



DISTRICT PROGRESS REPORT

Winter 2023

Message from the Superintendent

The pandemic caused a pause on student success metrics in California. In 2023, Natomas Unified School District returns to this District Progress Report as a transparent, easy to access report, to assess student progress. This District Progress Report provides a snapshot in time of the different ways we measure our success in preparing students to make their decisions about college and career success.

In these pages, we show where we are succeeding, where we are making progress, and where we need to improve. We are pleased to celebrate good news and take actions to address areas of need. Although this report is prepared twice a year, know that we review data regularly in principal meetings, staff meetings, and in the Boardroom.

I am proud of our efforts, while also knowing there is more work to do. Special thanks to our excellent staff, Trustees, and our wonderful Natomas community. I hope you will find this report as valuable as I do and use it as a tool to talk with your teachers and school principal about what this means for your students and our community.

- Chris Evans, Superintendent

Message from the Board President

One of my most rewarding roles has been serving on the Natomas Unified School District Board of Trustees for 23 years. It's been an amazing journey full of growth, challenges to overcome, and steady focus on what's in the best interest of our students. Our Board consists of five Trustees. Together, our role is to lead the district as the governance team. Through presentations and updates from staff throughout the year and publications such as this one - 2023 Winter District Progress Report - the Board is able to monitor the district's progress through the use of data and reports. To be fully transparent of where we are as a district, we publicly share this data 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. Thank you for your support and partnering with us along this journey.

- Dr. Susan Heredia, NUSD Board President



BOARD OF TRUSTEES

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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.

The District Progress Report is a snapshot of our efforts to provide 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 in alignment with our Core Values. It keeps us focused on supporting all of our students with attention on specific groups of students, and 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, a Board policy that 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.

RECENT DISTRICT SUCCESSES

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 successes include:

- Increased enrollment to 17,000 students
- Maintained high graduation rates and lowered dropout rates
- Remained a leader in Sacramento County for the percent of graduates meeting requirements to enroll in the University of California (UC) or California State University (CSU) systems
- Expanded our International Baccalaureate (IB) programs to include 3 additional schools with the Primary Years Programme and 1 additional school with the Middle Years Programme with 1 in 3 students 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
- Partnered with American River College to expand Dual Enrollment opportunities for high school students
- Maintained expanded access to Gifted and Talented Education (GATE)
- Updated District Vision and Core Values to be aligned to district growth, successes, and goals
- For the 2022-23 school year, NUSD paid the first application fee for seniors eligible to apply to UC/CSU campuses
- Created a team of Co-teaching Teachers on Special Assignment (TOSAs) to address learning recovery needs
- Expansion of Universal Preschool and Transitional Kindergarten beginning Fall of 2023
- Became our own Special Education Local Plan Area (SELPA), to enhance our support to students receiving Special Education services
- Creation of Learning Recovery and Intervention Guide to engage families in intervention supports available for their student in the district and on each campus as well as continuance with On Track to College letters for high school students
- 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
- Received California School Board Association (CSBA) Golden Bell Awards for best practices in Career Technical Education Pathways and K-12 Continuum of Social-Emotional Support for students' behavioral and mental health needs, adding to our previous Golden Bell Awards in Constituent and Customer Services and Nutrition Services
- Discovery High School awarded Model Continuation High School
- Opening first Dual Immersion program, Heredia-Arriaga School, in fall of 2023
- Multi-year DEI plan with Ethnic Studies year long pilot course, continuance of Race and Social Justice course for high school students, anti-racist/anti-bias training for all staff, and increased materials and resources that represent our diverse student population
- Developed 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
- English Language Development (ELD) Apprentice program to develop Quality Teaching for English Learners (Certified QTEL Teachers)
- Opened the new campus of Paso Verde K-8 School in the winter of 2021
- Opened Larry G. Meeks Academy, NUSD's first virtual school, in fall of 2020

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.



The NUSD graduation rate is 96% and the a-g rate is 68%, topping the State grad rate of 87% and a-g rate of 51%

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.



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 successes include:

- Created an Alternative Learning Program (ALP) for high school students to attend courses virtually while still being able to participate in school activities at their home campuses
- Expanded our elementary and middle school athletics programs
- Expanded AVID to 3 elementary schools with 6 NUSD schools receiving 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)
- Added 14 full-time social workers at each NUSD school 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 15 campuses
- Increased to 15 full-time counselors to serve students in grades 6-12
- Continue to provide access to take the PSAT and SAT free during the school day on campus
- Transitioned three K-5 schools to full K-8 campuses to include new classrooms, gymnasiums, playgrounds, and athletic fields
- Launched NUSD Connect, Wi-Fi towers at each school, to provide internet access at home to families who need it at no cost
- 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
- Created a Communications and Family Engagement (CAFE) Department to better engage our families as partners and include student voice
- Partnered with Parent Institute for Quality Education (PIQE) to provide parent training programs specifically for immigrant families
- Created and expanded dedicated, stand alone Safety and Safe Schools Department with a full-time safety dispatcher, innovative consultant and safety and climate liaisons
- Opened the Urgent Care Now Clinic in October 2021, to provide healthcare access to students, staff, and uninsured and underinsured families
- Launched the Natomas Mobile Health Clinic which travels to provide basic health care such as immunizations, physicals, and vaccinations
- During the COVID pandemic from June 2020 - June 2022, NUSD provided 75,514 tests and administered nearly 50,000 COVID vaccines to help keep our students healthy and safe
- Construction is underway for a permanent facility for the B. Teri Burns Health Clinic and HALO across the street from Natomas High School
- Continue community-supported Measure J and Measure L school bond projects to fund construction, renovation, security, and other projects
- Modernized athletic facilities, fields, and scoreboards for our student-athletes to support student well-being and connectedness
- In partnership with the City of Sacramento, opened a state-of-the-art Aquatic Center that's utilized by NUSD students and the community
- Expansion of transportation and service fleet to include hybrid and electric vehicles
- Nutrition Services nationally and locally recognized and being awarded multiple grants
- Expanded support to provide free food to needy families each week through Joey's Food Locker

The District Progress Report was paused during the Pandemic due to the state suspending the collection and reporting of data in the California accountability and continuous improvement system. Also, due to some changes in data collection since 2019 and the pandemic, the following metrics are either no longer reported on or paused for this year because either a) the state no longer reports on them, b) data is not available due to the pandemic, or c) NUSD no longer approaches data the same.

