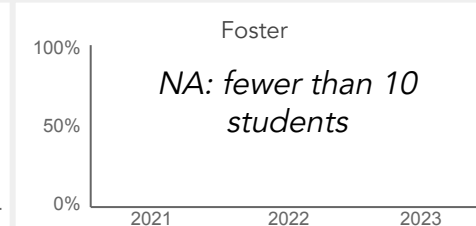
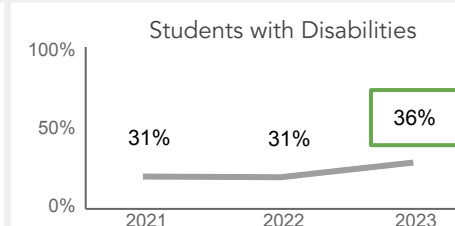
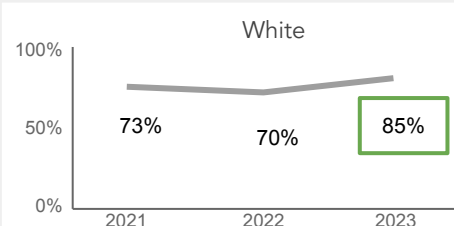
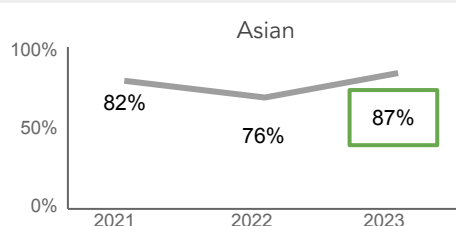
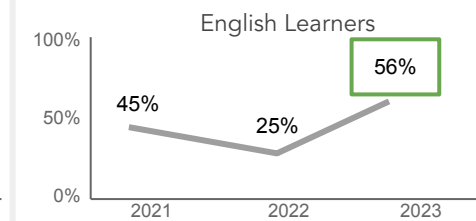
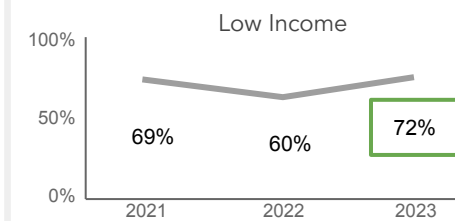
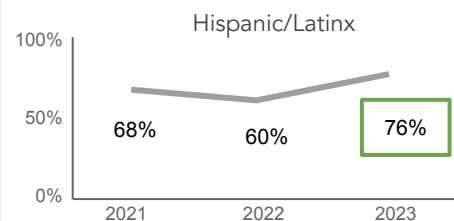
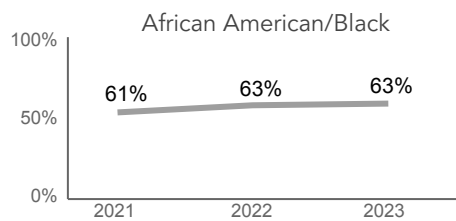
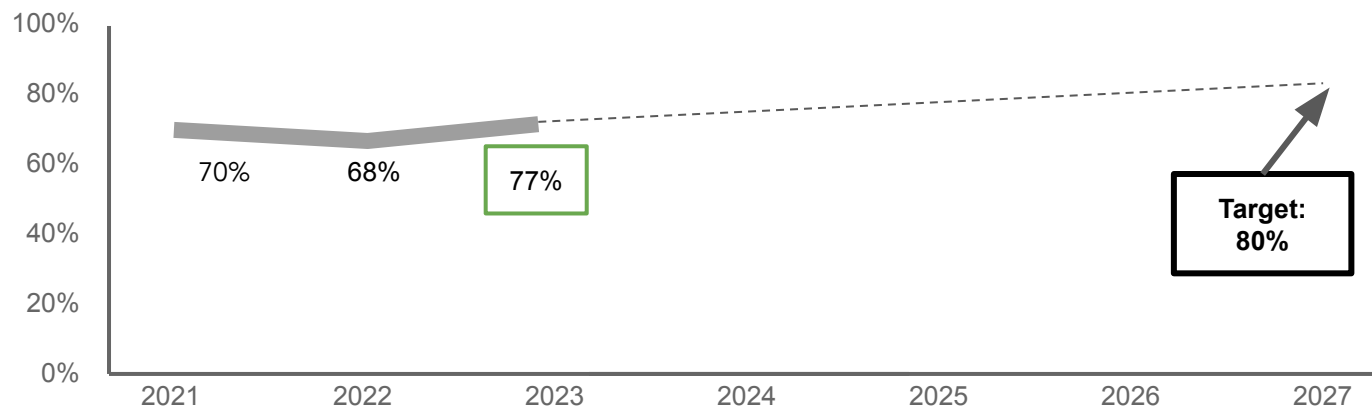
11th Grade A-G Completion Rate is an important indicator of academic readiness, in particular readiness for college. 11th Grade A-G rate is calculated by dividing the total number of 12th grade students who completed 11 or more A-G courses before the start of 12th grade divided by the total number of students enrolled in 12th grade the first week of October that year.

The rates below reflect internal monitoring based on student course completion data within NUSD's student information system.

### SOME ACTIONS IN PROGRESS

- Additional high school counselors for academic advisement and intentional student placement
- Expanded course offerings and supports, including online, summer school, and middle school courses and tutoring
- College/Career Counseling services & College and Career Specialists
- Parent University workshops
- All CTE Courses Earn A-G Credits
- Data analysis to meet each student's individual needs
- Student progress monitoring through the Parent Portal
- On Track to College Letter for High School Students

### ALL STUDENTS



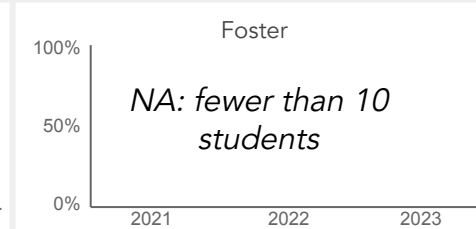
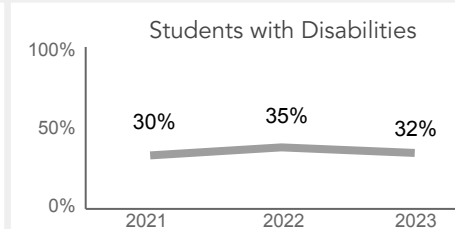
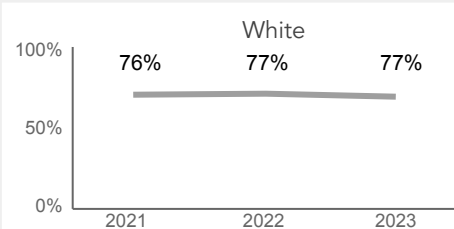
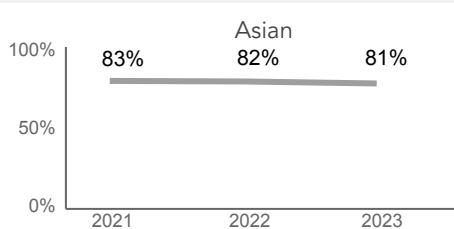
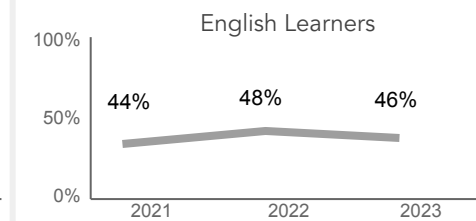
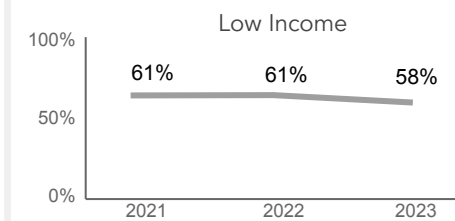
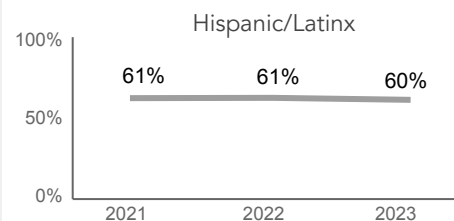
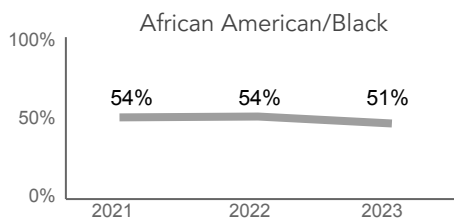
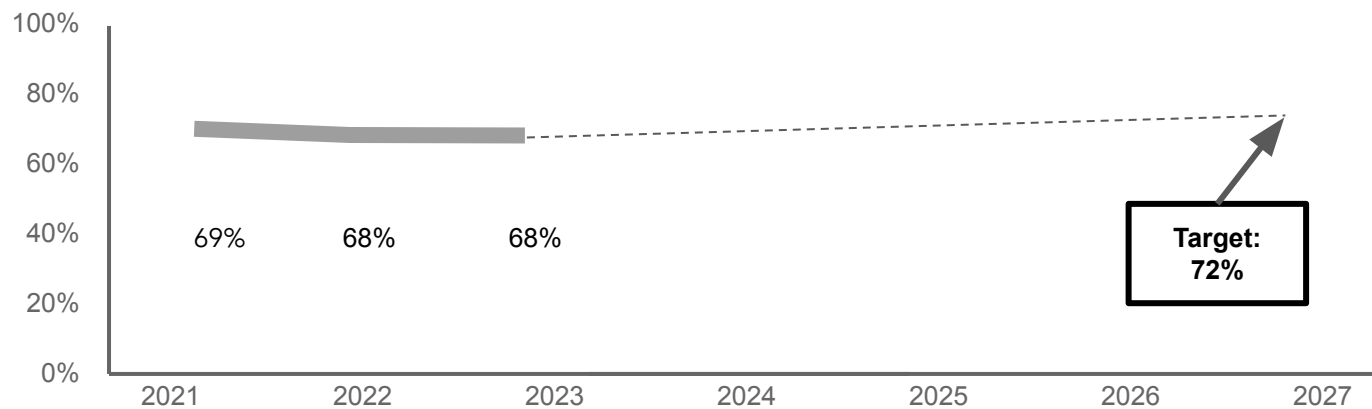
A-G Completion Rate is an important indicator of academic readiness, in particular readiness for college. The A-G Completion Rate is calculated by dividing the total number of graduates from the previous school year who completed the UC/CSU A-G requirements by the total number of graduates from the previous school year.

The rates below reflect the official state-reported data that appears on California's publicly available DataQuest reporting site.

### SOME ACTIONS IN PROGRESS

- Additional high school counselors for academic advisement and intentional student placement
- Expanded course offerings including online, summer school, and middle school
- Added College and Career Coordination Specialists
- Parent University workshops
- All CTE Courses Earn A-G Credits
- Data analysis to meet individual student's needs
- On Track to College Letter for High School Students
- Student progress monitoring through the Parent Portal
- Paid for CSU/UC Applications

### ALL STUDENTS



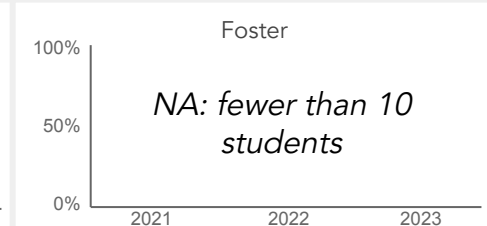
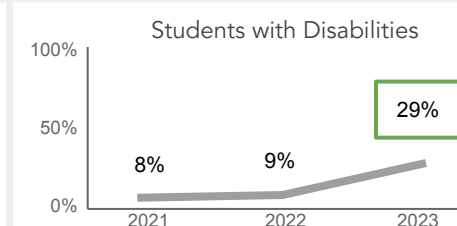
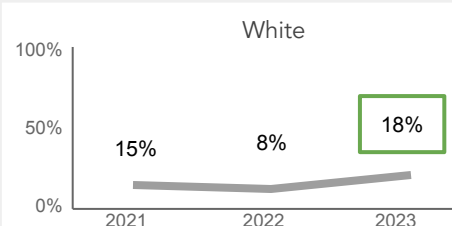
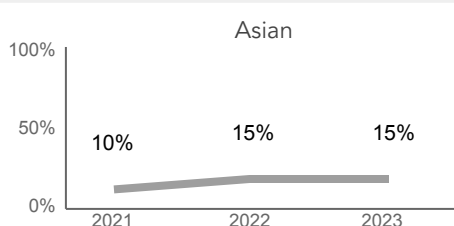
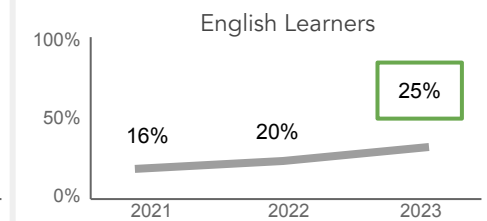
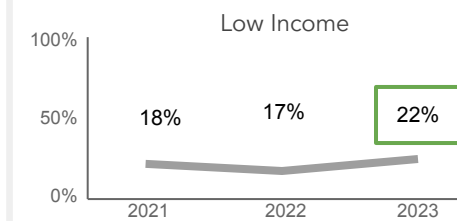
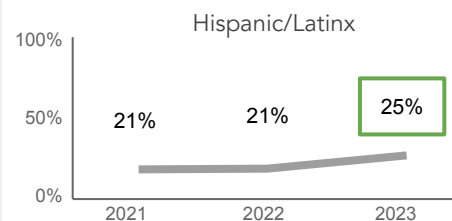
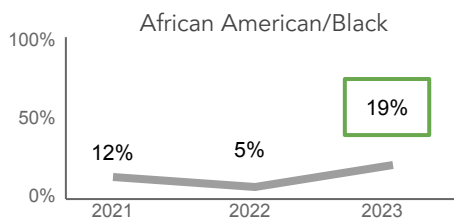
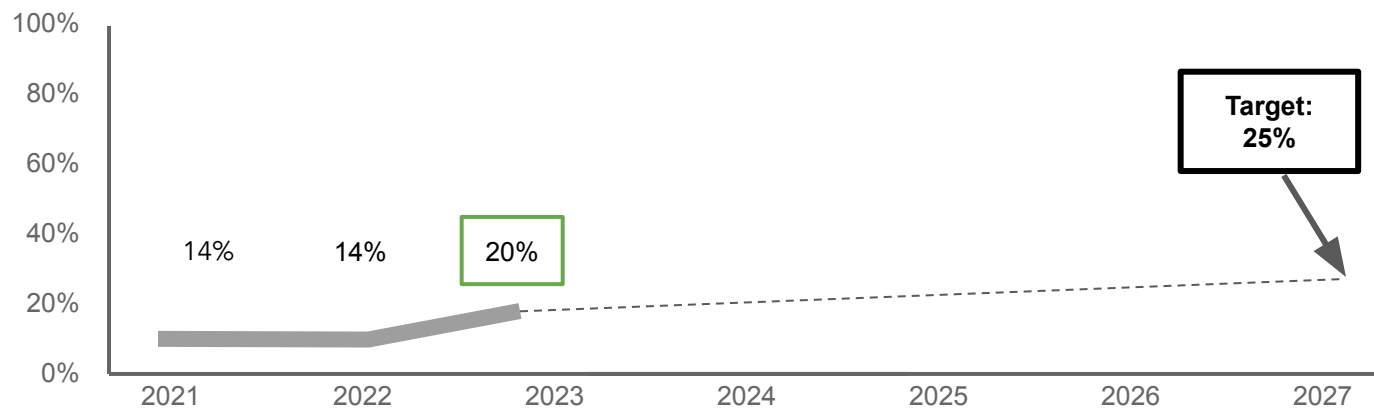
CTE Pathway Completion Rate is an important indicator of student college and career readiness. The rate is calculated by dividing the total number of students who complete a CTE pathway by the number of students who graduated that year. Most CTE pathways require 2 years of coursework for completion.

The data for this metric includes only Inderkum High School, Natomas High School, and Discovery High School and reflects the completion numbers as reported each year to CALPADS.

### SOME ACTIONS IN PROGRESS

- CTE Showcase to educate 8th graders about CTE
- Reviewing course schedule to eliminate schedule conflicts
- Potential summer school offerings
- Site leadership and counselor team training

### ALL STUDENTS



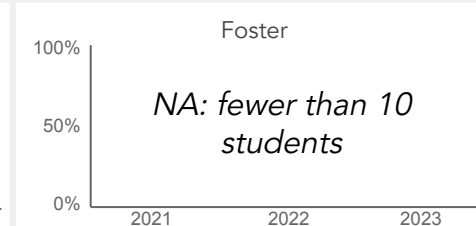
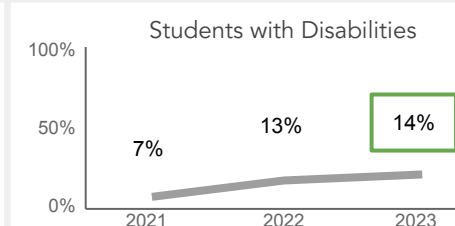
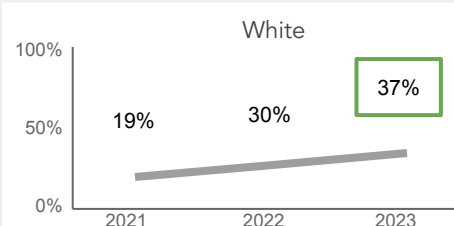
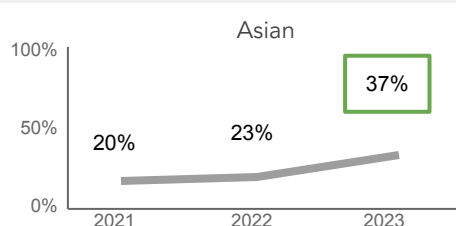
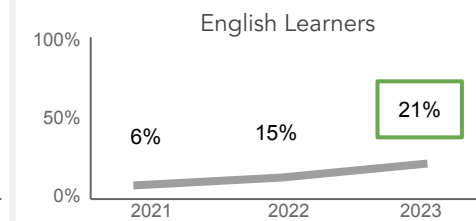
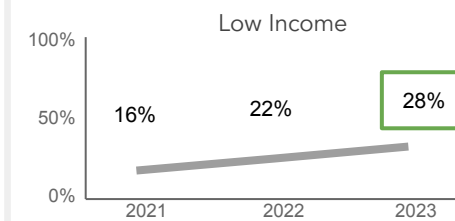
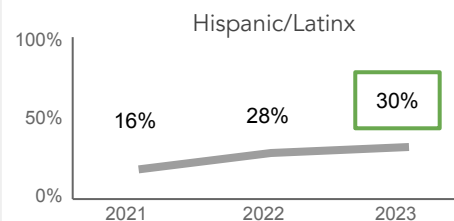
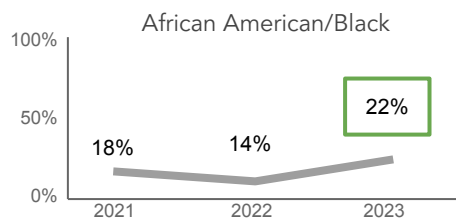
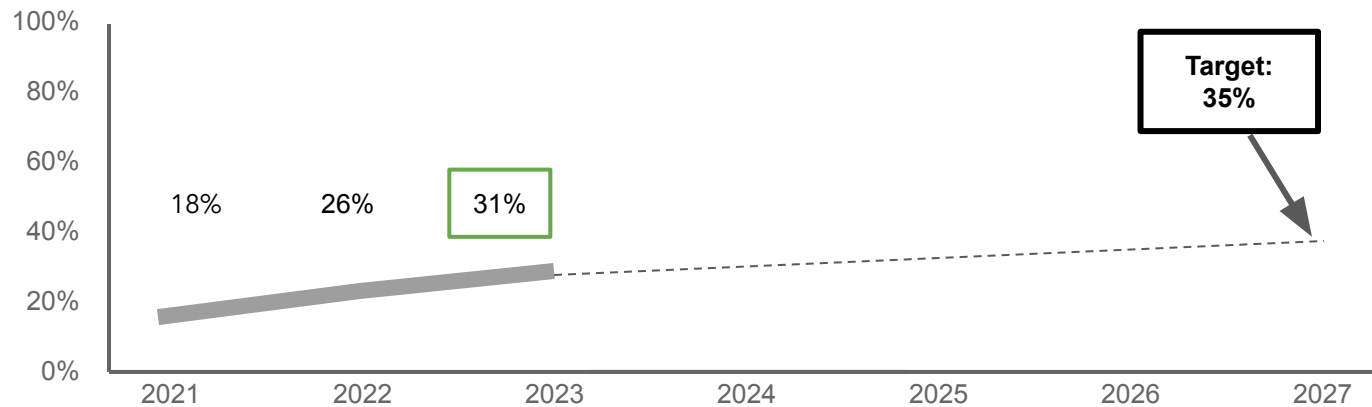
Dual Enrollment Rate is an important indicator of academic access and readiness. The rate is calculated by dividing the number of graduates who completed at least one dual enrollment course in grades 9-12 by the total number of graduates in a given year. Dual enrollment courses are opportunities for students to enroll in college courses while in high school.

The rates below reflect actual course enrollment data from NUSD's student information system.

### SOME ACTIONS IN PROGRESS

- ➔ Increased course offerings based on student interest at IHS, NHS, and LGA
- ➔ Partnering with American River College and the Natomas Center to provide both asynchronous and in-person options
- ➔ Applied for and received California and Career Access Pathways grant and Middle College/Early College grant

### ALL STUDENTS





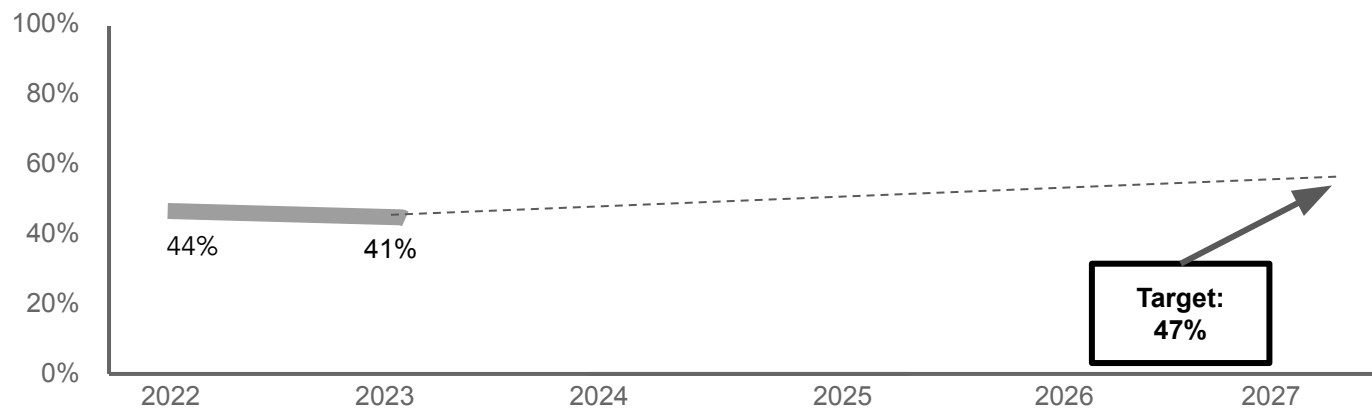
CAASPP Achievement in English Language Arts is an important indicator of academic readiness in literacy, including reading and writing. This metric is calculated by dividing the total number of students who met or exceeded grade level standards in ELA on the previous spring's state assessment by the total number of students who took the test.

The rates below reflect the official state-reported data from the public CAASPP reporting website. Note that testing was suspended for the 2019-20 and 2020-21 school years.

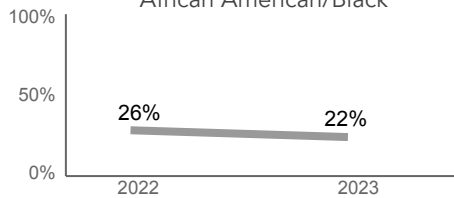
## SOME ACTIONS IN PROGRESS

- Literacy Plan Pilot: Literacy through Informational Writing
- Professional Development (PD) for staff specific to literacy
- Co-Teaching with Teachers on Special Assignment
- Continued support for EL teachers through Quality Teachers of English Learner (QTEL) PD
- Extended day supports
- Centralized and decentralized supports for learning recovery
- Virtual tutoring options

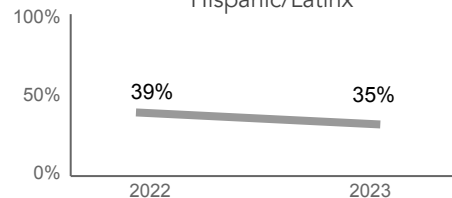
### ALL STUDENTS



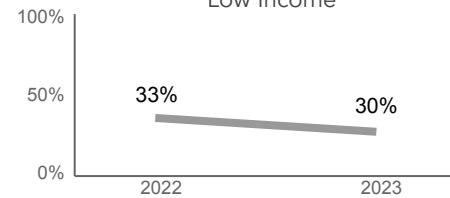
African American/Black



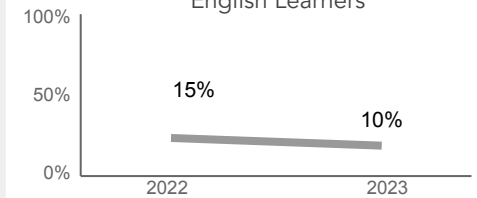
Hispanic/Latinx



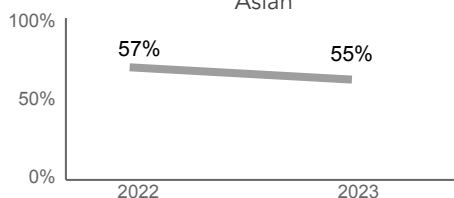
Low Income



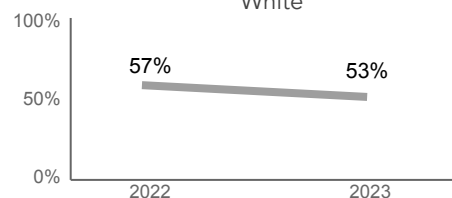
English Learners



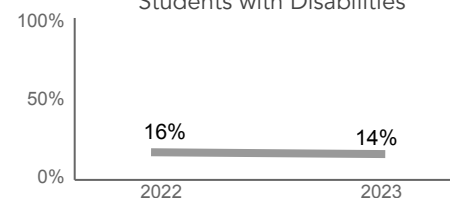
Asian



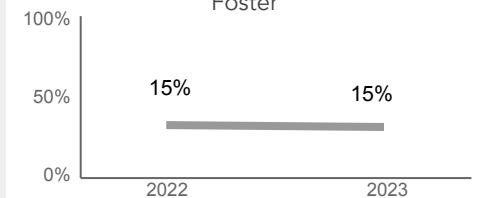
White



Students with Disabilities



Foster



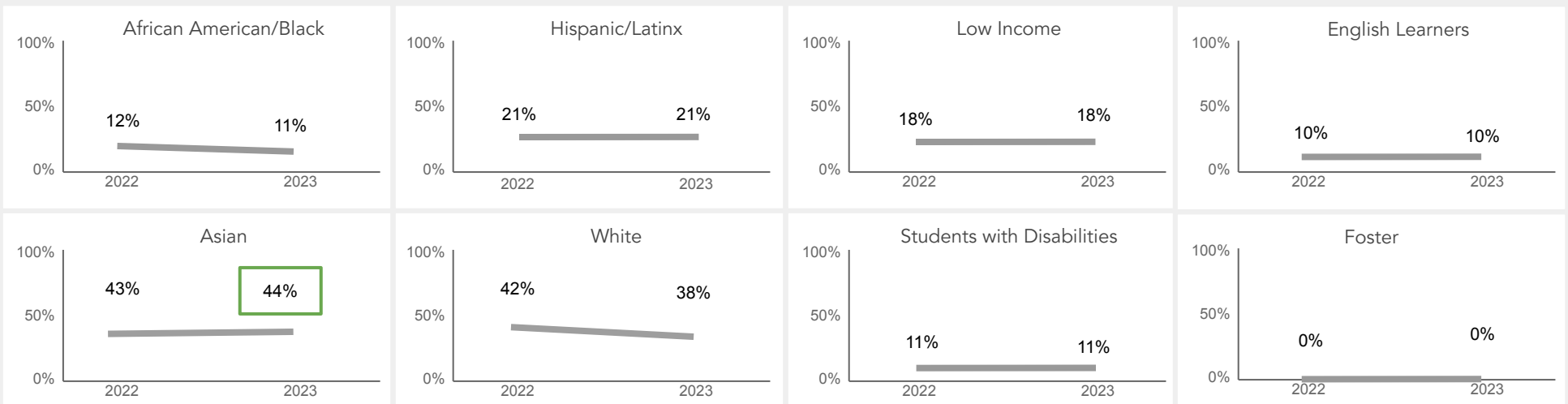
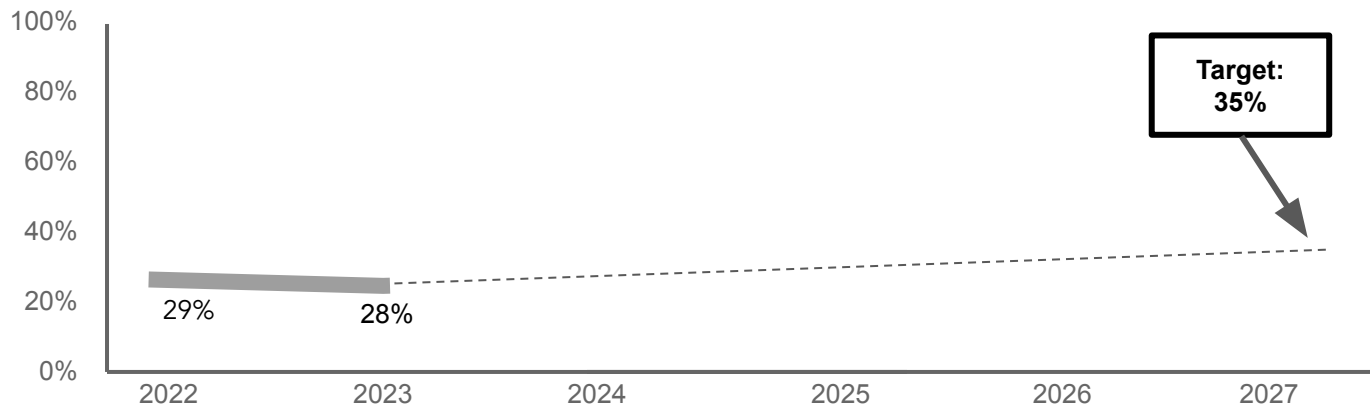
CAASPP Achievement in Math is an important indicator of academic readiness. This metric is calculated by dividing the total number of students who met or exceeded grade level standards in Math on the previous spring's state assessment by the total number of students who took the test.

The rates below reflect the official state-reported data from the public CAASPP reporting website. Note that testing was suspended for the 2019-20 and 2020-21 school years.

## SOME ACTIONS IN PROGRESS

- Professional Development (PD) for staff specific to math
- Co-Teaching with Teachers on Special Assignment
- Continued support for EL teachers through Quality Teachers of English Learner (QTEL) PD
- Extended day supports
- Centralized and decentralized supports for learning recovery
- Virtual tutoring options

### ALL STUDENTS



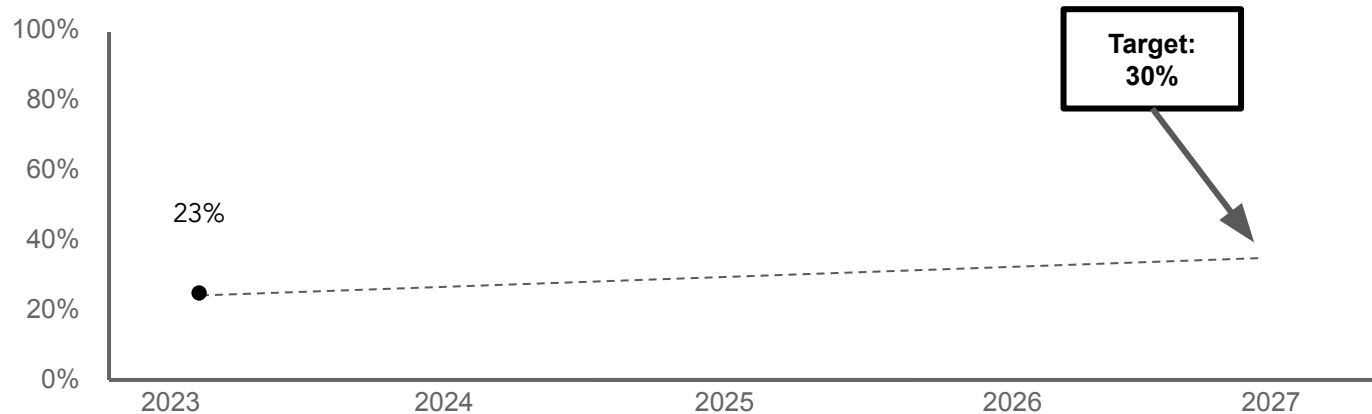
CAASPP Improvement is an important indicator of how students with the highest level of academic need are being supported to improve over time. CAASPP Improvement is calculated by dividing the total number of students who scored at level 1 on the CAASPP ELA test two years ago and scored at level 2, 3, or 4 on the CAASPP ELA test the following school year by the total number of students who scored at Level 1 on the CAASPP ELA test two years ago.

The rates below are calculated using the same student scores that are used to prepare the publicly-reported data on the official CAASPP reporting website. Testing was suspended for the 2019-20 and 2020-21 school years.

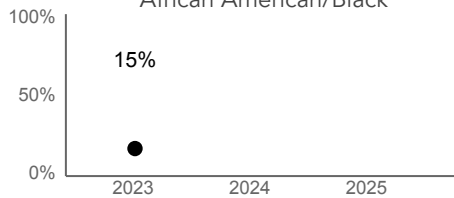
## SOME ACTIONS IN PROGRESS

- Literacy Plan Pilot: Literacy through Informational Writing
- Professional Development (PD) for staff specific to literacy
- Co-Teaching with Teachers on Special Assignment
- Continued support for EL teachers through Quality Teachers of English Learner (QTEL) PD
- Extended day supports
- Centralized and decentralized supports for learning recovery
- Virtual tutoring options

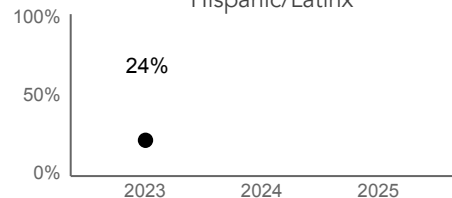
### ALL STUDENTS



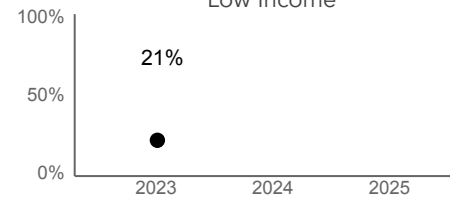
African American/Black



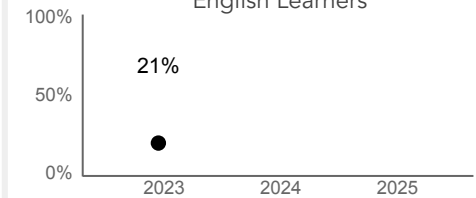
Hispanic/Latinx



Low Income



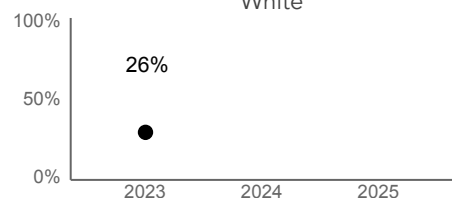
English Learners



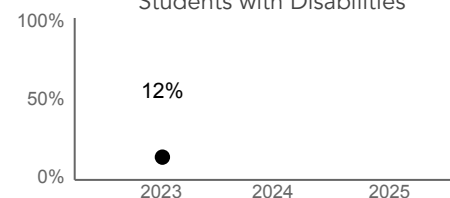
Asian



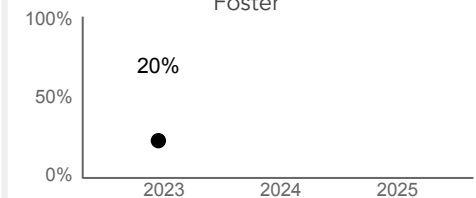
White



Students with Disabilities



Foster



The table below shows improvement in CAASPP ELA scores for students who took the test in both 2021-22 and 2022-23. Each row shows how students who scored at a particular level in 2021-22 went on to score in 2022-23. The furthest column to the right provides the total percentage of students who improved their performance or maintained a status of meeting/exceeding standards.

The green boxes indicate where a student improved to a higher level or maintained the highest possible level (4).

		Spring 2023 ELA Performance Level				Improvement
		Level 1	Level 2	Level 3	Level 4	
Spring 2022 ELA Performance Level	Level 1	76.8%	18.2%	4.7%	0.4%	23.3%
	Level 2	31.8%	37.9%	25.7%	4.6%	30.3%
	Level 3	8.6%	27.6%	46.6%	17.2%	17.2%
	Level 4	2.1%	5.3%	35.6%	57.0%	57.0%*

The yellow boxes indicate students who continued to demonstrate proficiency (met standard) even though they did not improve a level.

\*For students scoring at level 4 during 2021-22, maintaining a level 4 is included in 'Improvement' since no higher score is attainable.

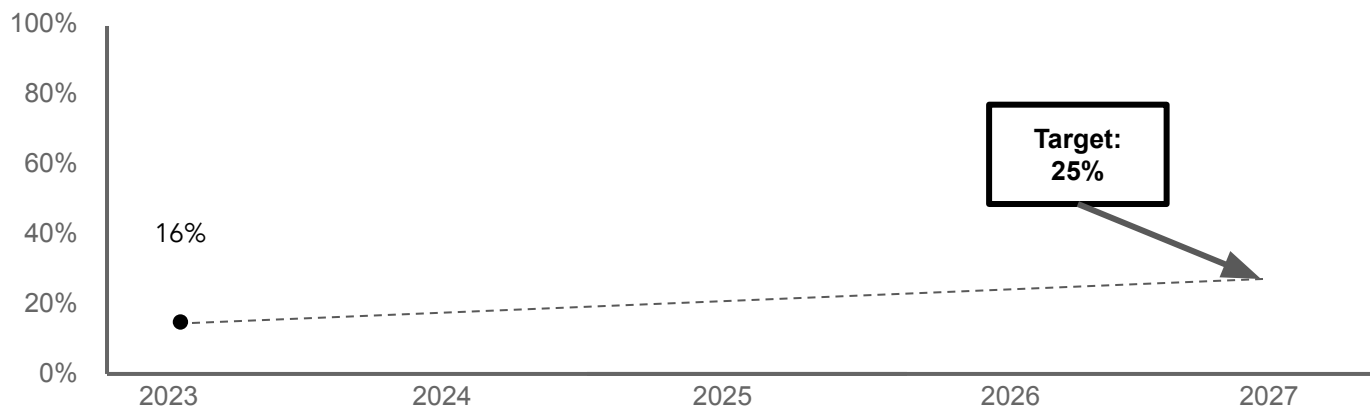
CAASPP Improvement is an important indicator of how students with the highest level of academic need are being supported to improve over time. CAASPP Improvement is calculated by dividing the total number of students who scored at level 1 on the CAASPP Math test two years ago and scored at level 2, 3, or 4 on the CAASPP Math test the following school year by the total number of students who scored at Level 1 on the CAASPP Math test two years ago.

The rates below are calculated using the same student scores that are used to prepare the publicly-reported data on the official CAASPP reporting website. Testing was suspended for the 2019-20 and 2020-21 school years.

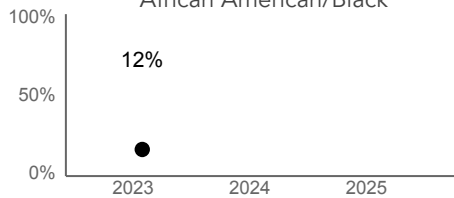
## SOME ACTIONS IN PROGRESS

- Professional Development (PD) for staff specific to math
- Co-Teaching with Teachers on Special Assignment
- Continued support for EL teachers through Quality Teachers of English Learner (QTEL) PD
- Extended day supports
- Centralized and decentralized supports for learning recovery
- Virtual tutoring options

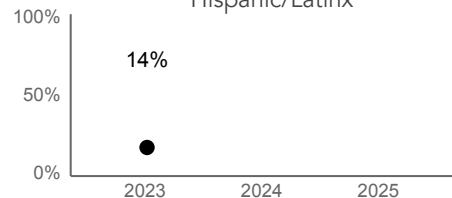
### ALL STUDENTS



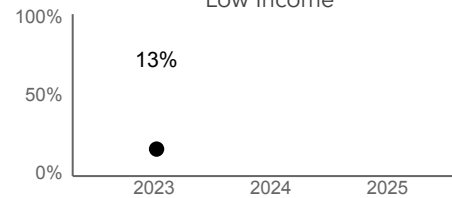
African American/Black



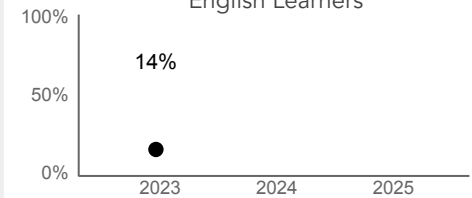
Hispanic/Latinx



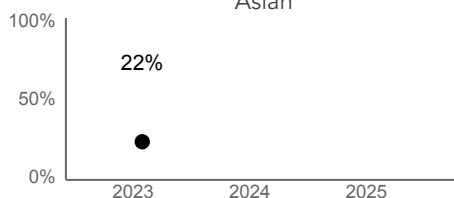
Low Income



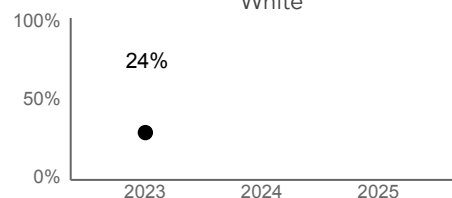
English Learners



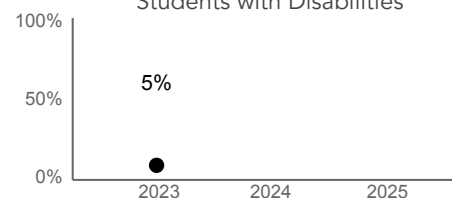
Asian



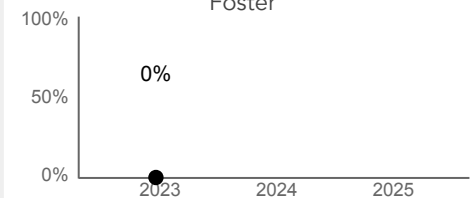
White



Students with Disabilities



Foster



The table below shows improvement in CAASPP Math scores for students who took the test in both 2021-22 and 2022-23. Each row shows how students who scored at a particular level in 2021-22 went on to score in 2022-23. The furthest column to the right provides the total percentage of students who improved their performance or maintained a status of meeting/exceeding standards.