1. Middle School Dropout Rate: The California Department of Education no longer collects and reports this data. Our numbers in Natomas Unified have always remained low and we will continue to ensure our middle school students get the support they need to continue their education.
2. College Ready English Language Arts and Math: This measure was created by the CSU system and is no longer used due to admissions no longer requiring the ACT/SAT, which was a part of the calculation. Natomas Unified continues to measure college readiness by other metrics included in this booklet such as a-g completion rates and AP/IB exam pass rates.
3. CAASPP improvement for ELA and Math: These metrics will not be reported on during this time period due to not having two consecutive years of CAASPP data because of the pandemic. This measure will be reported on after the Spring 2023 CAASPP administration with a new baseline.
4. SAT Participation: During COVID, both the CSU and UC systems stopped requiring the SAT for admissions, meaning assessments like ACT and SAT are no longer required for the admissions process. Therefore, Natomas now offers the SAT as an opt-in opportunity for all 11th graders (some students applying out of state or to a private school) and no longer determines success on the number of students who participated in taking the SAT.

The metrics on the following pages provide a snapshot of current data, as well as progress over time. For each metric, a description is provided along with a target and some of the current actions to reach that target.

Metrics that are struck-through have a rationale for changes on the previous page.

STUDENT ENGAGEMENT

- Graduation Rate (p.9)
- A Decade of Difference: Graduation (p.10)
- High School Dropout Rate (p.11)
- ~~Middle School Dropout~~
- Chronic Absenteeism Rate (p.12)
- Suspension Rate (p.13)
- Expulsion Rate (p.14)
- Student Perceptions of Safety - 4th (p.15)
- Student Perceptions of Connectedness - 4th (p.16)
- Student Perceptions of Safety - 8th (p.17)
- Student Perceptions of Connectedness - 8th (p.18)
- Student Perceptions of Safety - 11th (p.19)
- Student Perceptions of Connectedness -11th (p.20)

STUDENT ACCESS AND READINESS


- ~~College Ready English Language Arts~~
- ~~College Ready Math~~
- CAASPP Achievement - English Language Arts (p.21)
- CAASPP Achievement - Math (p.22)
- ~~CAASPP Improvement English Language Arts~~
- ~~CAASPP Improvement Math~~
- A-G Completion (p.23)
- A Decade of Difference: UC/CSU a-g (p.24)
- 11th Grade A-G (p.25)
- California State Seal of Biliteracy (p.26)
- ~~SAT Participation~~
- AP/IB Course Enrollment (p.27)
- AP/IB Test Taking Rate (p.28)
- AP/IB Pass Rate (p.29)
- English Learner Progress (p.30)
- English Learner Redesignation Rate (p.31)

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.

In past District Progress Reports, there have been green, yellow, and red current performance indicators, that represented if the current performance met or exceeded the established target or not, as well as trend indicators that showed if the trend was showing improvement, slight change, or a decline. For the Winter 2023 report, you will see current performance indicators as white where new targets post-pandemic are yet to be determined. You will also see an interim color of gray for trend indicators showing that data reporting was interrupted during the pandemic. Staff will work to create new baseline targets for the next reporting period and the report should return to having colors that represent change over time.

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, keeping in mind that the pandemic began in March of 2020 and caused academic interruptions.