The green boxes indicate where a student improved to a higher level or maintained the highest possible level (4).

		Spring 2023 Math Performance Level				Improvement
		Level 1	Level 2	Level 3	Level 4	
Spring 2022 Math Performance Level	Level 1	83.8%	14.8%	1.3%	0.1%	16.2%
	Level 2	35.7%	46.7%	15.2%	2.4%	17.6%
	Level 3	7.6%	33.6%	40.1%	18.7%	18.7%
	Level 4	1.1%	8.1%	25.3%	65.5%	65.5%*

The yellow boxes indicate students who continued to demonstrate proficiency (met standard) even though they did not improve a level.

\*For students scoring at level 4 during 2021-22, maintaining a level 4 is included in 'Improvement' since no higher score is attainable.

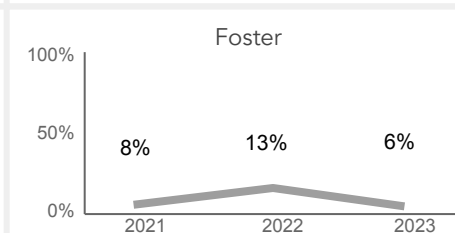
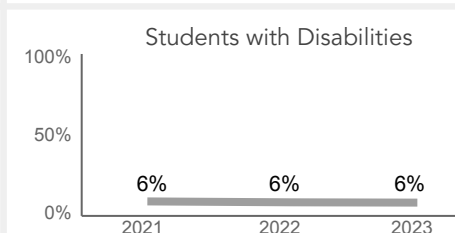
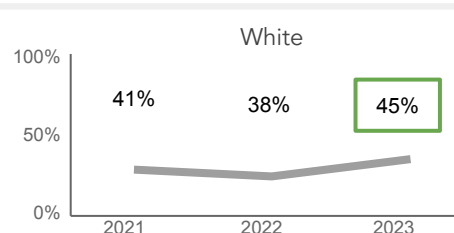
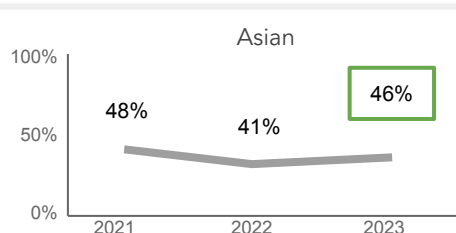
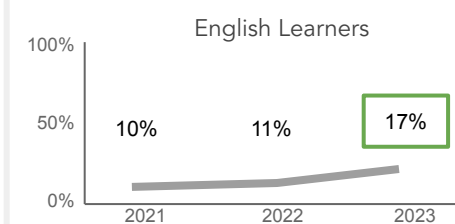
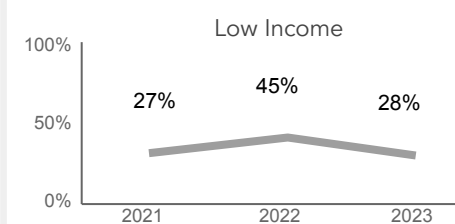
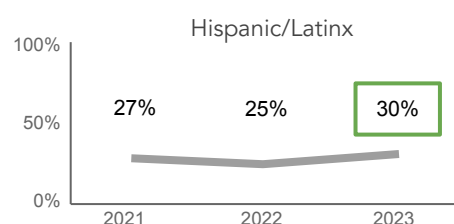
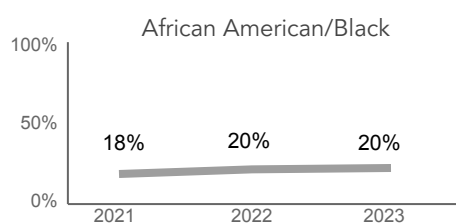
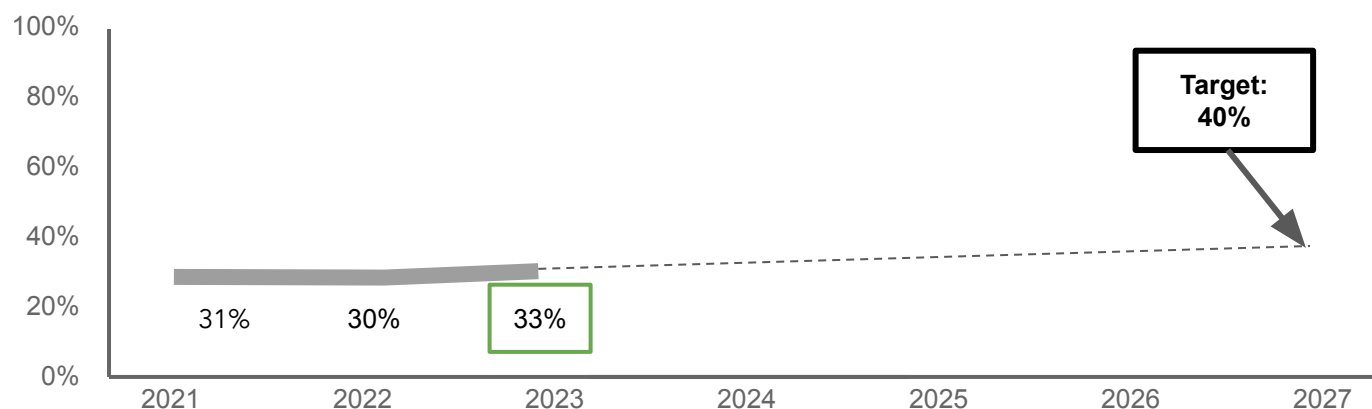
AP/IB Course Enrollment is an important indicator of academic access. The AP/IB course enrollment rate is calculated by dividing the total number of students who are enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) course by the total number of students enrolled in grades 9-12 at Inderkum, Leroy Greene and Natomas High. (Discovery High School does not offer AP or IB coursework options).

The rates below reflect actual course enrollment data from NUSD's student information system.

## SOME ACTIONS IN PROGRESS

- Continued open access to AP/IB courses
- AP/IB exams at no cost for our students
- On Track to College Letter for High School Student to encourage enrollment
- Student voices for AP/IB
- College Board Partnership
- Increased instructional support for AP teachers and prospective AP teachers
- Evaluate multiple metrics to determine AP potential

### ALL STUDENTS

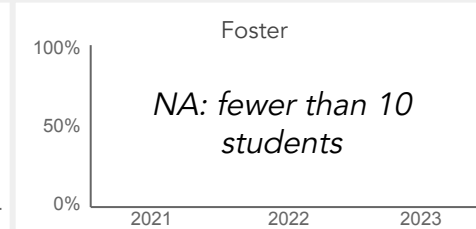
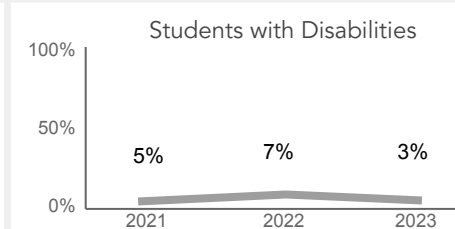
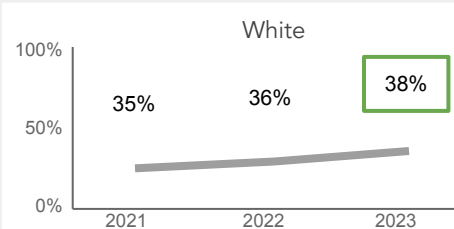
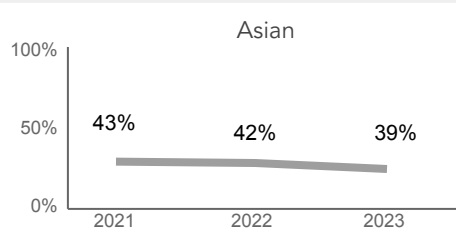
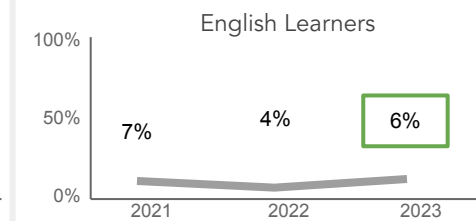
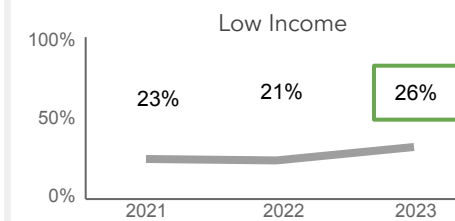
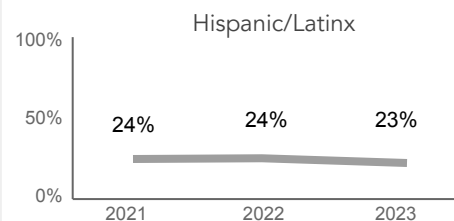
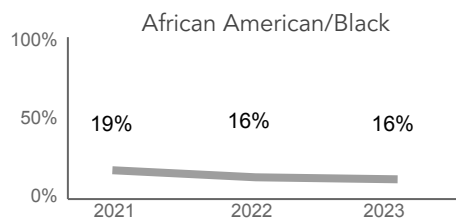
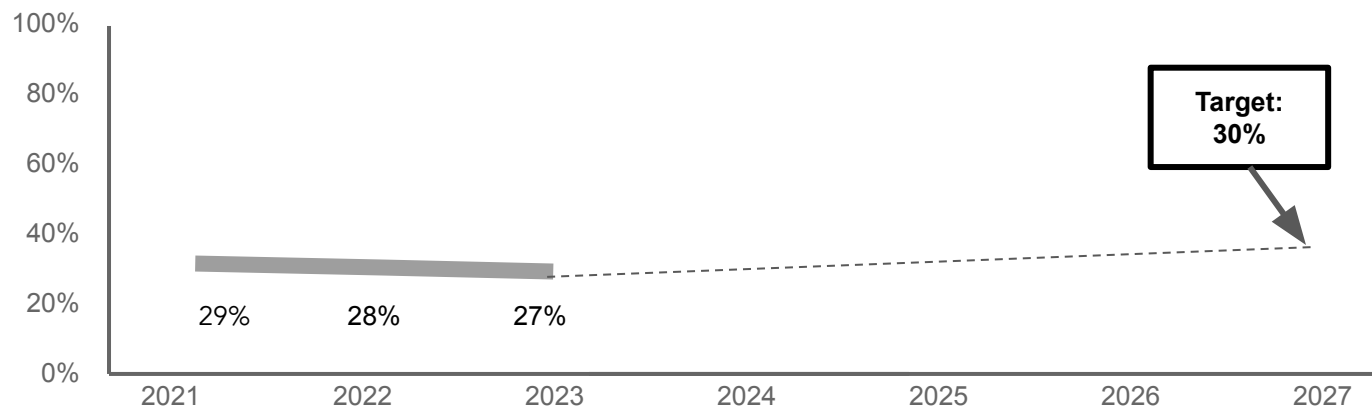


AP/IB Test Taking Rate is the total number of students taking at least one exam divided by the total number of students enrolled in grades 9-12 the first week of October that school year. The Board of Trustees committed extra resources to ensure that all students who take an AP/IB class can also take the exam because NUSD pays for the AP/IB exam fees. In 2018, Natomas began a new partnership with the College Board focused on improving outcomes for our students. The 2020 and 2021 assessments were shortened and offered online during distance learning due to COVID, so data may not be comparable year to year.

### SOME ACTIONS IN PROGRESS

- Online AP Classroom use for formative feedback and test preparation
- Continued open access to AP/IB courses
- Offer AP/IB exams at no cost for our students
- Student voices for AP/IB
- College Board Partnership

### ALL STUDENTS





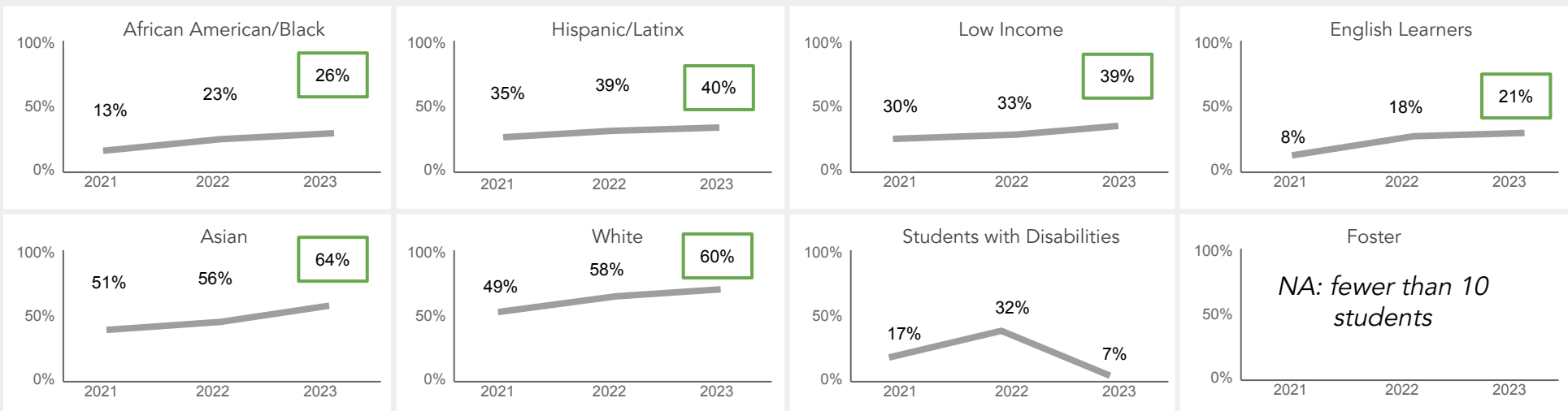
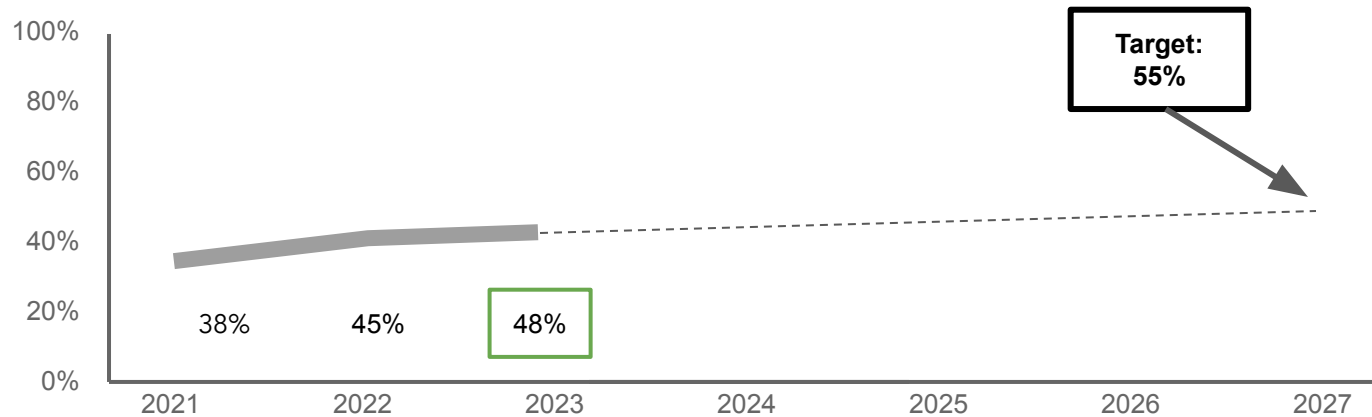
AP/IB Test Pass Rate is an important indicator of academic access and readiness. The rate is calculated by dividing the total number of students who pass at least one AP or IB exam divided by the total number of students who took an exam in the given year. AP exams are scored on a 1 to 5 scale, with a score of 3 or higher needed to pass. IB exams are scored on a 1 to 7 scale, with a score of 4 or higher needed to pass.

The rates below reflect the officially-reported data from (a) the College Board, the entity that develops and implements AP courses and Exams and (b) the International Baccalaureate Organization (IBO), the entity that develops and implements IB courses and exams.

## SOME ACTIONS IN PROGRESS

- AP Work Team
- Online AP Classroom use for formative feedback and test preparation
- Continued open access to AP/IB courses
- Offering AP/IB exams at no cost for our students
- Increased co-curricular programs, such as study sessions and practice tests to prepare students
- Student voices for AP/IB
- College Board Partnership

### ALL STUDENTS



English Learner Progress is an important indicator of academic readiness and access. The English Learner Progress Rate is calculated by dividing the total number of English Learners who improve one level or more on the Annual State test for English Learners OR maintained the top level (4) by the total number of English Learners who took the annual state test for English Learners for two years in a row.

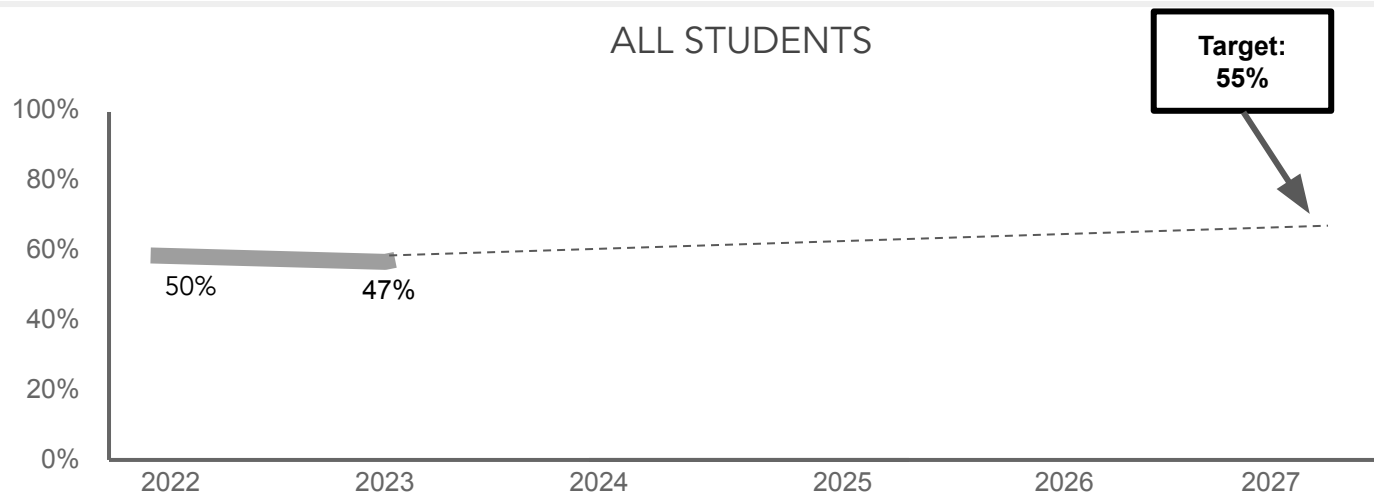
The rates below were calculated internally from the official data set that was used by the California School Dashboard. The California Dashboard separates the four ELPAC achievement levels into six levels with a score of 1, 2-Low, 2-High, 3-Low, 3-High and 4.

### SOME ACTIONS IN PROGRESS

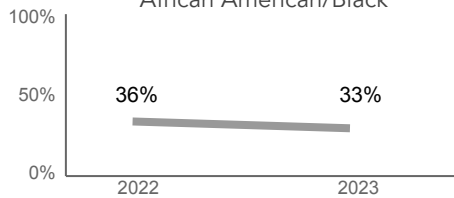
- Designated English Language Development
- Whatever I Need (WIN) time for elementary students
- EL training for teachers: Integrated and Designated ELD
- Site support data analysis
- District English Language Advisory Committee (DELAC) and site ELAC for parent input and education
- Parent Institute for Quality Education (PIQE) courses for immigrant families

\*Continued on next page

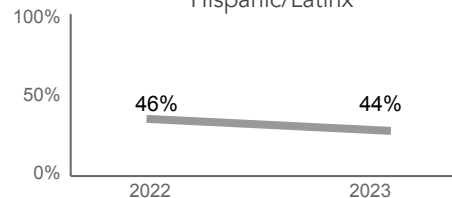
## ALL STUDENTS



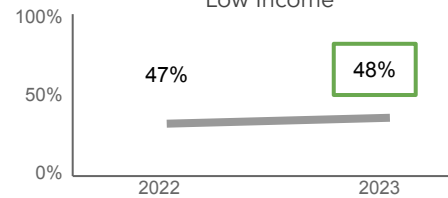
### African American/Black



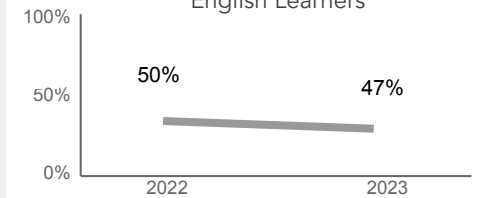
### Hispanic/Latinx



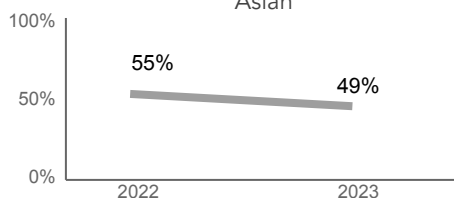
### Low Income



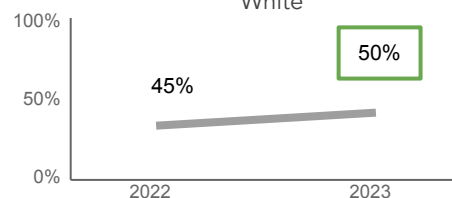
### English Learners



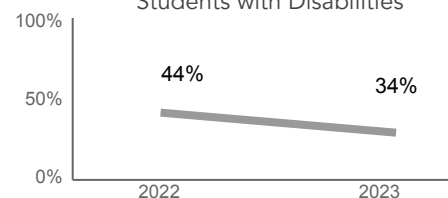
### Asian



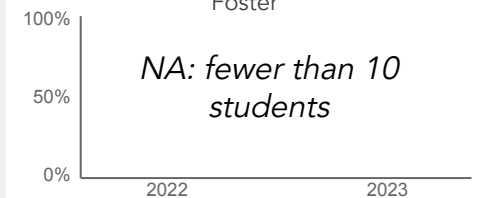
### White



### Students with Disabilities



### Foster



English Learner Redesignation Rate is an important indicator of student access and readiness. Redesignation Rate is calculated by dividing the total number of English Learners who were redesignated between July 1 and June 30 of the school year divided by the total number of English Learners during that school year.

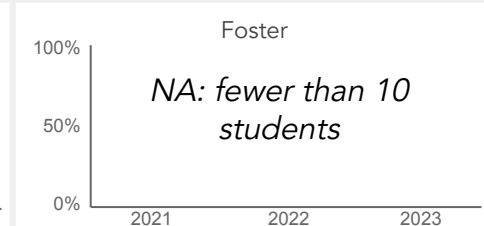
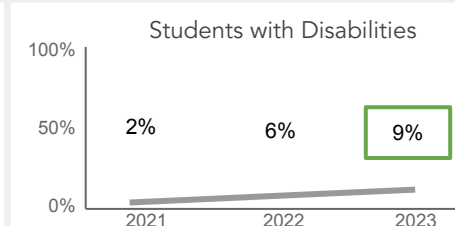
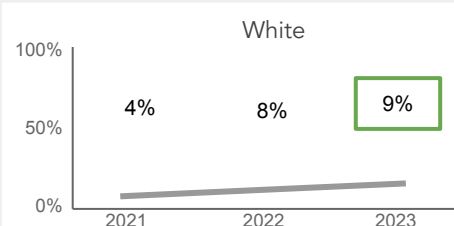
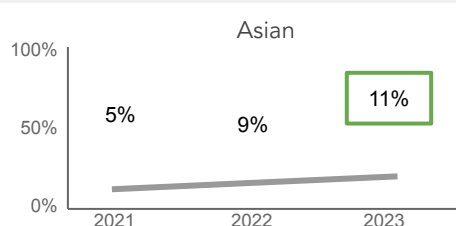
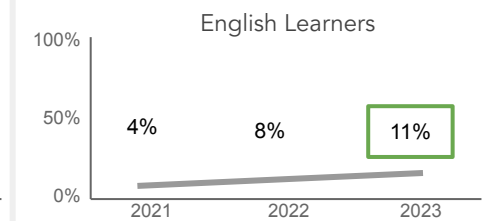
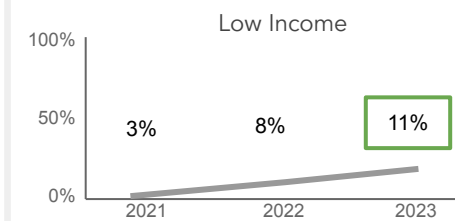
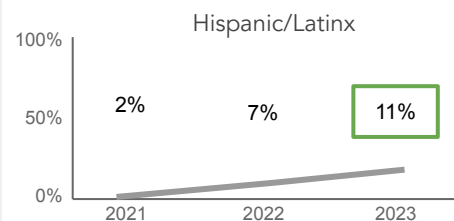
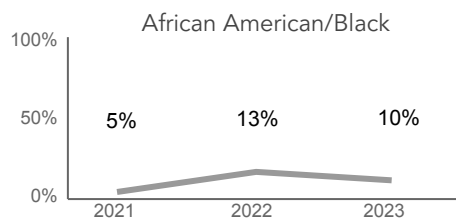
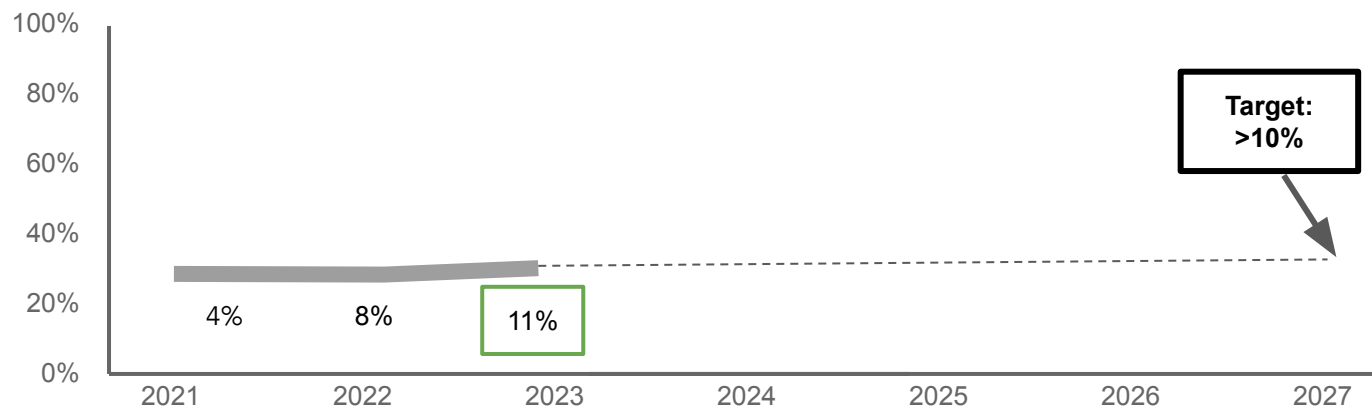
Redesignation (also known as reclassification) is the process by which a student demonstrates their fluency and has their status redesignated from English Learner (EL) to Fluent English Proficient (RFEP).

The rates below reflect internal data calculations from NUSD's student information system.

## SOME ACTIONS IN PROGRESS

- WestEd's Quality Teaching for English Learners (QTEL) professional development
- NUSD teacher apprentices in a QTEL apprenticeship program
- ELD TOSAs
- EL Summer School
- Supplemental Curriculum to support English learner instruction
- Exploring options for an updated Universal Screener

### ALL STUDENTS



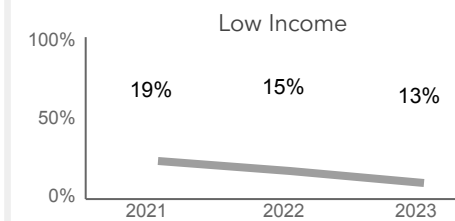
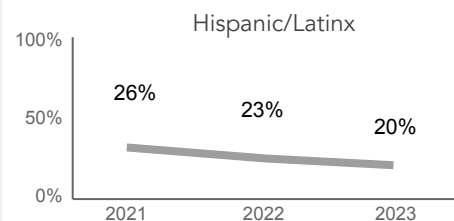
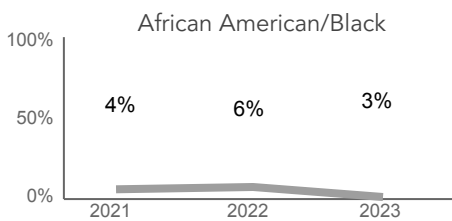
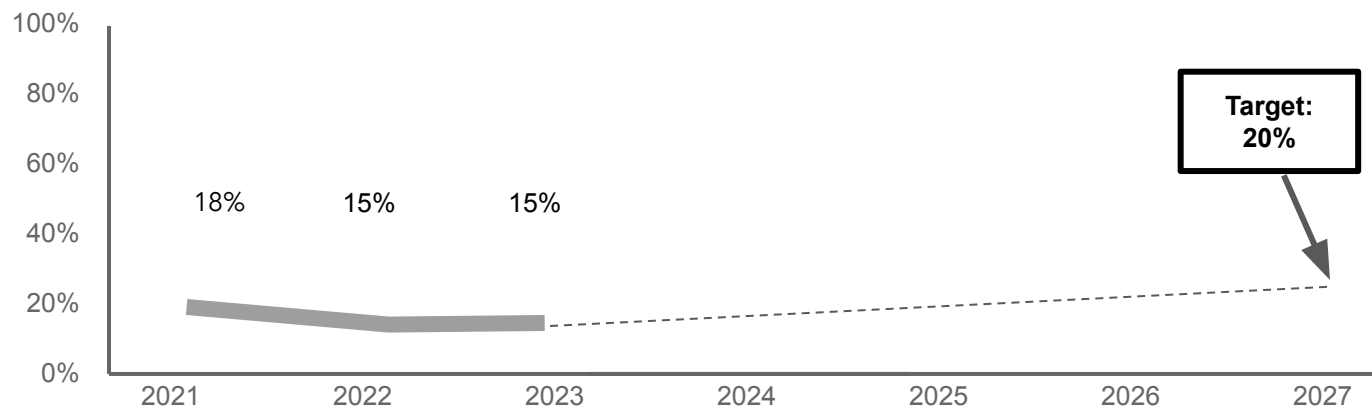
California State Seal of Biliteracy is an important indicator of student access and academic readiness. This metric outcome is calculated by dividing the total number of graduates from the previous school year who completed the California State Seal of Biliteracy requirements by the total number of graduates from the previous school year.

The rates below reflect the official state-reported data that appears on California's publicly available DataQuest reporting site.

### SOME ACTIONS IN PROGRESS

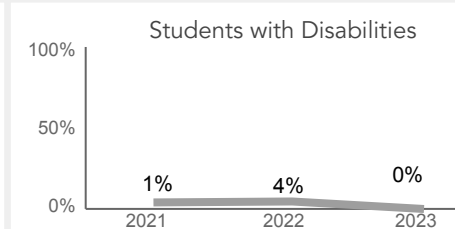
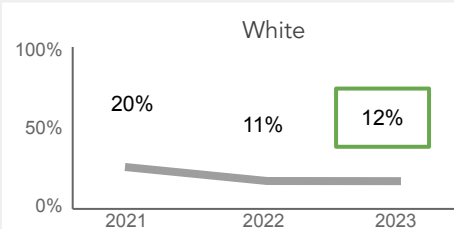
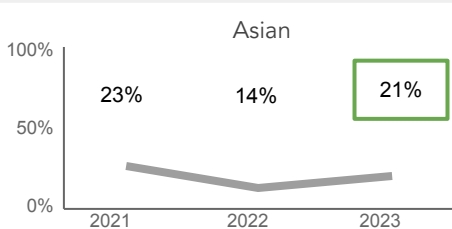
- Opening a new school with a dual immersion program
- IB Schools in the district - students take World Languages from TK-12 that may include Spanish, Mandarin Chinese, French, and German
- AP and IB language course offerings
- Testing offered to students at NUSD

### ALL STUDENTS



#### English Learners

90 of the 158 students were once English Learners. In order to earn the CA State Seal of Biliteracy an EL student must be redesignated to Fluent English Proficient



#### Foster

NA: fewer than 10 students

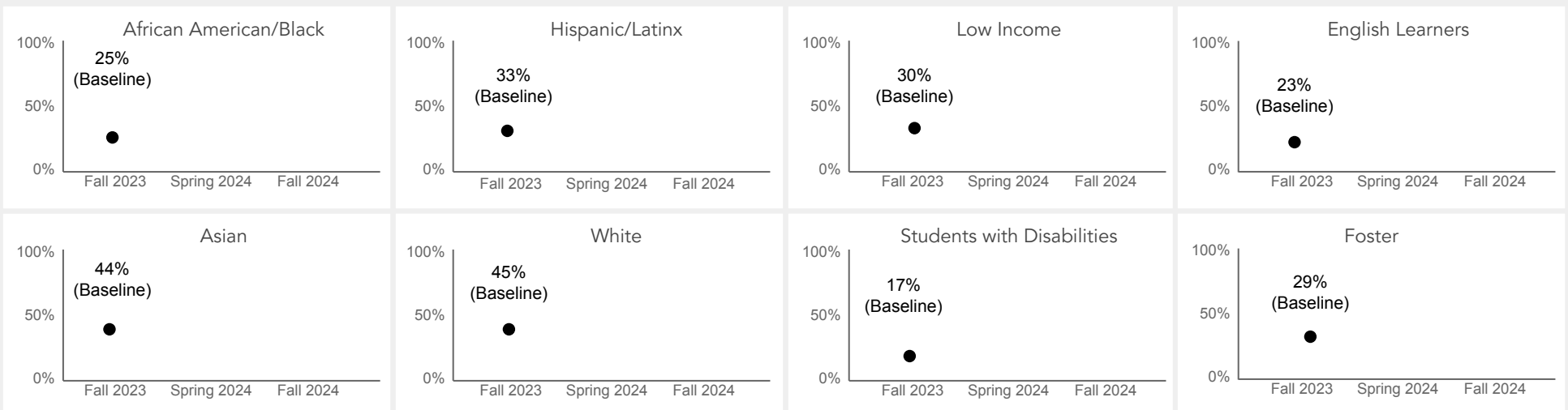
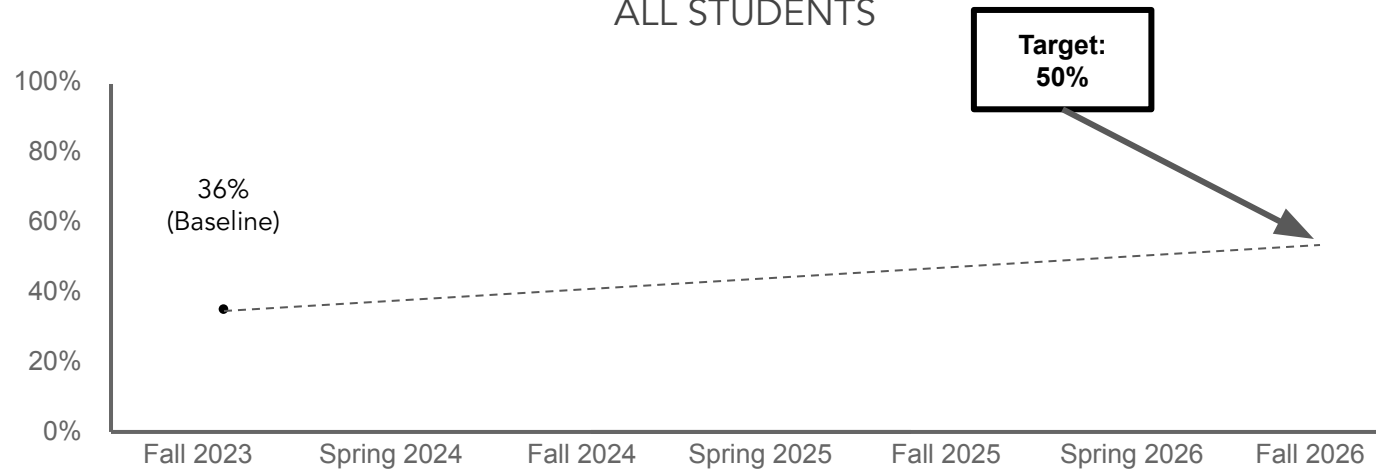
Writing Proficiency is an important indicator of academic readiness. The Writing Assessment Proficiency is calculated by dividing the total number of students who score an average of 3 or 4 on the post-writing internal writing assessment by the total number of assessment takers.

NUSD developed an internal writing assessment during the 2021-22 school year for piloting in 2022-23. The district writing rubric assesses student proficiency in 5 areas (Topic/Main Idea, Development, Organization, Use of Sources, and Standard English Conventions). Students receive a score of 1 to 4, with 4 being the highest, in each rubric area. An overall score is generated by averaging the 5 scores from the 5 areas.

## SOME ACTIONS IN PROGRESS

- Co-Teaching support from Teachers on Special Assignment (TOSAs)
- Professional Development for staff
- Maintaining focus on informational writing within our system of assessments
- Tracking of student level data by student groups

### ALL STUDENTS



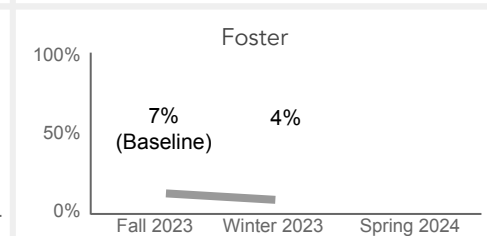
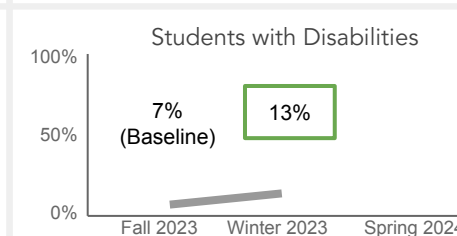
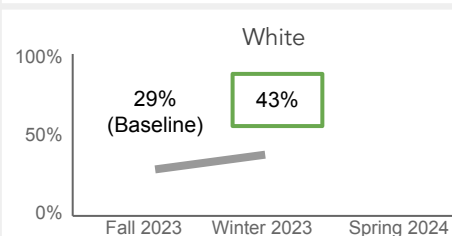
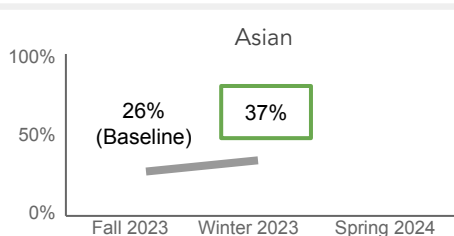
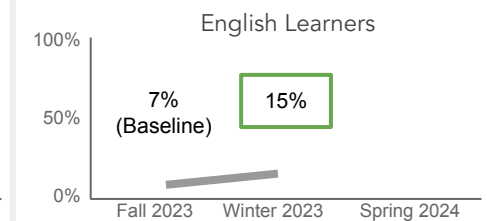
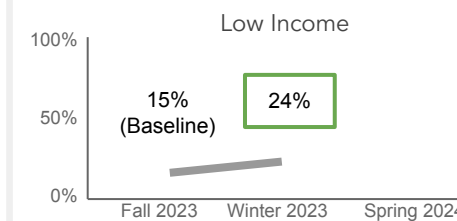
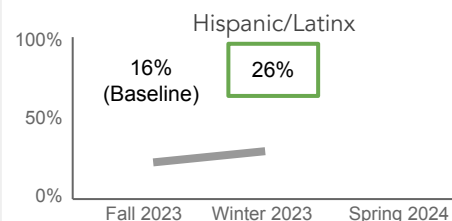
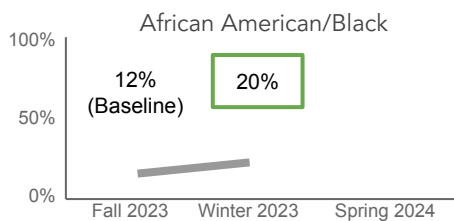
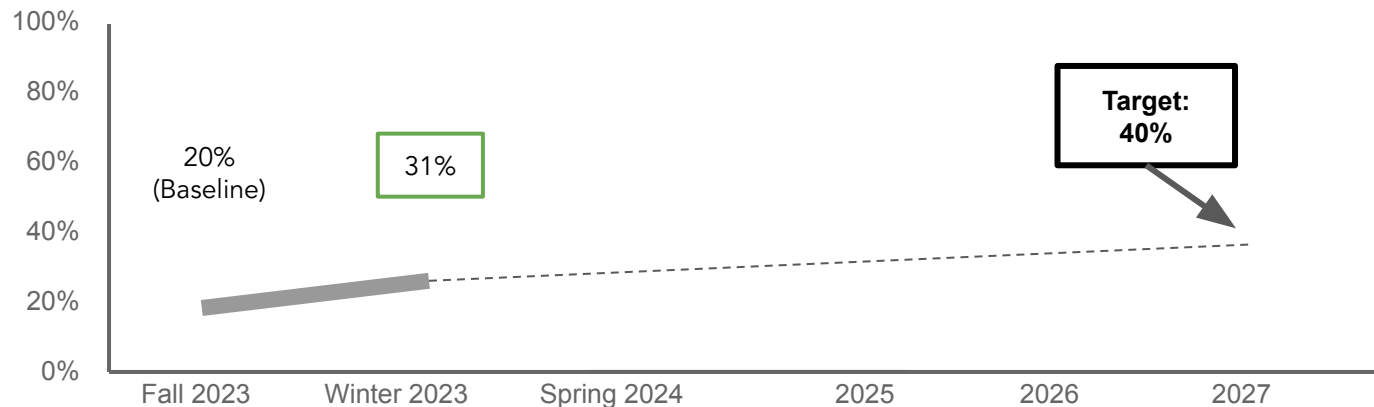
The i-Ready Reading diagnostic is an important tool for assessing academic readiness. Beginning in 2023-24, NUSD began using the i-Ready diagnostic to assess students in Math and Reading. This metric reports the overall percentage of students who score at or above grade level on the Reading Diagnostic.

i-Ready is being used three times each year (Fall, Winter, and Spring) by elementary schools, TK-8 schools, and Natomas Middle School (Students at LGA in grades 6-8 use IXL for their diagnostic). i-Ready is a software platform and provides a number of diagnostic reporting tools, including the data below.