Current Performance Indicators

 Target to be determined

Trend Indicators and Change Over Time

No arrow or line means there was no data to compare

 Pandemic interruption

ENGAGEMENT

Graduation Rate

96%



High School Dropout Rate

1.5%



Chronic Absenteeism Rate

23%



Suspension Rate

7.8%



Expulsion Rate

0.3%



4th Grade Perceptions of Safety

91%



4th Grade Perceptions of Connectedness

90%



8th Grade Perceptions of Safety

93%



8th Grade Perceptions of Connectedness

83%



11th Grade Perceptions of Safety

93%



11th Grade Perceptions of Connectedness

86%



ACCESS & READINESS

CAASPP ELA

44%



CAASPP Math

29%



A-G Completion

68%



11th Grade A-G

68%



CA State Seal of Biliteracy

150



AP/IB Course Enrollment

30%



AP/IB Test Taking Rate

28%



AP/IB Pass Rate

45%



English Learner Progress

50%



EL Redesignation Rate

8%



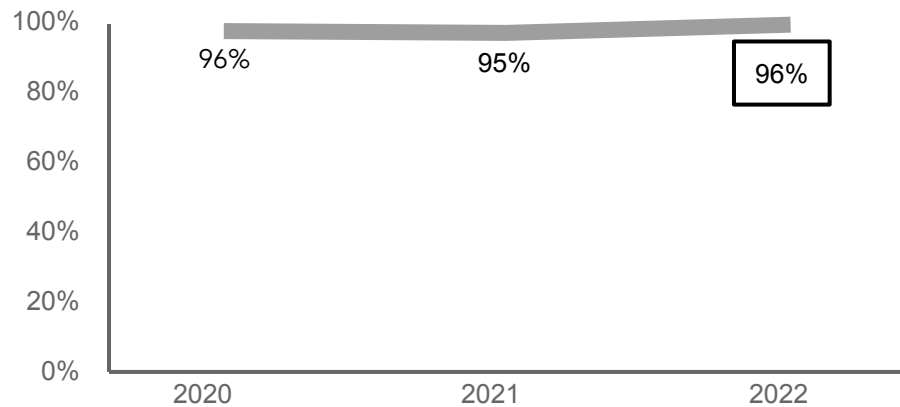
Graduation Rate is the percent of students who graduate divided by the total number of students who began 9th grade four years earlier. NUSD has a high graduation rate - above the county and state averages. The data below is based on all NUSD schools, including charter schools. According to the California Dashboard, a school's graduation rate can be very low, low, medium, high or very high.

Inderkum HS: Very High ❖ Leroy Greene Academy: Very High ❖ Discovery HS: Very High ❖ Natomas HS: Medium* ❖ Natomas Unified: High

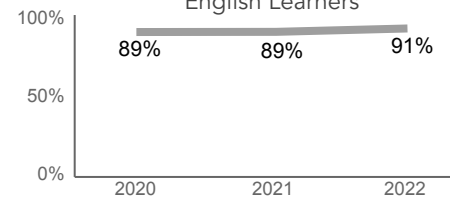
*Natomas High School houses NUSD's Independent Living Skills Program that results in a slightly deflated graduation number. NUSD feels inclusion of all our students on a comprehensive campus is better for students than ensuring a data point is higher.

*California Dashboard statuses are reported above for Leroy Greene Academy because we closely monitor Leroy Greene Academy, our dependent charter school.

ALL STUDENTS



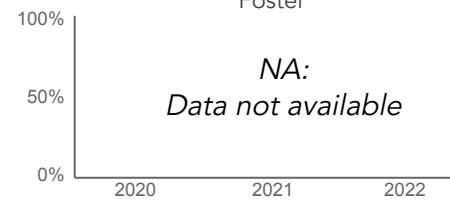
English Learners



TARGET

To be determined

Foster

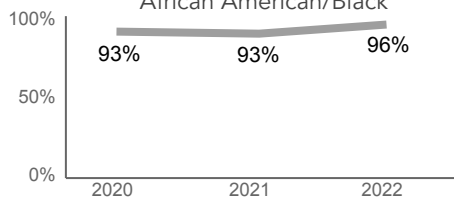


SOME ACTIONS IN PROGRESS

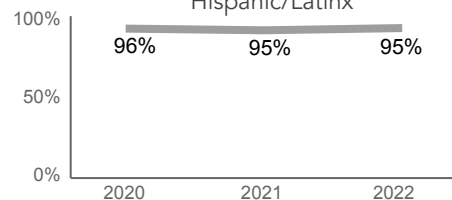
Lower counselor/student ratio at HS including the addition of 2.0 FTE in '22-'23

- 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

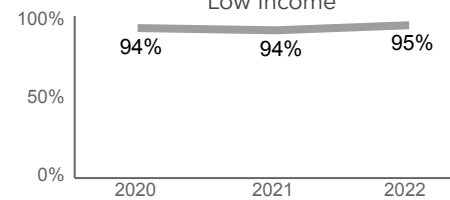
African American/Black



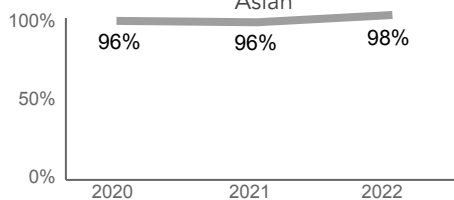
Hispanic/Latinx



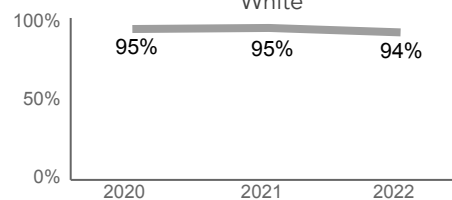
Low Income



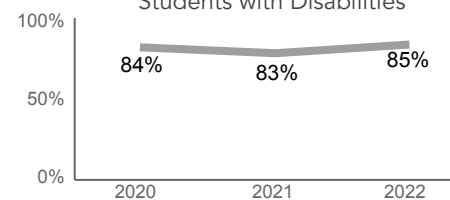
Asian



White



Students with Disabilities



Note: NA means no data are reported on the CDE website.

In 2012, 86% of Natomas Unified students graduated. This data included charter schools, which had a high graduation rate in 2012, helping NUSD's overall data. If we were to pull out Charter data, which is included on the prior page, 95% of students graduated in NUSD excluding charter schools in 2022.