### SOME ACTIONS IN PROGRESS

- i-Ready platform provided to all sites as part of centralized learning recovery supports in 2022-23
- i-Ready diagnostics added to district System of Assessments in 2023-24 as formal diagnostic tool to monitor student progress
- Providing professional development to support implementation

### ALL STUDENTS



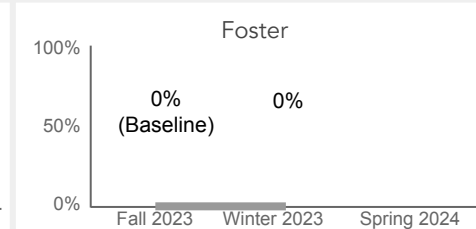
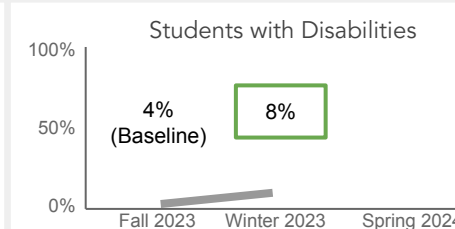
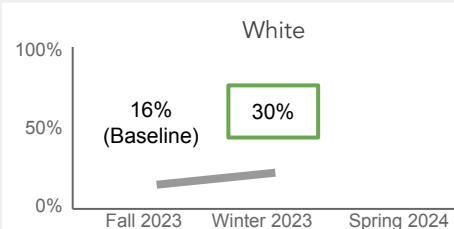
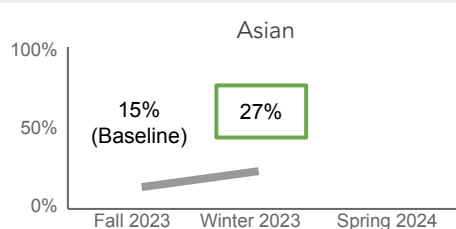
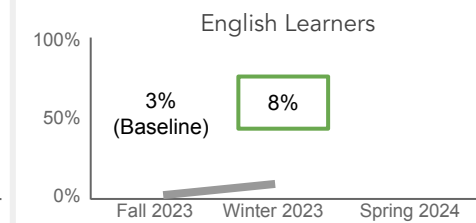
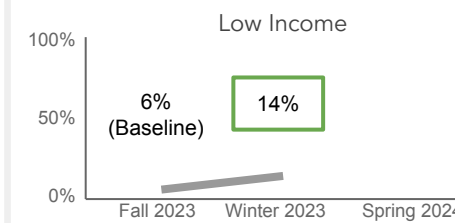
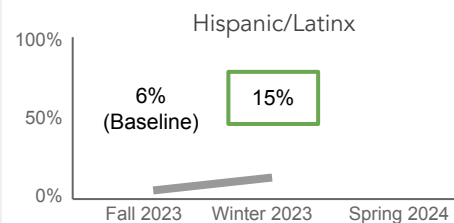
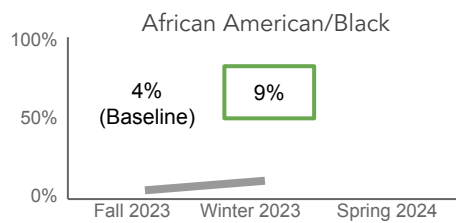
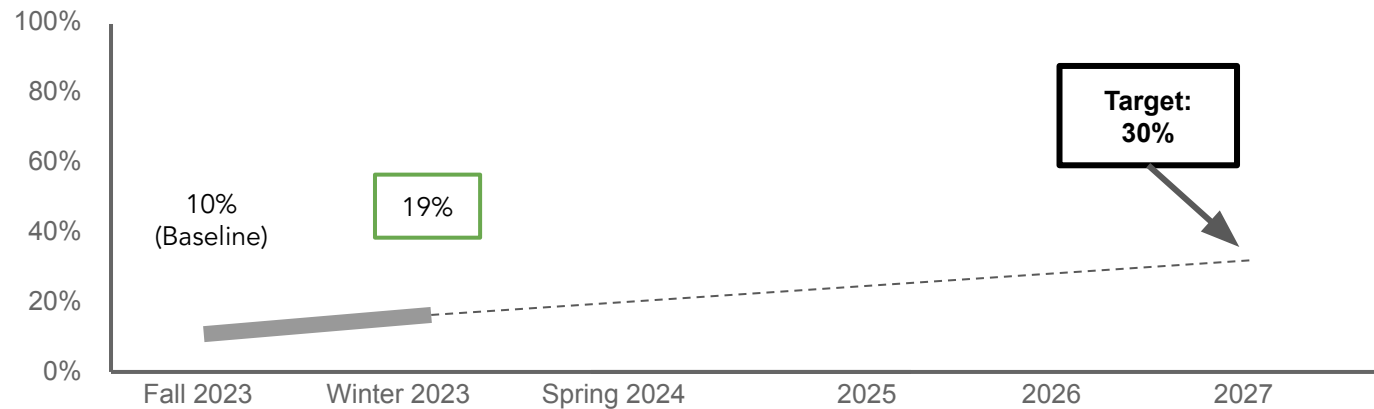
The i-Ready Math diagnostic is an important tool for assessing academic readiness. Beginning in 2023-24, NUSD began using the i-Ready diagnostic to assess students in Math and Reading. This metric reports the overall percentage of students who score at or above grade level on the Math Diagnostic.

i-Ready is being used three times each year (Fall, Winter, and Spring) by elementary schools, TK-8 schools, and Natomas Middle School (Students at LGA in grades 6-8 use IXL for their diagnostic). i-Ready is a software platform and provides a number of diagnostic reporting tools, including the data below.

## SOME ACTIONS IN PROGRESS

- i-Ready provided to all sites as part of centralized learning recovery supports in 2022-23
- i-Ready diagnostics added to district System of Assessments in 2023-24 as formal diagnostic tool to monitor student progress
- Providing professional development to support implementation

### ALL STUDENTS



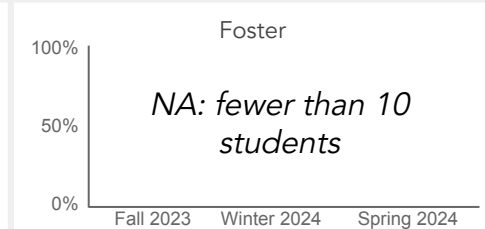
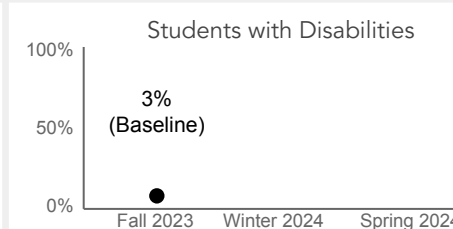
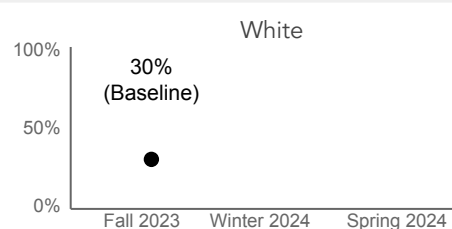
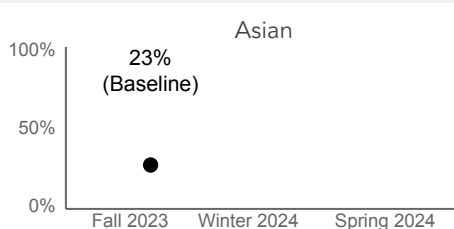
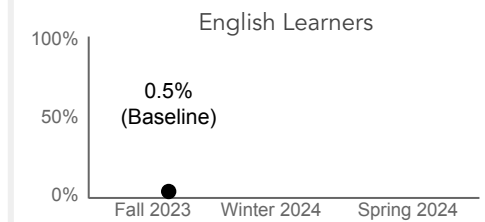
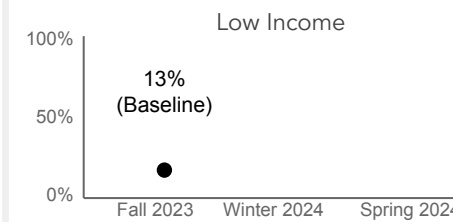
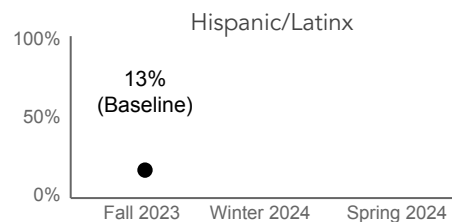
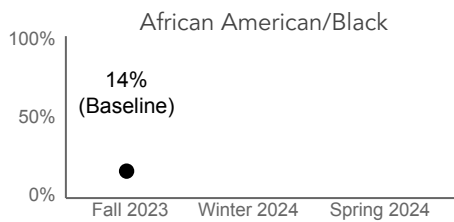
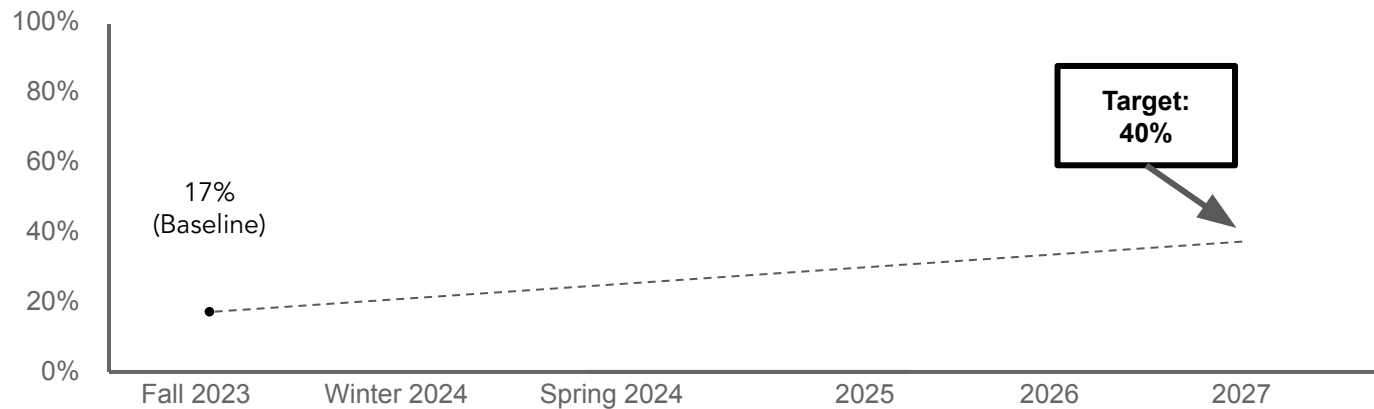
The IXL ELA diagnostic is an important tool for assessing academic readiness. Beginning in 2023-24, NUSD began using the IXL diagnostic three times each year (Fall, Winter, and Spring) to assess students in Math and Reading. This metric reports the overall percentage of students who score at or above grade level on the English Language Arts Diagnostic.

IXL is being used by all students in grades 9-12, as well as students at LGA in grades 6-8. IXL is a software platform and provides a number of diagnostic reporting tools, including the data below.

### SOME ACTIONS IN PROGRESS

- IXL provided to all sites as part of centralized learning recovery supports in 2022-23
- IXL diagnostics added to district System of Assessments in 2023-24 as formal diagnostic tool to monitor student progress
- Providing professional development to support implementation

### ALL STUDENTS





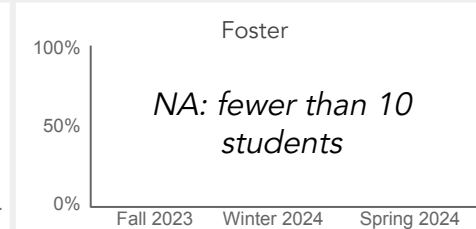
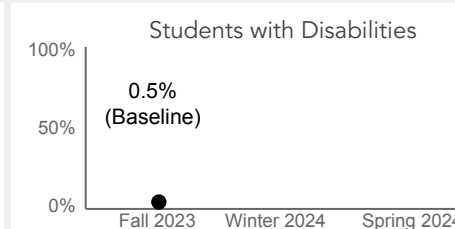
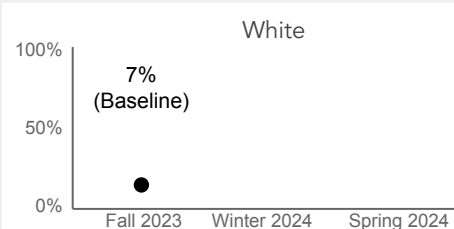
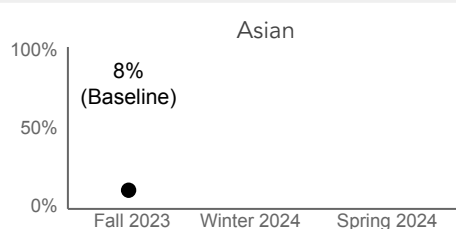
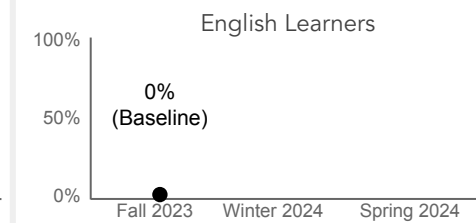
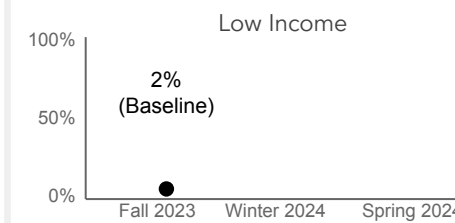
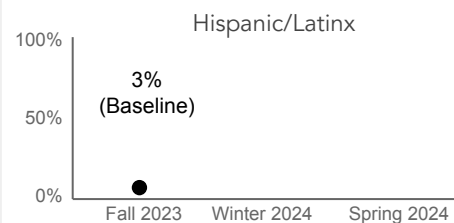
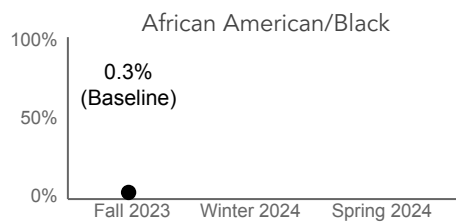
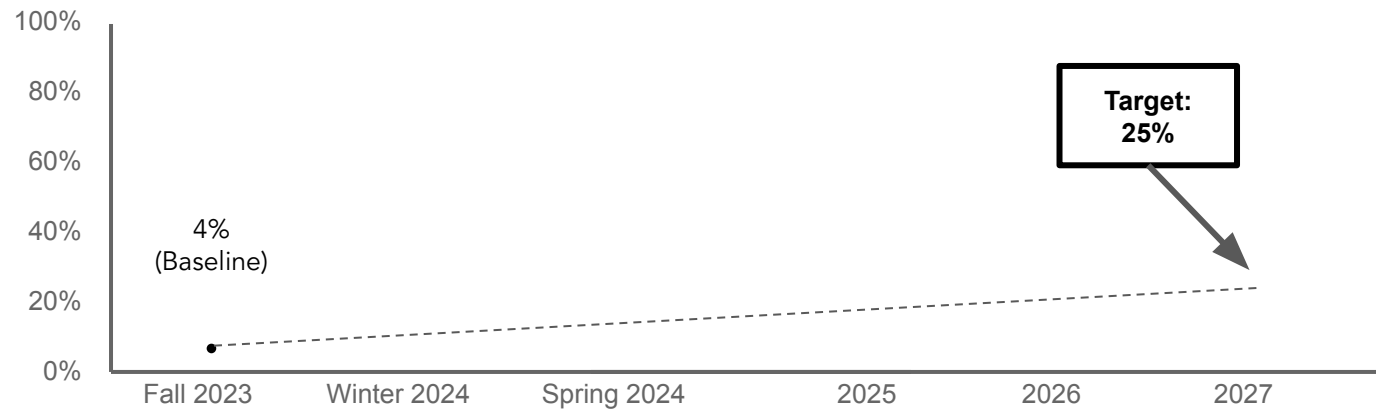
The IXL Math diagnostic is an important tool for assessing academic readiness. Beginning in 2023-24, NUSD began using the IXL diagnostic three times each year (Fall, Winter, and Spring) to assess students in Math and Reading. This metric reports the overall percentage of students who score at or above grade level on the Math Diagnostic.

IXL is being used by all students in grades 9-12, as well as students at LGA in grades 6-8. IXL is a software platform and provides a number of diagnostic reporting tools, including the data below.

### SOME ACTIONS IN PROGRESS

- IXL provided to all sites as part of centralized learning recovery supports in 2022-23
- IXL diagnostics added to district System of Assessments in 2023-24 as formal diagnostic tool to monitor student progress
- Providing professional development to support implementation

### ALL STUDENTS

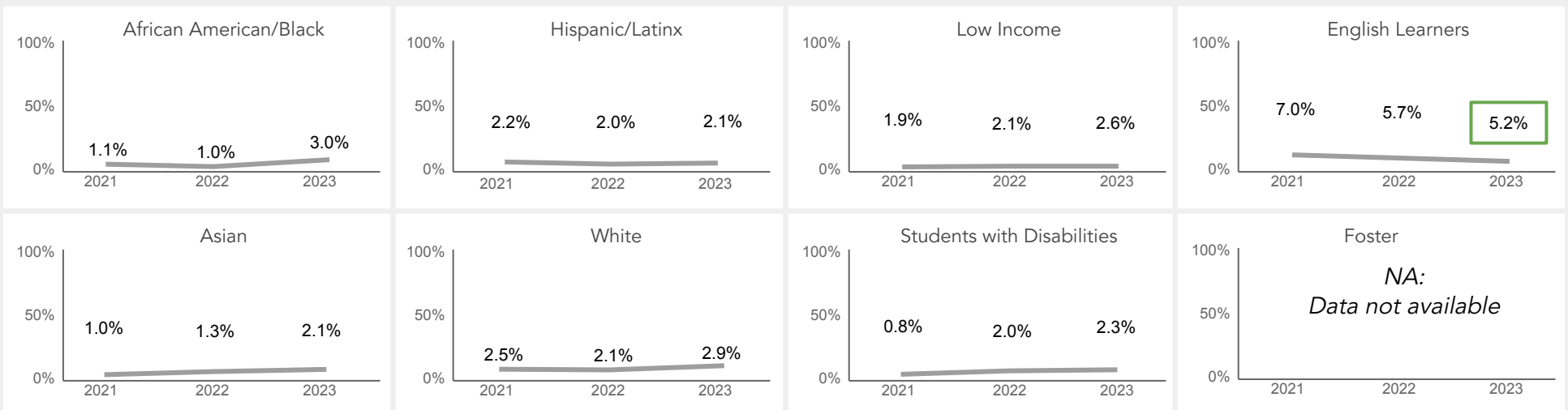
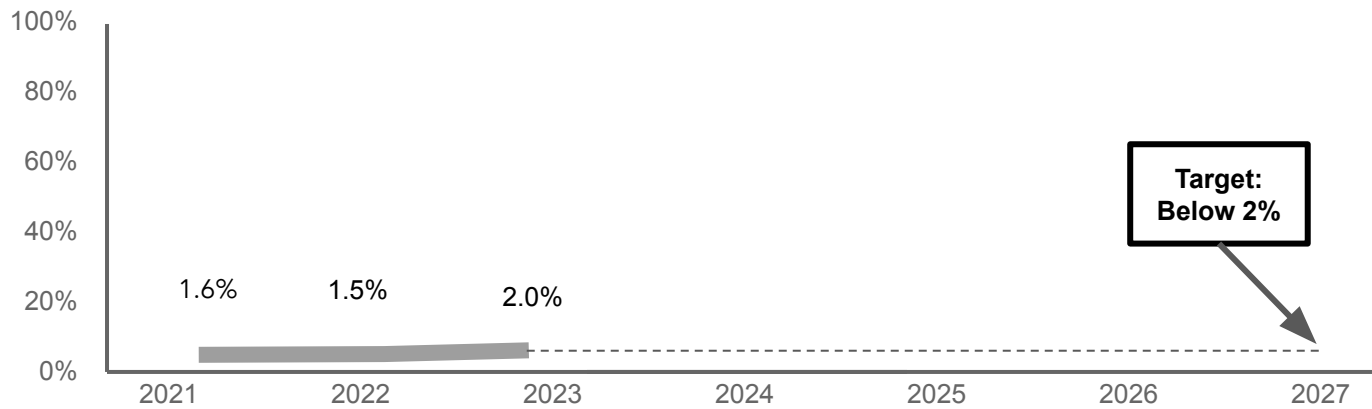


A low High School Dropout Rate is an important indicator of academic success and school climate. The High School Dropout Rate is calculated by dividing the total number of students who began high school in 9th grade four years earlier that did NOT earn a diploma or fall into one of the following categories (Earning a Special Education certificate of completion, still enrolled as a fifth-year senior, adult education high school diploma, GED (General Education Diploma) completer, or CHSPE (California High School Proficiency Exam) completer) by the total number of students who began high school in 9th grade four years earlier. The rates below reflect the official state-reported data that appears on California’s publicly available DataQuest reporting site.