86% of students graduating (including charters) in 2012

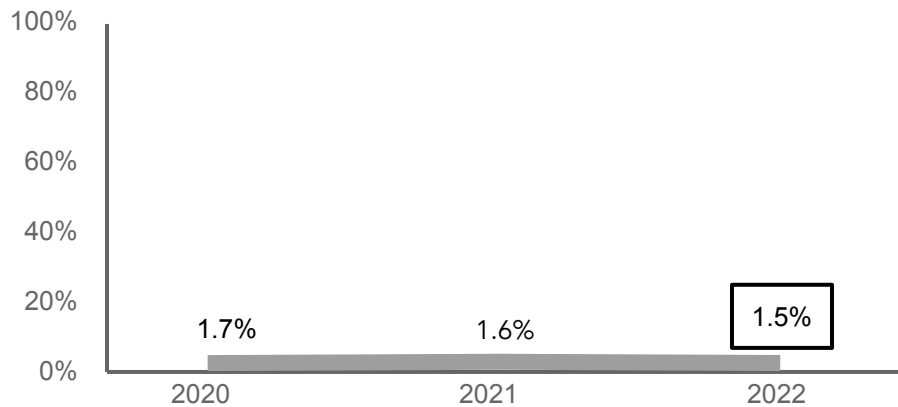


95% of students graduating (excluding charters) in 2022

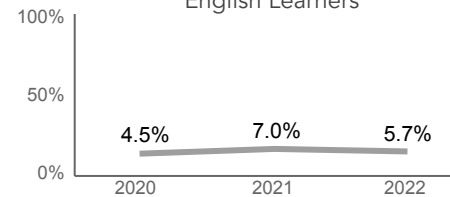


High School Dropout Rate is the percent of students in grade 12 who started in the graduation cohort four years earlier and did not graduate with a high school diploma; did not complete high school for another reason, including earning a Special Education certificate of completion; or are still enrolled as fifth-year seniors. A low dropout rate is an important indicator of academic success and school climate; staff are therefore working to further reduce the number of dropouts.

ALL STUDENTS



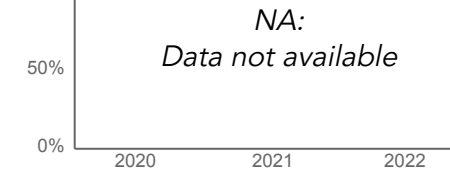
English Learners



TARGET

To be determined

Foster



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

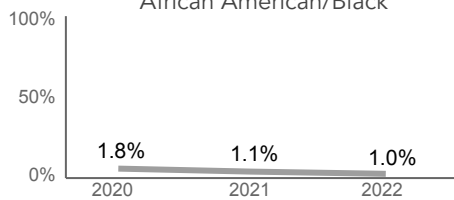
Extended day credit recovery program

Expanded CTE Offerings

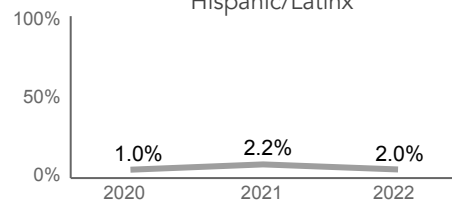
Discovery High School as a continuation school option for students

Alternative Learning Program

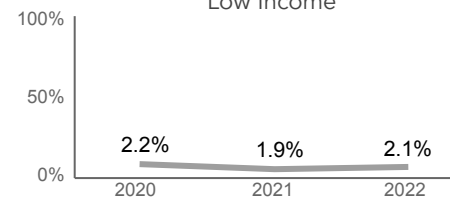
African American/Black



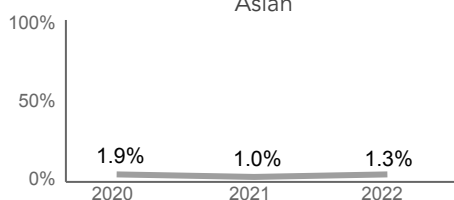
Hispanic/Latinx



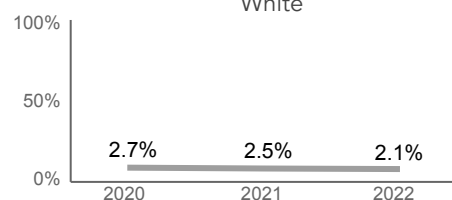
Low Income



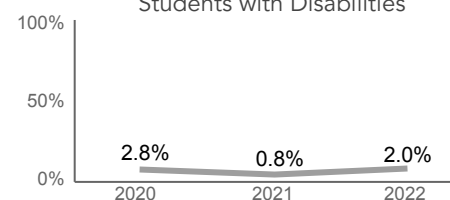
Asian



White



Students with Disabilities

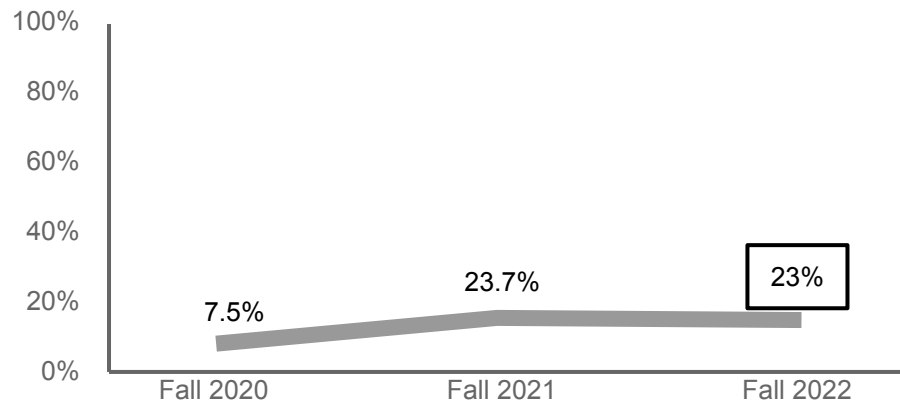


Note: NA means no data are reported on the CDE website.