### SOME ACTIONS IN PROGRESS

- Lower counselor/student ratio at HS including the addition of 2.0 FTE in '22-'23 to help provide academic and social emotional supports
- On Track to College Letter for High School Students
- School psychologists and social workers at our schools
- Parent University workshops
- Extended day credit recovery program
- Expanded CTE Offerings
- Discovery High School as a continuation school option for students
- Adult Education as an option for students
- Alternative Learning Program

### ALL STUDENTS

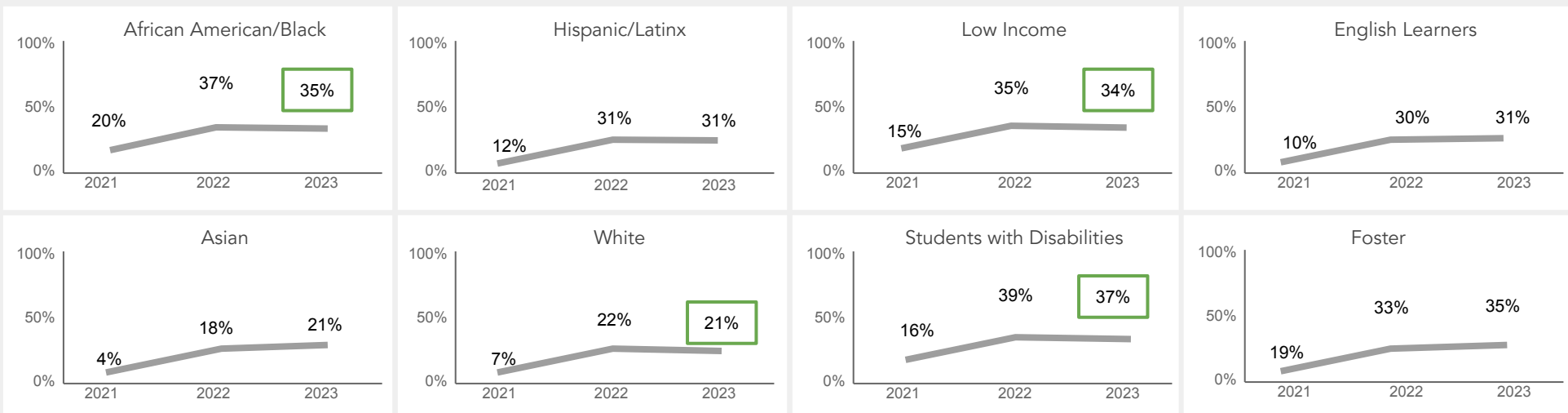
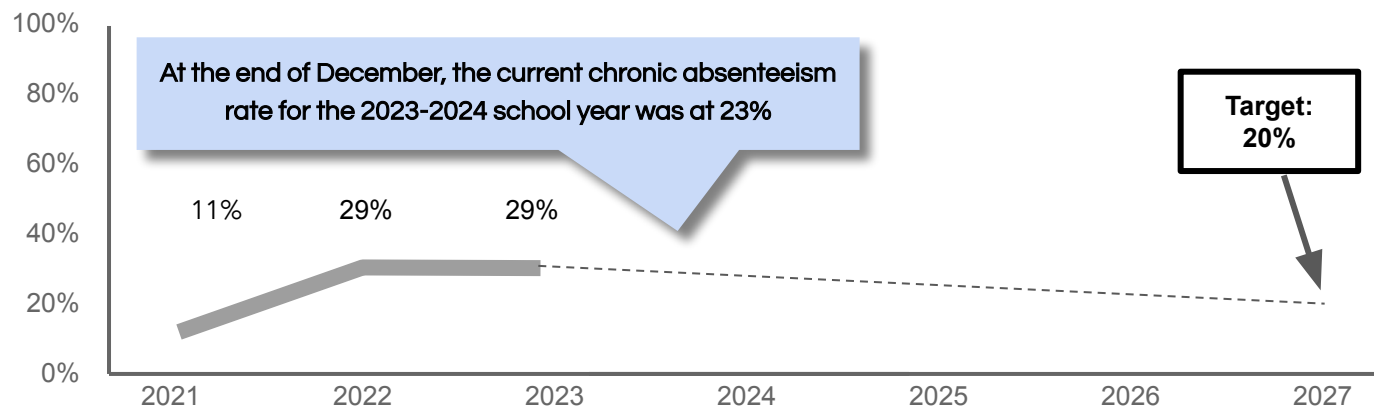


A low Chronic Absenteeism Rate is an indicator of positive school engagement. Chronic Absenteeism Rate is calculated by dividing the total number of students who were absent for 10% or more of the days they were enrolled by the cumulative enrollment for the year. (Students who were enrolled for less than 31 days or were enrolled but never attended school are not included). It is important to note that ALL absences, for any reasons, are counted for Chronic Absenteeism Rate calculation - this includes excused absences, unexcused absences, and absences that result from discipline such as suspension days. The rates below reflect the official, end-of-year state-reported data for NUSD+LGA that appears on California's publicly available DataQuest reporting site.

## SOME ACTIONS IN PROGRESS

- The Board's commitment to Health and Life Organization (HALO)'s B. Teri Burns Health Clinic
- The utilization of mobile immunization van
- HALO Dental Mobile van
- Expanded independent study opportunities
- Increased health staff
- School psychologists and social workers at our schools
- Increased communication with families regarding attendance
- PBIS reinforcement systems
- Trauma-Informed Practices
- Site incentives and awards
- Transportation offered to students in foster care
- Dedicated support/resource line for students in foster care and students experiencing homelessness
- Attendance analytics and tracking program (Attention 2 Attendance)

### ALL STUDENTS



SITES INCLUDED: NUSD + LGA

GRADE SPAN: Grade TK-12

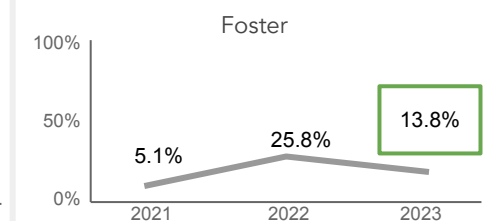
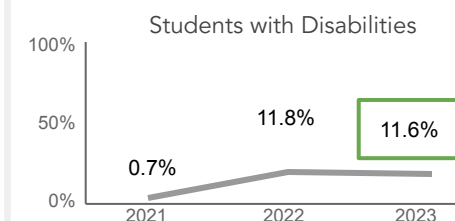
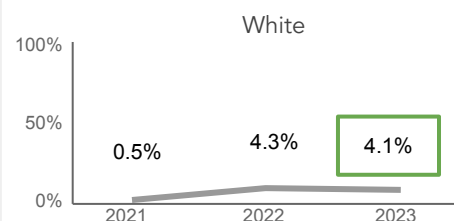
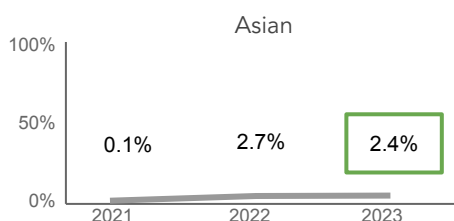
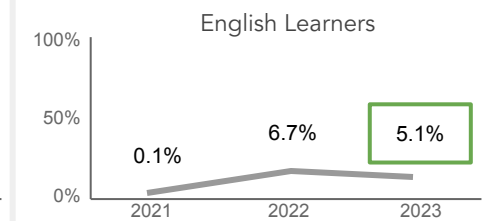
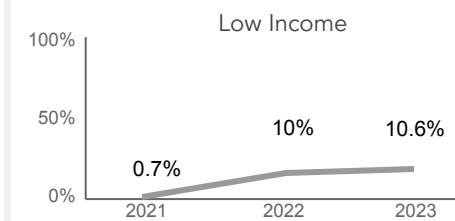
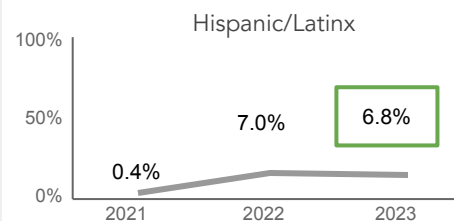
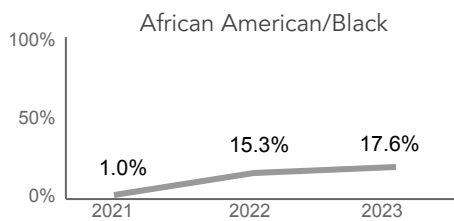
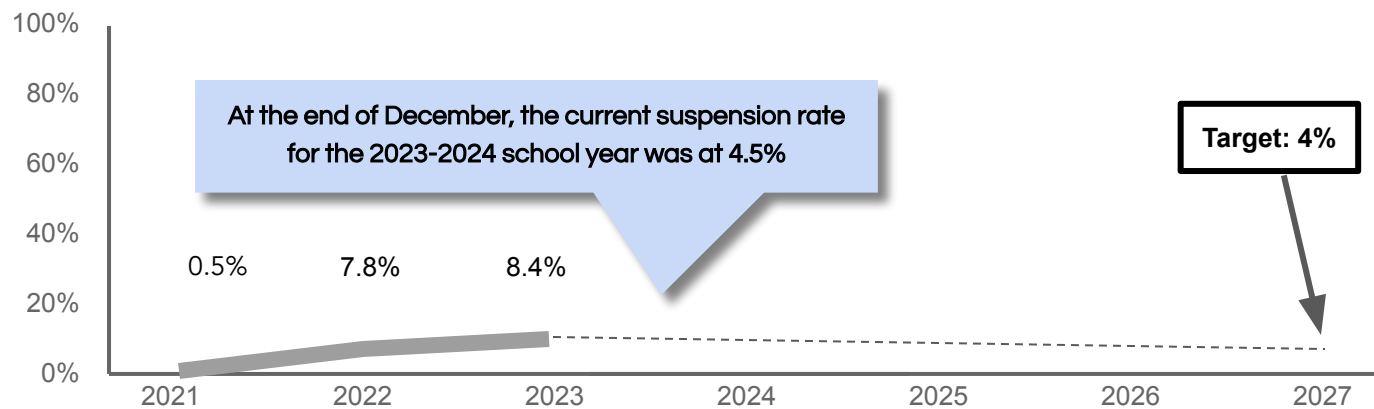
A green box highlights recent improvement at the student group level

Suspension Rate is the total number of students suspended during the school year divided by the cumulative enrollment. The suspension rate varies in part because of high mobility and transiency and because the rate is based on the number of individual students suspended, not the total number of suspensions. Suspension rates were exceptionally low during distance learning; rates increased as students returned with increased behavior and social emotional needs.

### SOME ACTIONS IN PROGRESS

- Diversity, Equity and Inclusion training for staff to better connect with their students
- Restorative Practices with more work to be done
- School psychologists and social workers at our schools
- Athletics, extracurriculars, clubs, and afterschool programs to promote connectedness
- Promise Program and social emotional services available for TK-12 students
- Positive Behavior Interventions and Supports (PBIS)
- Annual student social emotional and culture climate survey to gather student feedback (CoVitality)
- Trauma Informed Practices

## ALL STUDENTS

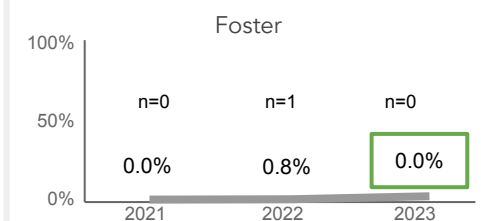
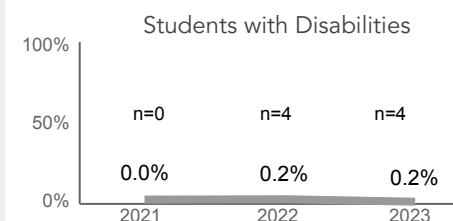
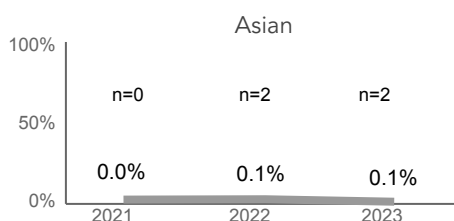
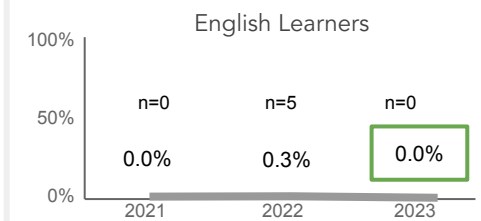
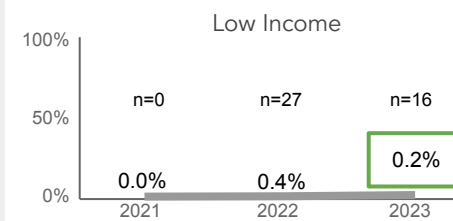
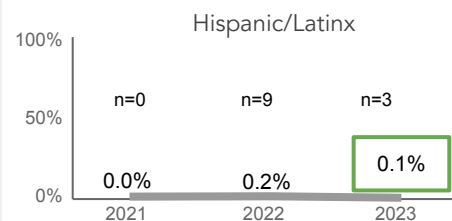
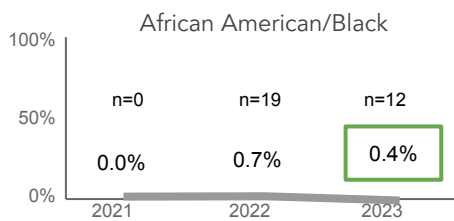
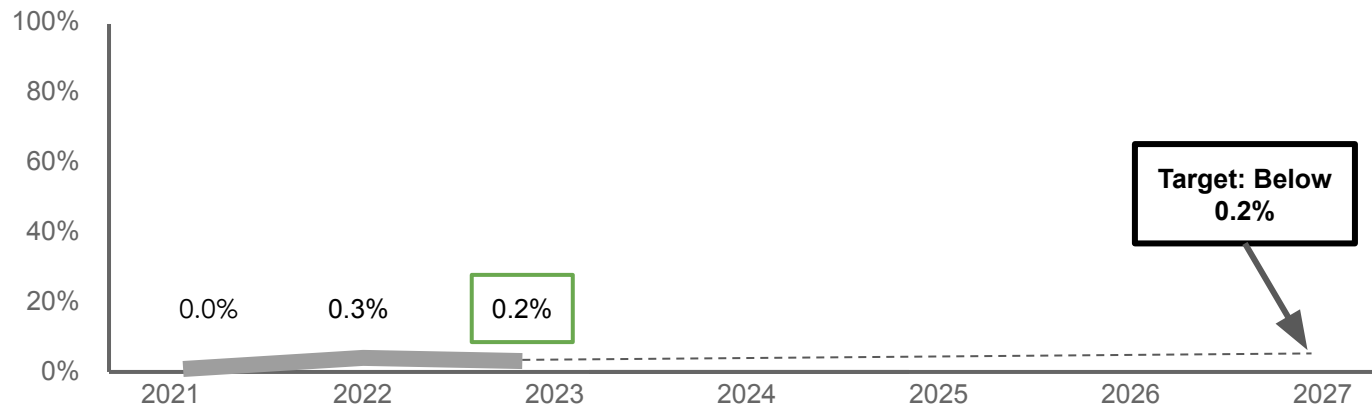


A low Expulsion Rate is an important indicator of positive school climate and student engagement. Expulsion Rate is calculated by dividing the total number of students expelled during the school year by the cumulative enrollment. Over the years, NUSD has implemented a series of efforts to address disparity and disproportionality, including restorative practices, the Board's permanent elimination of suspensions and expulsions due to 48900k only, and NUSD's recent multi-year Diversity, Equity, and Inclusion effort aligned with AR 0100. The rates below reflect the official state-reported data that appears on California's publicly available DataQuest reporting site.

### SOME ACTIONS IN PROGRESS

- Diversity, Equity and Inclusion training for staff to better connect with their students
- Restorative Practices
- Assistant Principals at K-8's
- Positive Behavior Interventions and Supports (PBIS)
- Social Emotional Support services
- Promise Program alternative
- Social emotional services available for TK-12 students
- Restored and increased school athletics, extracurricular activities, clubs and afterschool programs
- School psychologists and social workers at our schools
- Trauma Informed Practices

## ALL STUDENTS



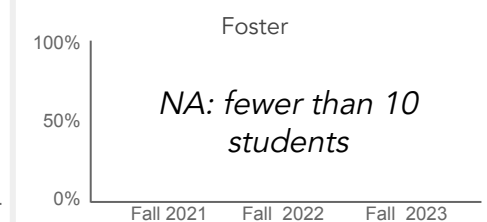
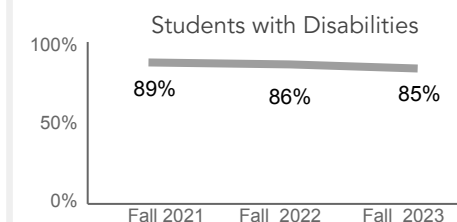
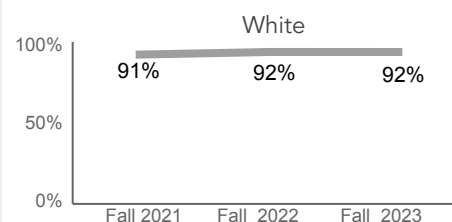
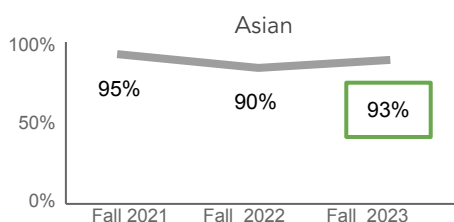
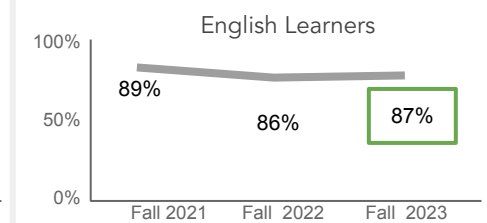
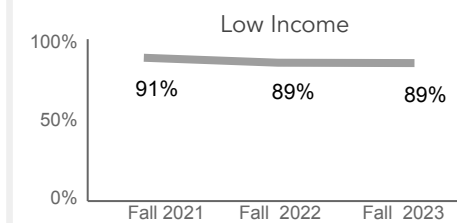
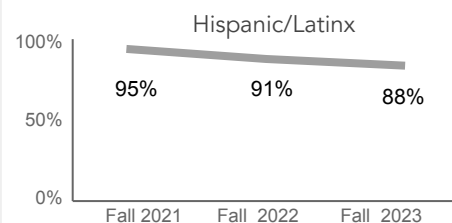
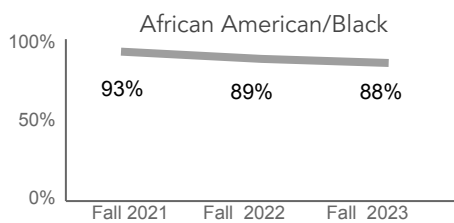
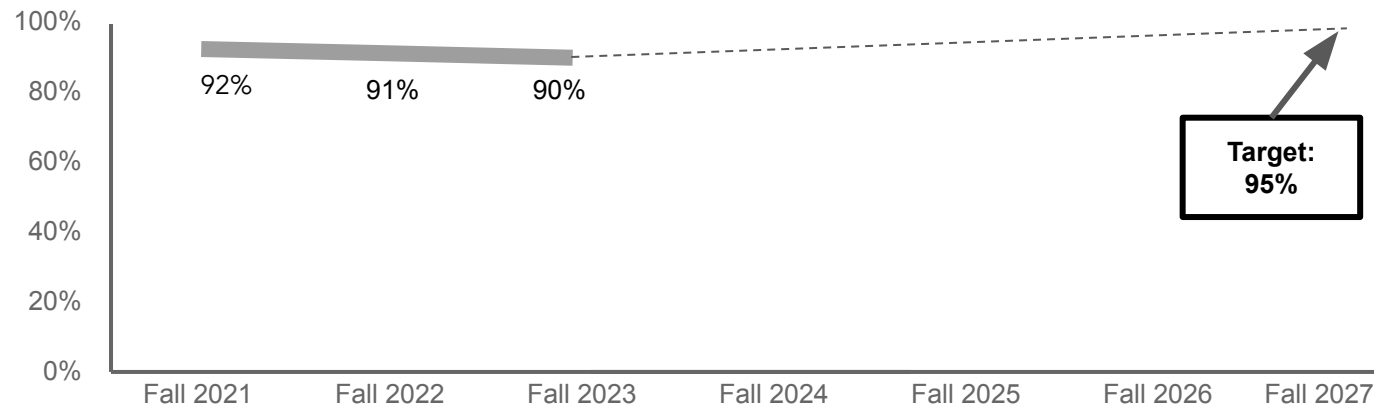
Student Perceptions of Safety is an important indicator of a positive school climate. This metric is measured using the CoVitality Social Emotional Health Survey. This survey is administered twice annually, once in the Fall and once in the Spring. Student Perceptions of Safety is calculated by dividing the total number of students who reported a positive sense of safety\* at their school on the CoVitality survey by the total number of students who responded to the survey question.