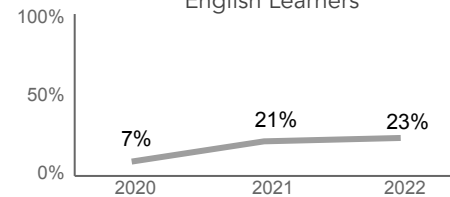
CHRONIC ABSENTEEISM RATE - WINTER RATE

Chronic Absenteeism Rate is the percent of students who missed 10% or more of their enrolled school days, regardless of the reason. Student attendance is an important measure because a student cannot learn if they are not in school. Due to the pandemic, the Chronic Absenteeism in Natomas Unified and California is at record highs. The State Board of Education determined NOT to suspend this metric to maintain data validity. For this current year, COVID, a strong flu season, and a respiratory virus affecting youth is all impacting attendance in ways school sites cannot prevent. For this metric, the color gray is being utilized since the pandemic has taken this metric almost completely out of the control of staff and families.

ALL STUDENTS

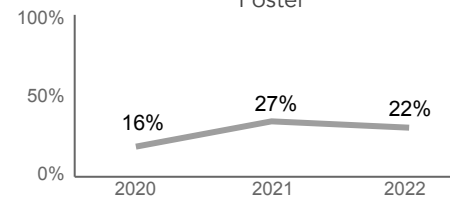


English Learners



TARGET
To be determined

Foster



SOME ACTIONS IN PROGRESS

The Board's commitment to HALO's B. Teri Burns Health Clinic and Urgent Care Now

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

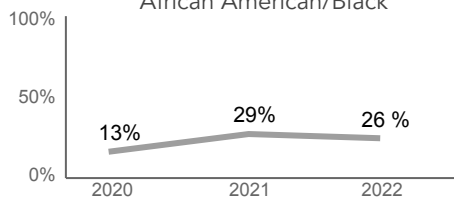
Increased communication with families regarding attendance

PBIS reinforcement systems

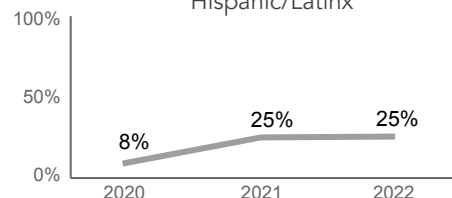
Trauma-Informed Practices

Site incentives and awards

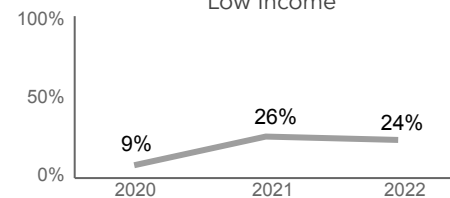
African American/Black



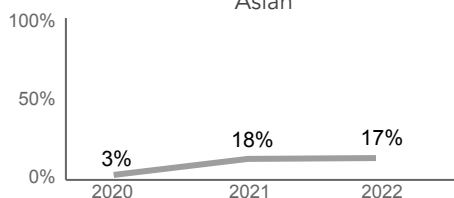
Hispanic/Latinx



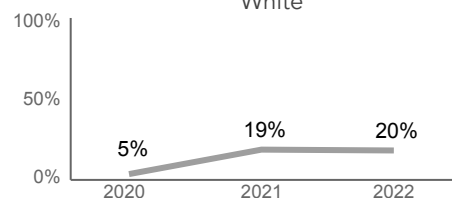
Low Income



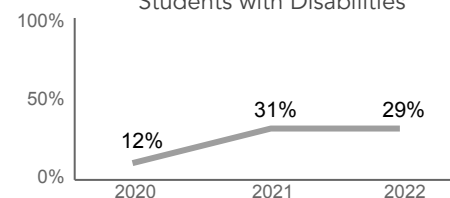
Asian



White



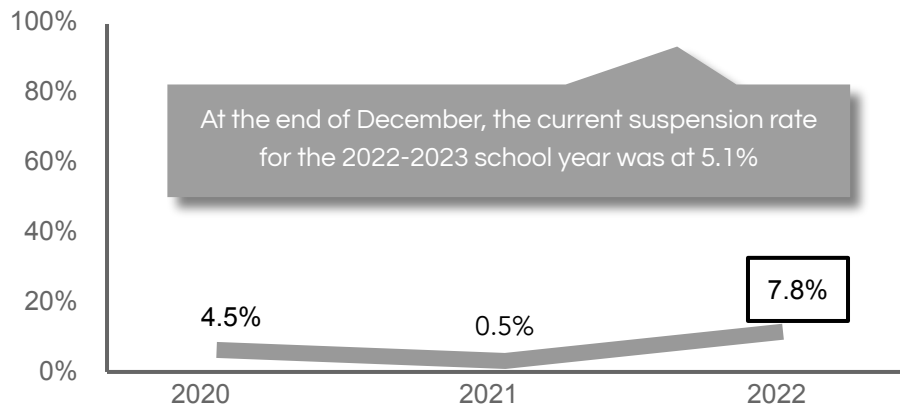
Students with Disabilities



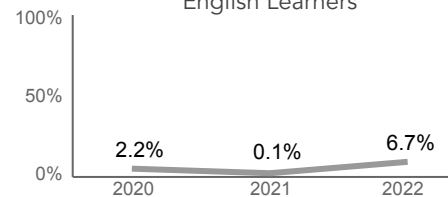
Note: Data on this page does not include results from NUSD independent charter schools, but does include students who are no longer enrolled in NUSD.

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. The State of California reports suspension rate data on the California School Dashboard for the 2021-22 school year with statuses of Very High, High, Medium, Low and Very Low; NUSD received a status of High. Suspension rates were exceptionally low during distance learning, rates increased as students returned with increased behavior and social emotional needs.

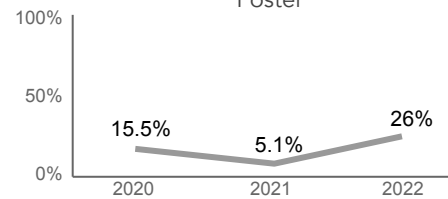
ALL STUDENTS



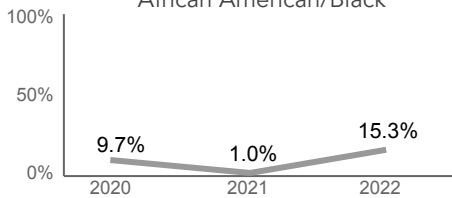
English Learners



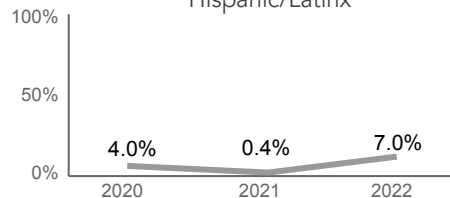
Foster



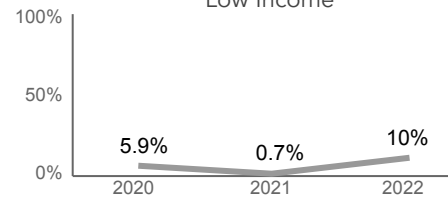
African American/Black



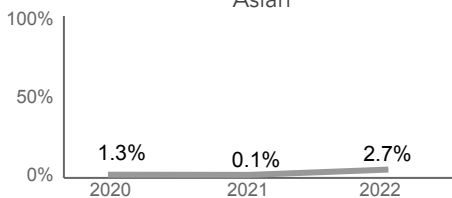
Hispanic/Latinx



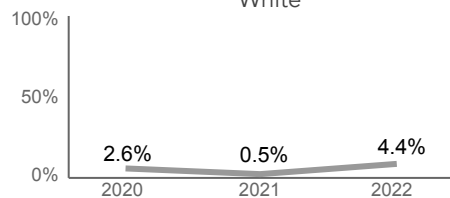
Low Income



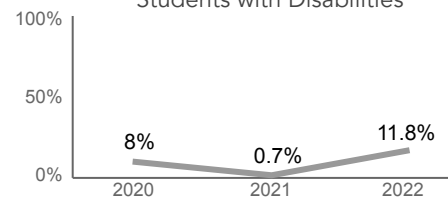
Asian



White



Students with Disabilities



TARGET

To be determined

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)

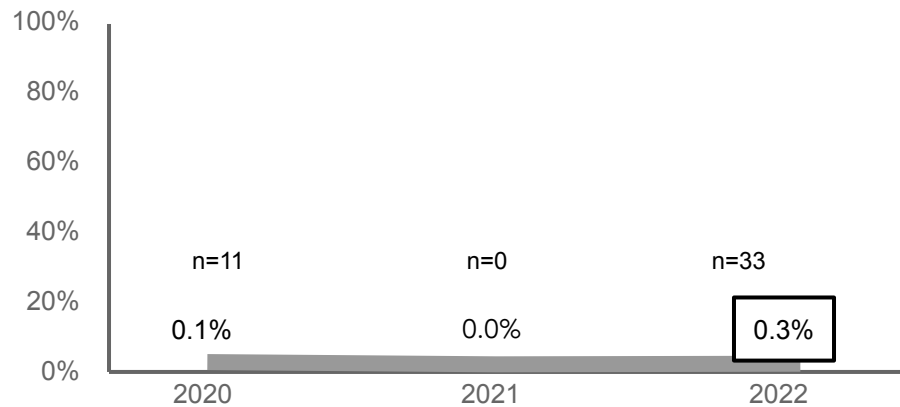
Annual student social emotional and culture climate survey to gather student feedback (CoVitality)

Trauma Informed Practices

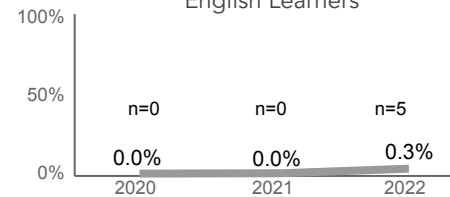
Note: Data on this page does not include results from NUSD charter schools.

Expulsion Rate is the total number of students expelled during the school year divided by the cumulative enrollment. It is the hope, that when viable, alternatives to suspension and expulsion can be utilized. Over the years, NUSD has implemented a series of efforts to address disparity and disproportionality, including student discipline. This includes implementing restorative practices, the Board's permanent elimination of suspensions and expulsions due to 48900k only, and more. This year, Natomas embarked upon a new, multi-year Diversity, Equity, and Inclusion effort aligned with AR 0100. Behaviors leading to expulsions following the pandemic have been high and are a concern and need to be addressed further.