\*This includes students who responded either 'Strongly Agree', 'Agree', or a neutral response to the statement 'I feel safe at this school.'

### SOME ACTIONS IN PROGRESS

- Created Safety and Safe Schools Department
- Assistant Principals at our K-8s and social workers and psychologists at our schools
- Facility improvements including updated procedures for visitors, new fencing, new cameras, and safety materials
- Increased campus safety staffing
- Restorative Practices
- Social Emotional Support program
- Positive Behavior Interventions and Supports (PBIS)
- Bullying prevention
- School based assemblies, activities, and programs
- Ongoing partnership with Sacramento Police Department

### ALL STUDENTS



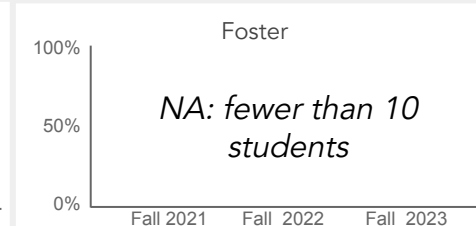
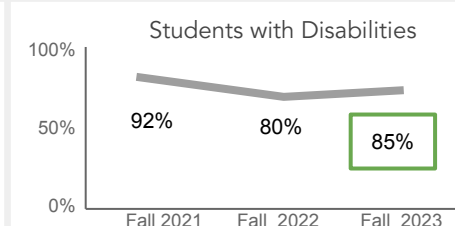
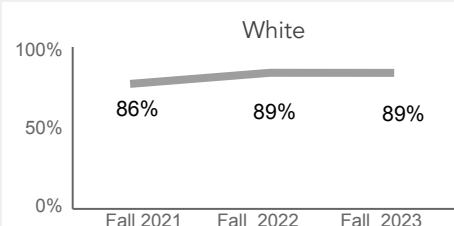
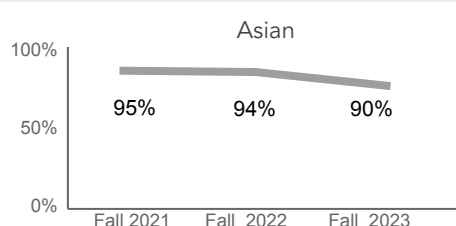
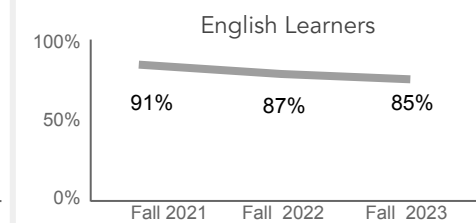
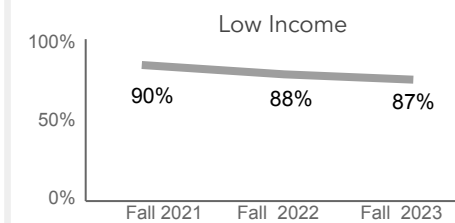
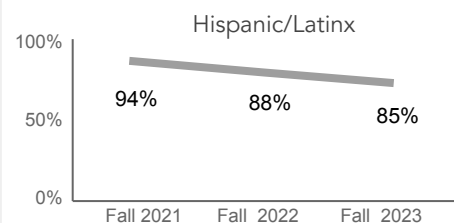
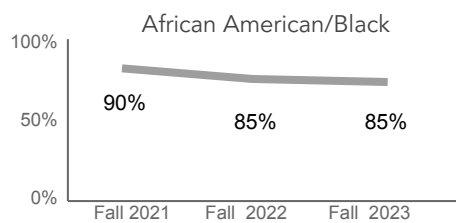
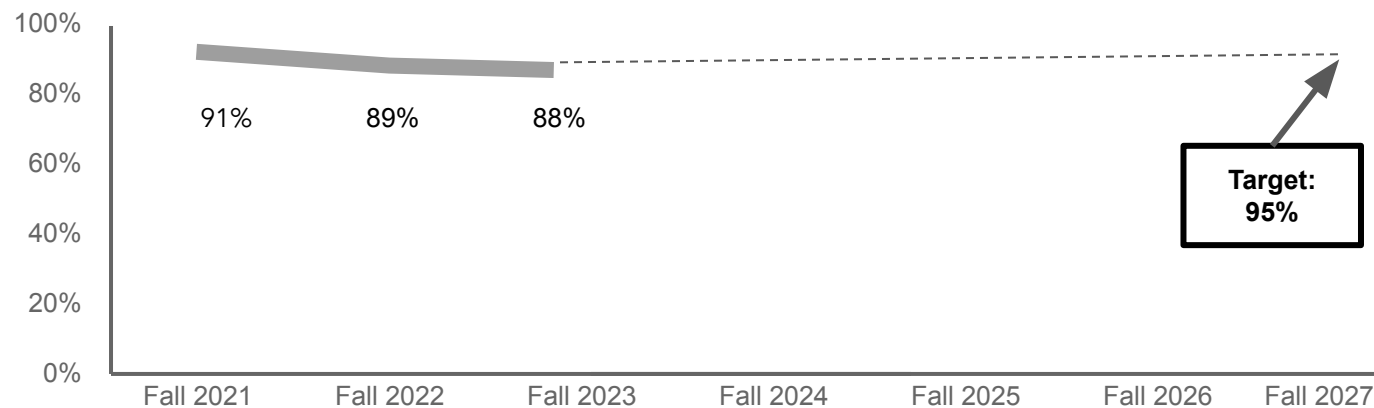
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\*This includes students who responded either 'Strongly Agree', 'Agree', or a neutral response to the statement 'I feel like I am a part of this school.'

## SOME ACTIONS IN PROGRESS

- Restorative Practices
- Social Emotional Support program
- Positive Behavior Interventions and Supports (PBIS)
- Responsive Classroom
- Elementary athletics
- School based assemblies, activities, and programs, including after school
- Annual student focus groups and climate survey to gather student feedback
- School psychologists and social workers at our schools

### ALL STUDENTS



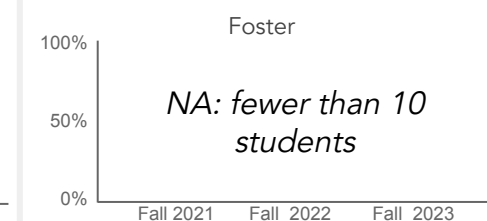
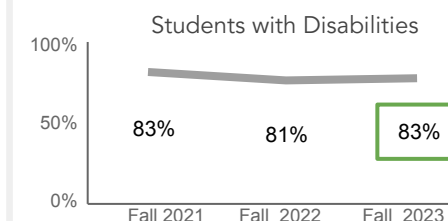
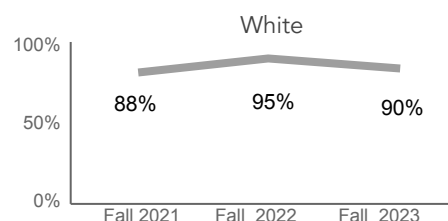
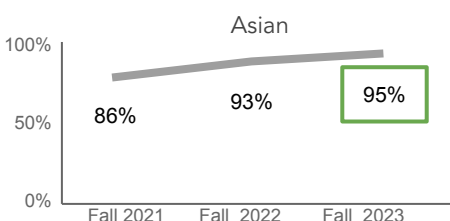
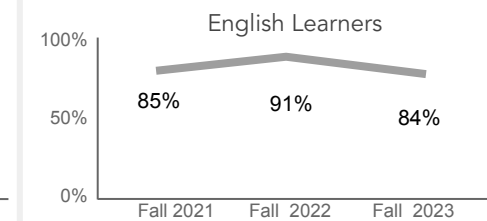
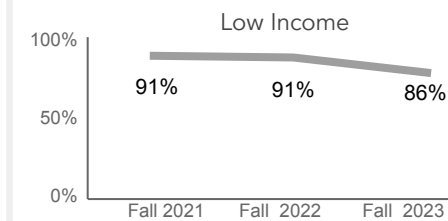
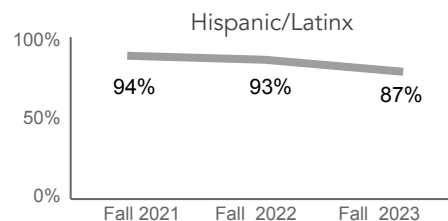
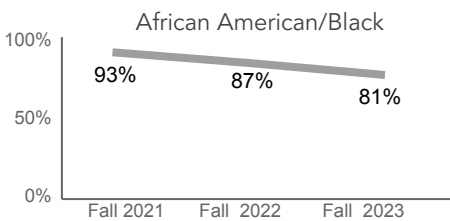
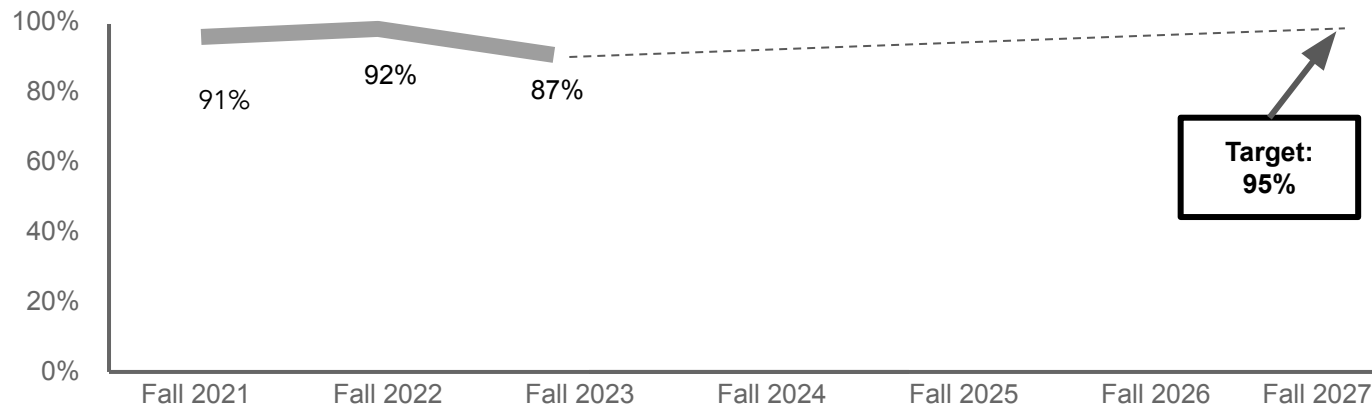
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### ALL STUDENTS





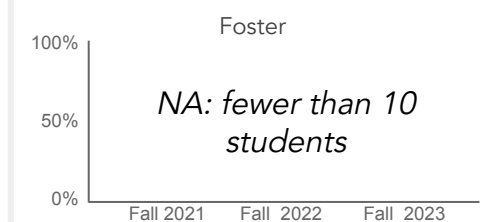
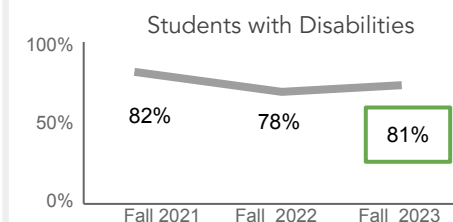
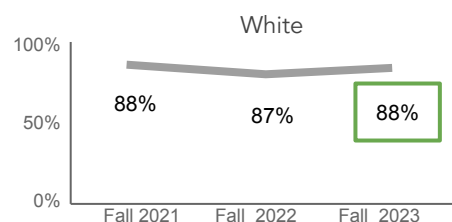
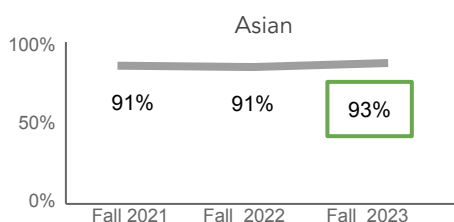
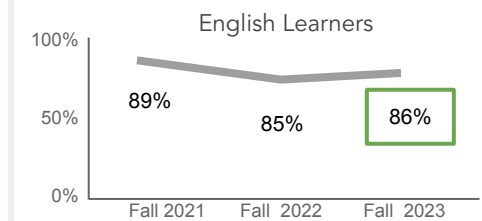
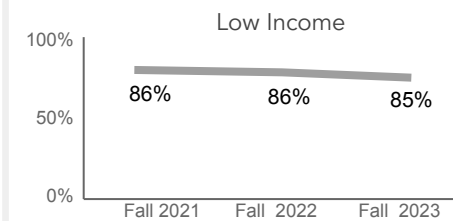
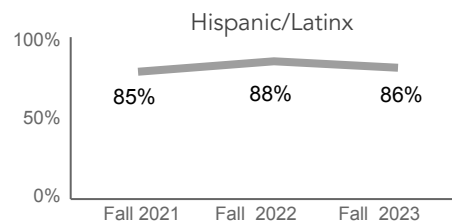
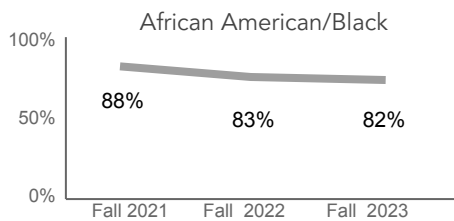
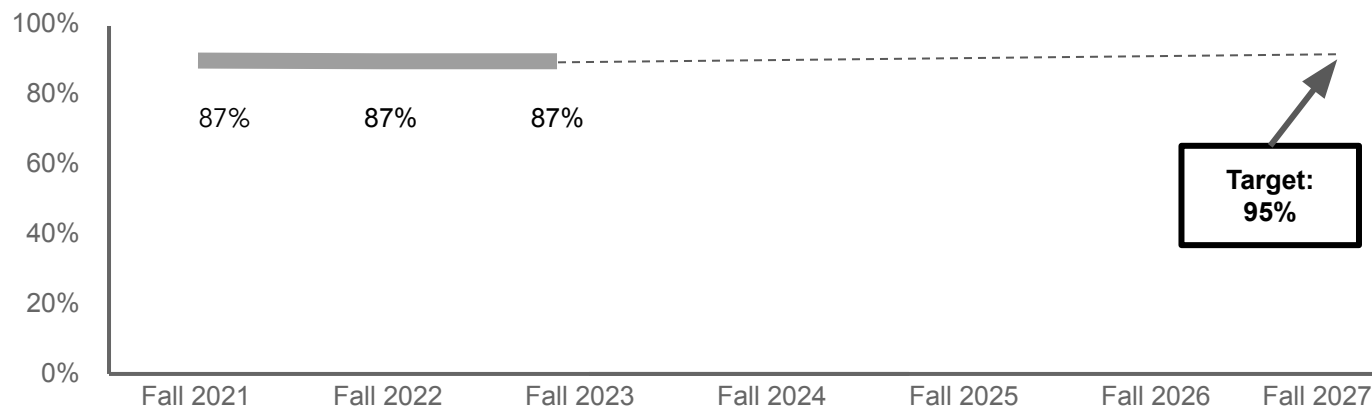
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## SOME ACTIONS IN PROGRESS

- Restorative Practices
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- Responsive Classroom
- Elementary athletics
- School based assemblies, activities, and programs, including after school
- Annual student focus groups and climate survey to gather student feedback
- School psychologists and social workers at our schools

### ALL STUDENTS



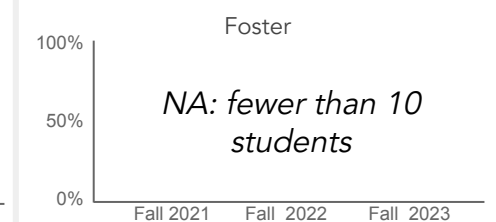
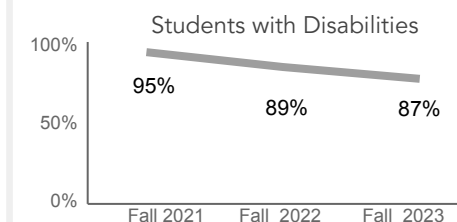
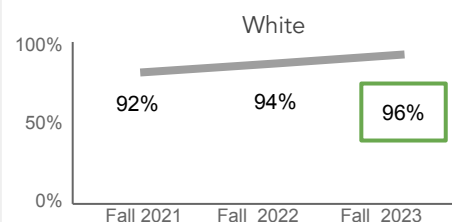
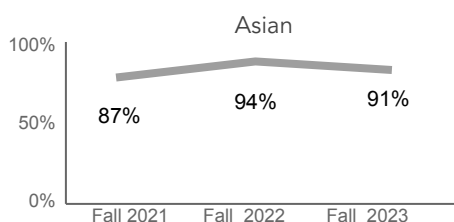
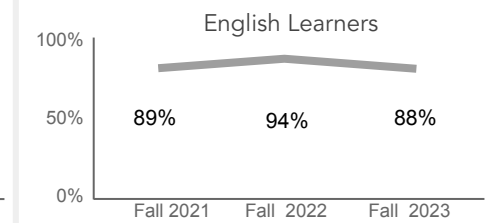
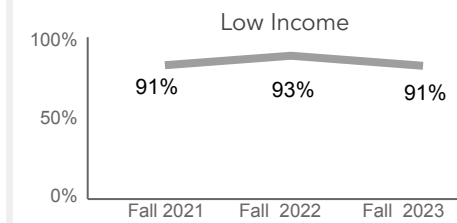
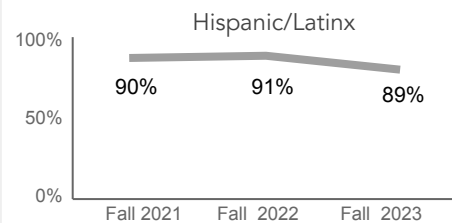
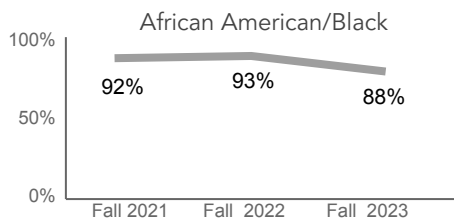
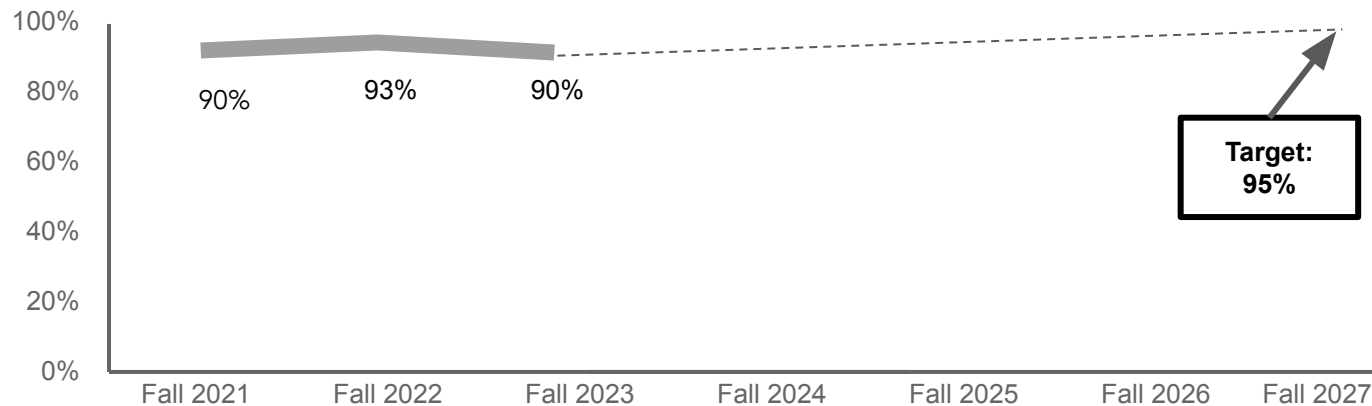
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### ALL STUDENTS