ALL STUDENTS



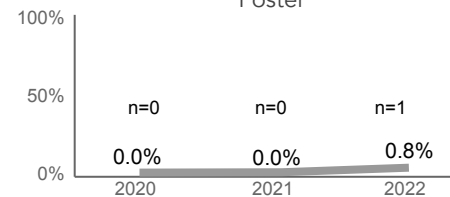
English Learners



TARGET

To be determined

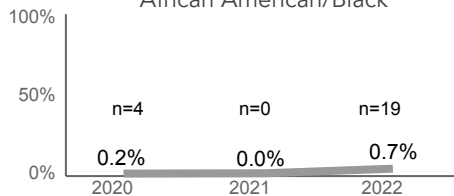
Foster



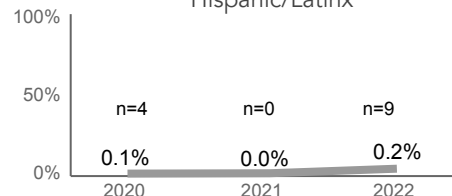
SOME ACTIONS IN PROGRESS

- 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

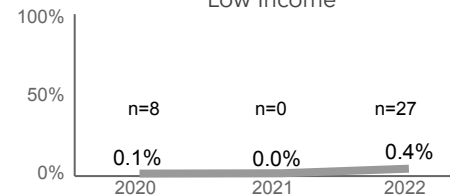
African American/Black



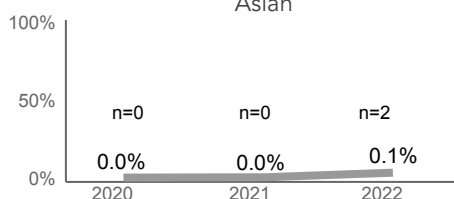
Hispanic/Latinx



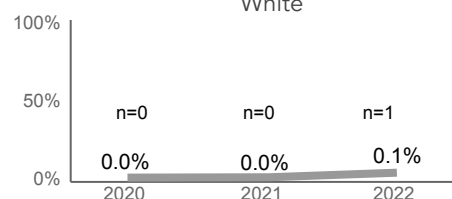
Low Income



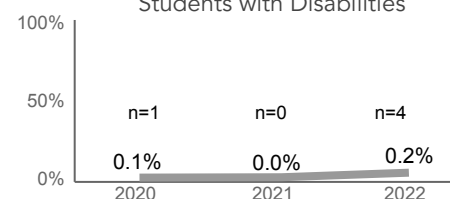
Asian



White

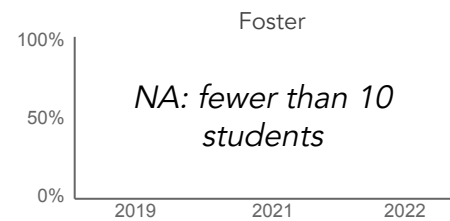
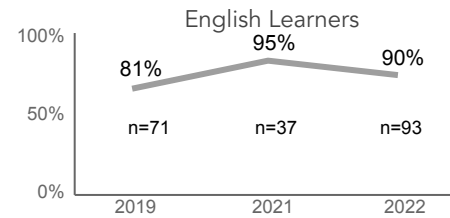
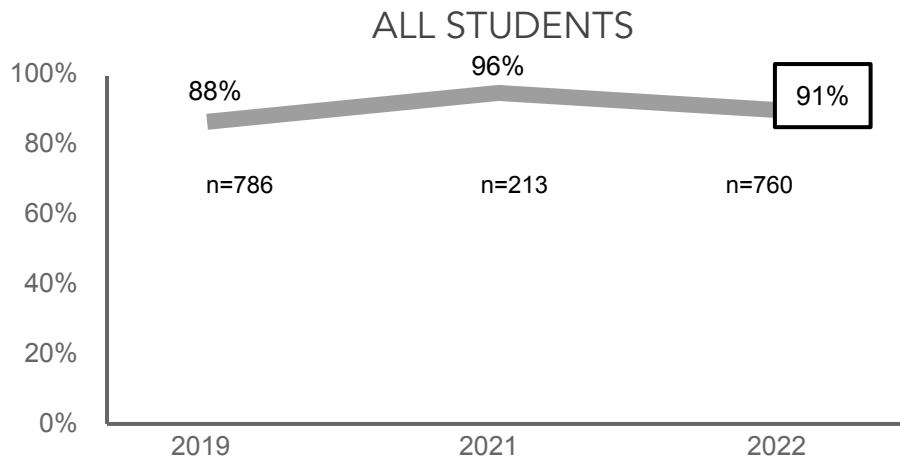


Students with Disabilities



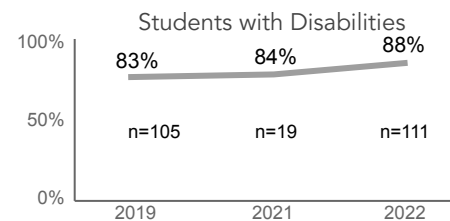
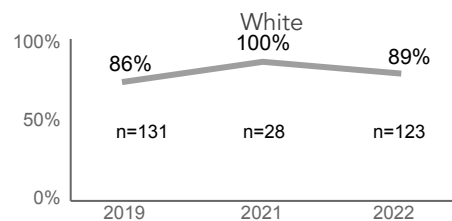
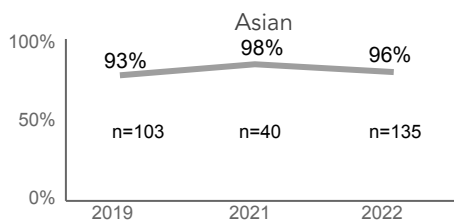
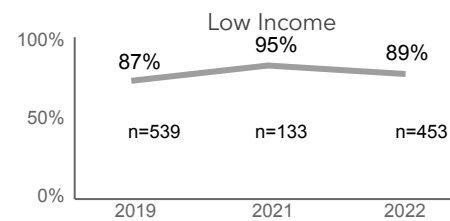
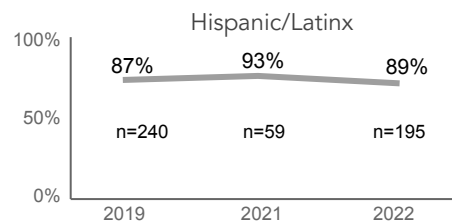
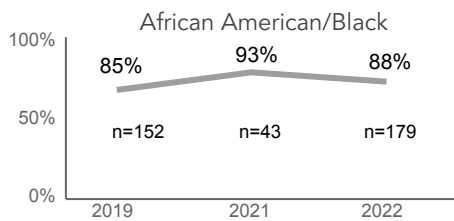
Note: Data on this page does not include results from NUSD charter schools.