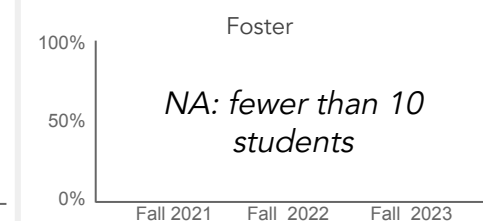
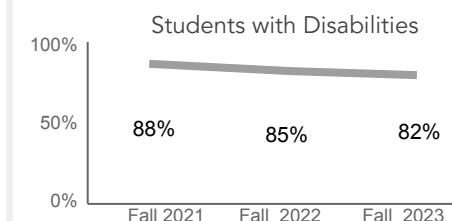
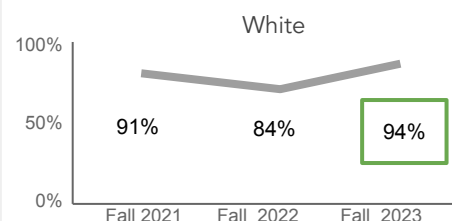
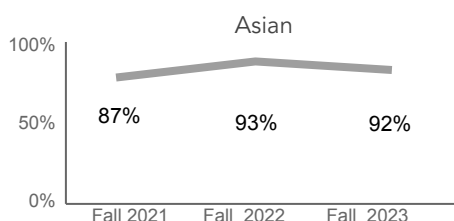
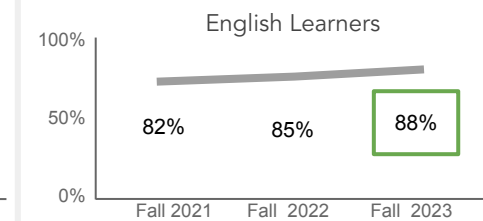
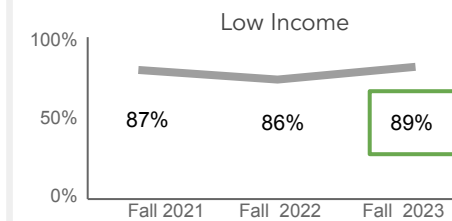
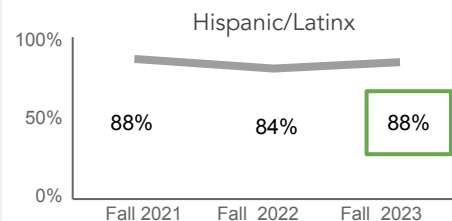
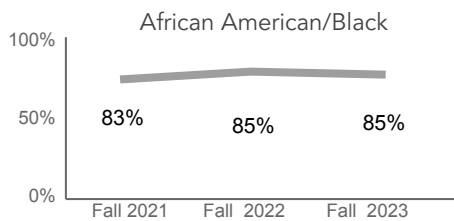
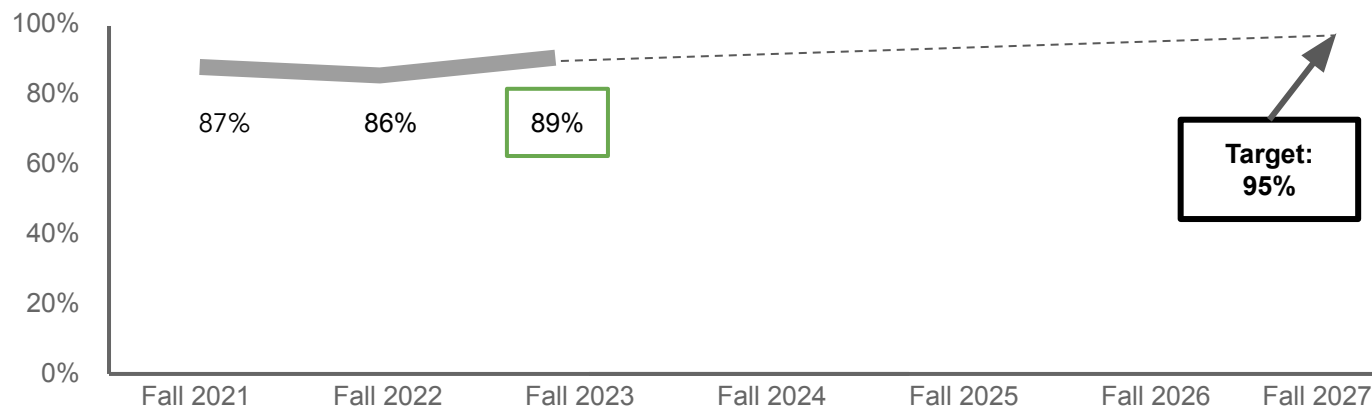
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## SOME ACTIONS IN PROGRESS

- Restorative Practices
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- Responsive Classroom
- High school athletics
- School based assemblies, activities, and programs, including after school
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### ALL STUDENTS



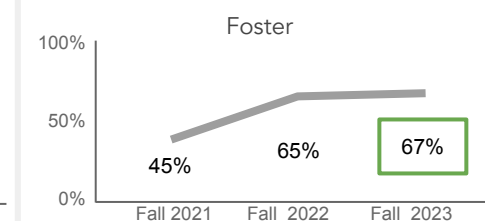
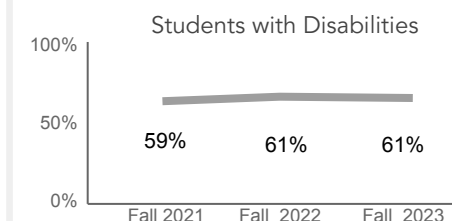
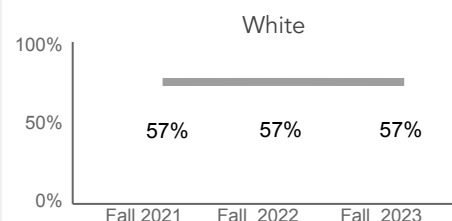
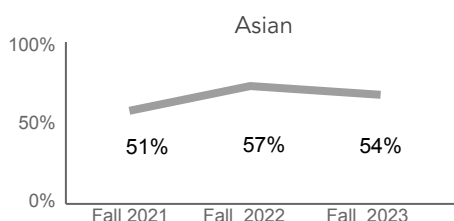
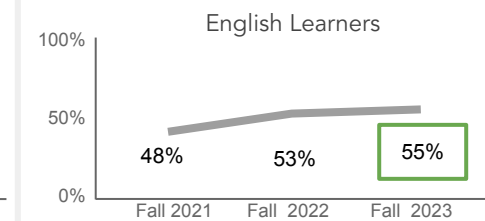
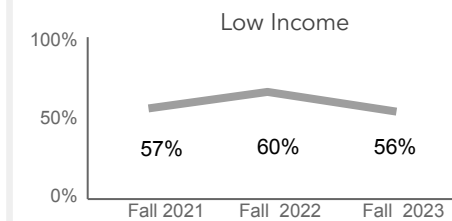
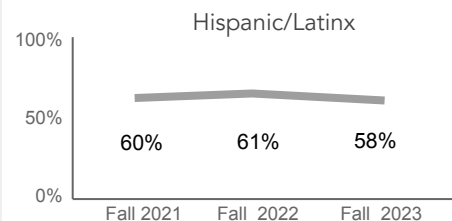
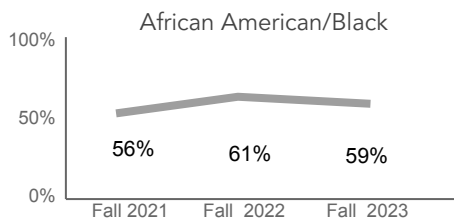
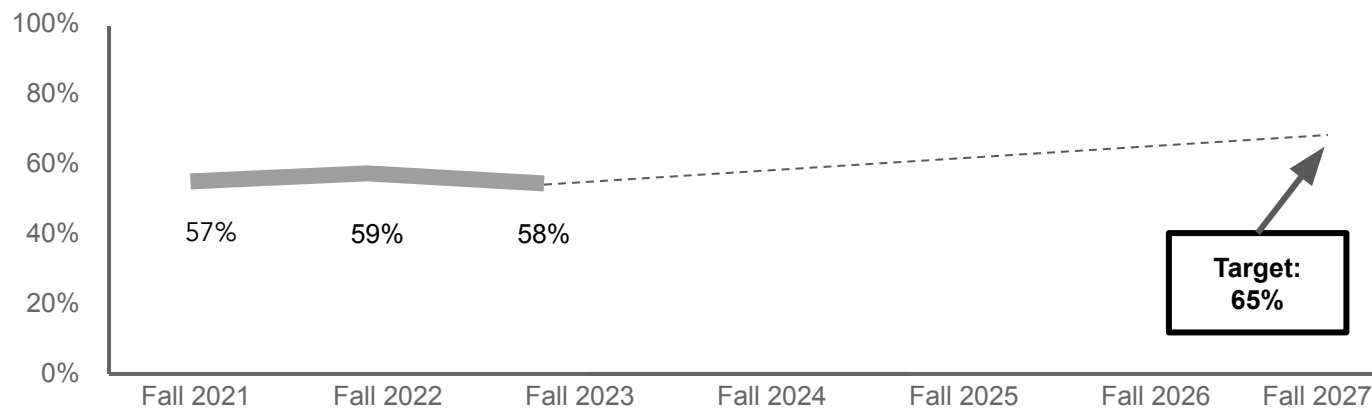
Visual and Performing Arts (VAPA) Participation Rate is an important indicator of student engagement. VAPA Participation Rate is calculated by dividing the total number of secondary school students enrolled in a VAPA course by the number of students enrolled in those schools.

Data for this metric is recorded each year based on enrollment as of the first Wednesday of October, also known as census day. The data reflects course enrollment within NUSD's student information system.

### SOME ACTIONS IN PROGRESS

- ➔ Added Music Production Career Technical Education (CTE) pathway
- ➔ LEAP enrichment offerings including after school, winter session, and summer programs
- ➔ Range of Visual and Performing Arts (VAPA) electives at secondary schools
- ➔ Advanced Placement (AP) and International Baccalaureate (IB) Art course offerings
- ➔ VAPA-related Career Technical Education (CTE) Pathways (e.g. Music Production)

### ALL STUDENTS

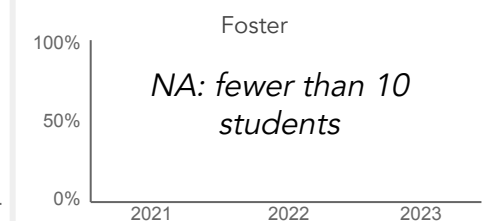
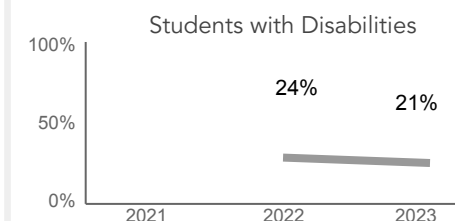
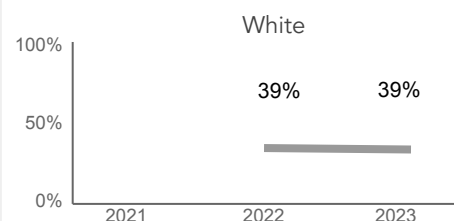
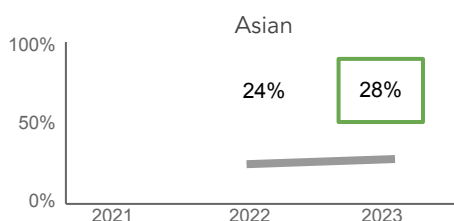
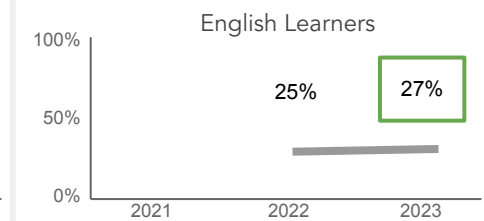
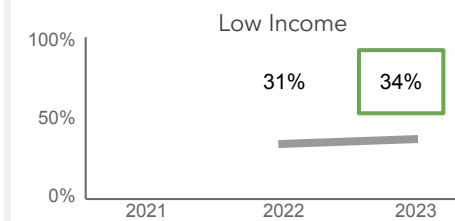
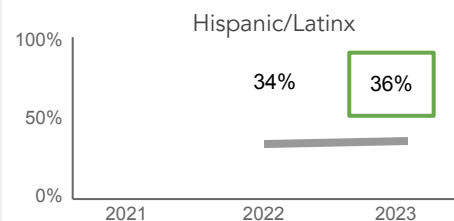
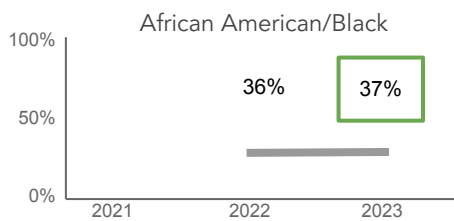
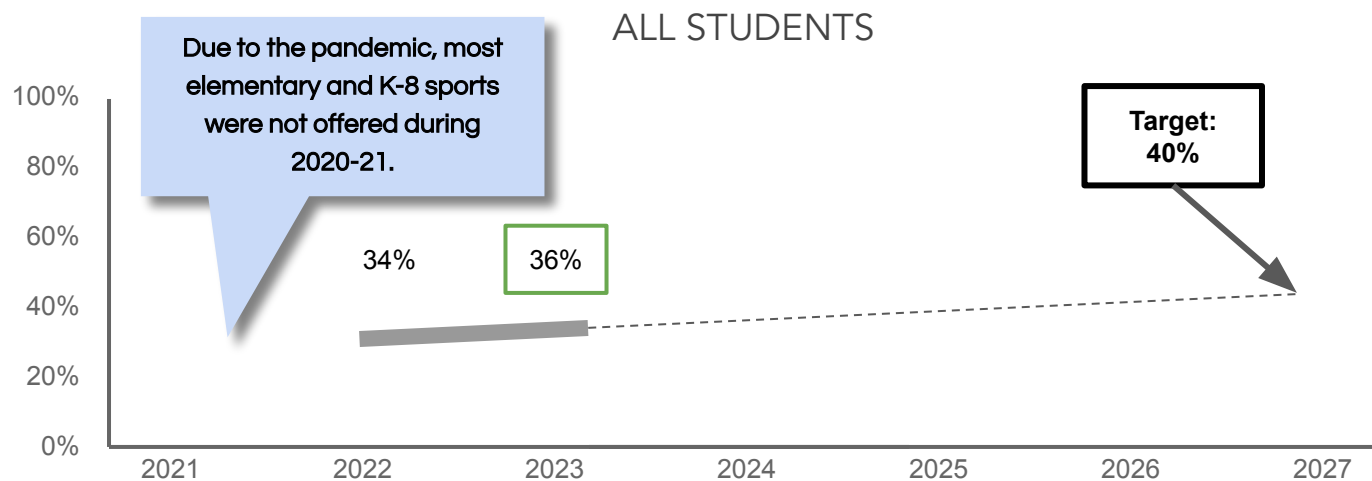


Athletics Participation Rate is an important indicator of student engagement. The rate is calculated by dividing the total number of students enrolled in athletics in grades four through eight divided by the number of students enrolled in those grades.

Data for this metric is recorded each year based on enrollment as of the first day in May, allowing for a complete capture of participation through fall and spring sports. The data reflects enrollment in grades 4-8 within NUSD's student information system.

### SOME ACTIONS IN PROGRESS

- ➔ Added sport of Cross Country for 4th-8th
- ➔ Facilities improvements to fields and tracks to support athletics
- ➔ Free sports physicals provided at the Urgent Care Now - Natomas Clinic and at NHS/IHS
- ➔ Athletic uniform replacement on a 2-year rotation
- ➔ Scholar/Athlete recognitions



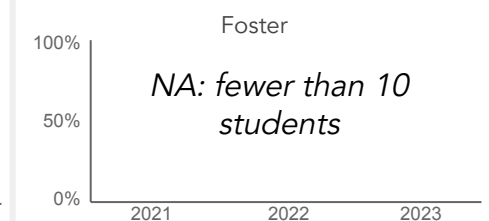
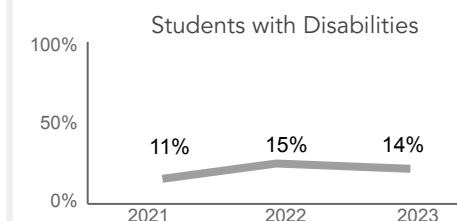
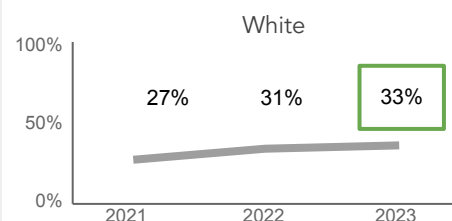
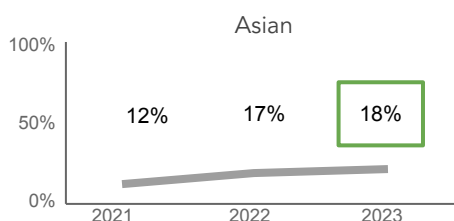
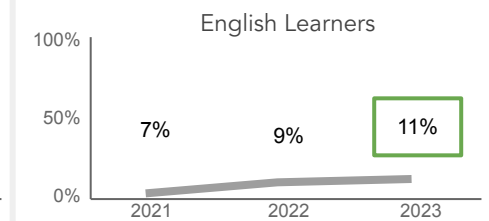
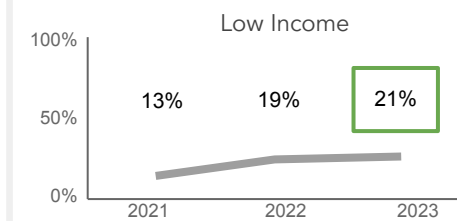
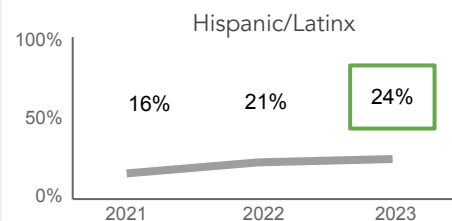
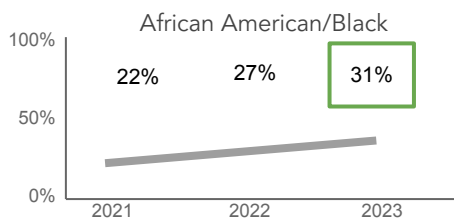
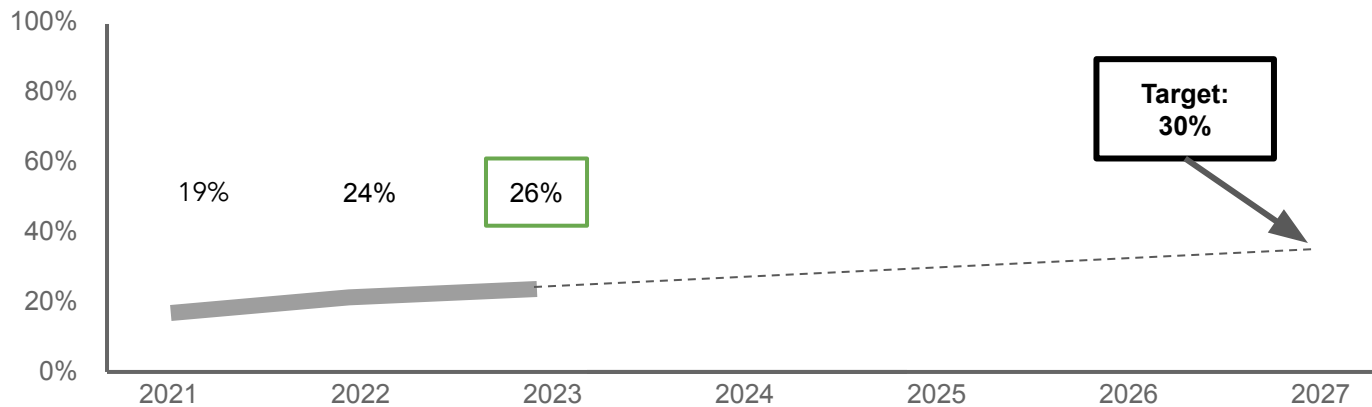
Athletics Participation Rate is an important indicator of student engagement. Athletics Participation Rate is calculated by dividing the total number of students enrolled in athletics in grades nine through twelve divided by the number of students enrolled.

Data for this metric is recorded each year based on enrollment as of the first day in May, allowing for a complete capture of participation through fall and spring sports. The data reflects enrollment in grades 9-12 within NUSD's student information system.

### SOME ACTIONS IN PROGRESS

- ➔ Added high school girls sport of Flag Football in fall 2023
- ➔ Facilities improvements to fields and tracks to support athletics
- ➔ Facilities improvements to fields and tracks to support athletics
- ➔ Free sports physicals provided at the Urgent Care Now - Natomas Clinic and at NHS/IHS
- ➔ New video boards for the stadiums
- ➔ Three levels of sports (Frosh, JV, and Varsity)

### ALL STUDENTS



- This report uses the most up-to-date data and resources available in NUSD at the time of printing: January 2024.
- Throughout this report, on each of the metrics, some of the actions that are underway to support our students, staff, and school are listed. For an explanation of how we're addressing metrics, and to view some other actions in place, review our most recent LCAP: [www.natomasunified.org/lcflcap](http://www.natomasunified.org/lcflcap)
- Each page indicates which schools are included in the reporting for that metric. The notations include:
  - NUSD: NUSD's 15 non-charter schools
  - LGA: Leroy Greene Academy, NUSD's dependent charter school
  - NCS: Natomas Charter School, an independent charter school
  - NP3: Natomas Pacific Pathways Prep Schools, a group of independent charter schools
  - WCS: Westlake Charter School, an independent charter school
- The data in this report do not necessarily match data on the California School Dashboard or California Department of Education (CDE) Dataquest website because NUSD has locally decided to include specific charter school data in many of the metrics. For reference, the publicly available data sites referenced have the following reporting formats:
  - [California School Dashboard](#): Reports data for NUSD's 15 schools. Charter schools have their own dashboards.
  - [CDE Dataquest](#): Reports outcomes for NUSD's 15 schools, NUSD with ALL charters included, or charters as a group.
  - [CAASPP reporting](#): Reports outcomes for NUSD's 15 schools, NUSD with ALL charters included, or charters as a group.
- Data are presented for the four largest ethnic groups in NUSD: African American/Black, Asian, Hispanic, & White. Some data charts may not add up to 100% because American Indian/Alaska Native, Native Hawaiian or Other Pacific Islander, Students with Two or More Races, and Students without a reported ethnicity are included in the overall data but do not have individual graphs.
- Learn more about the District Progress Report ([www.natomasunified.org/dpr](http://www.natomasunified.org/dpr)) by visiting our website.



Cycle of Continuous  
Learning & Improvement