Student Perceptions of Safety is the total number of students who feel safe at their school divided by the number of students who responded to the annual student survey question. Included responses at elementary grades are "Yes, some of the time," "Yes, most of the time," and "Yes, all of the time." NUSD surveys students at multiple grade levels to see where more direct support is needed for safety and connectedness. The survey was not administered during 2020 due to COVID-19. When looking at survey results from 2021, it is important to note that most students were doing distance learning for the majority of the year and the 2022 survey was given after the first full-year of being back to school in person. The response rates in 2021 were much lower than in 2019 and 2022 due to the pandemic and absenteeism; at 26% compared to 90%.



TARGET
To be determined

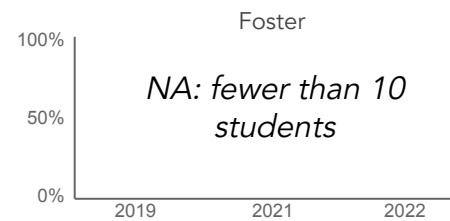
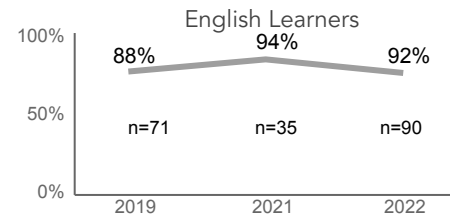
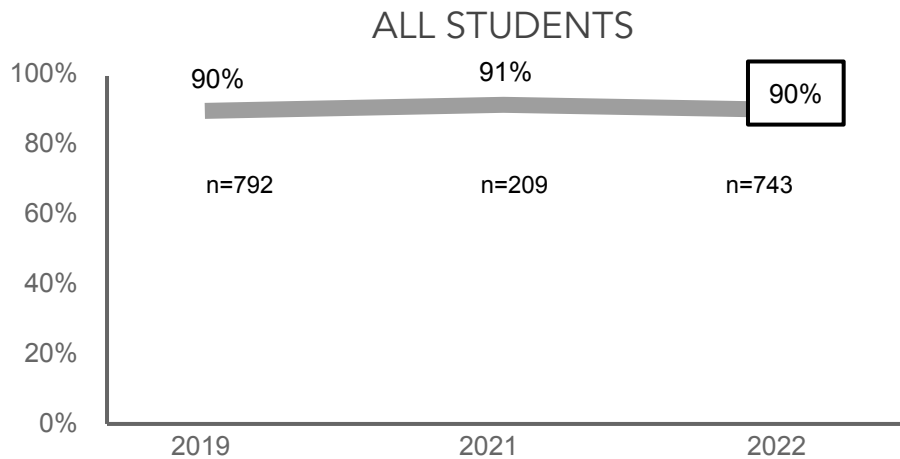
- SOME ACTIONS IN PROGRESS
- Created Safety and Safe Schools Department
 - Assistant Principals at our K-8s and social workers and psychologists at our schools
 - Facility improvements including updated procedures for visitors, new fencing, new cameras, and safety materials
 - Increased campus safety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



Note: Data on this page does not include results from NUSD independent charter schools.

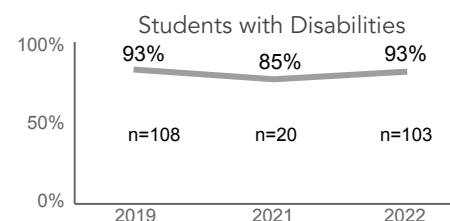
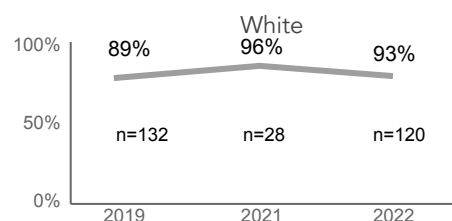
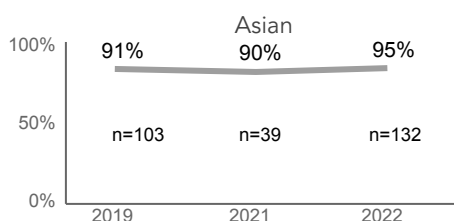
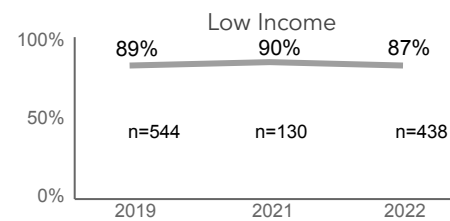
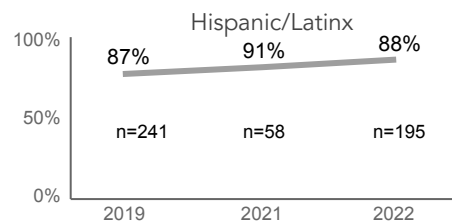
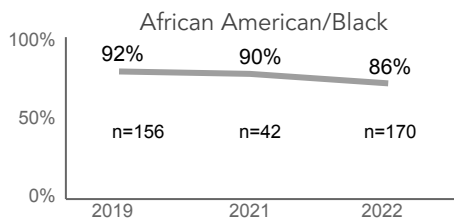
STUDENT PERCEPTIONS OF CONNECTEDNESS - GRADE 4

Student Perceptions of Connectedness is the total number of students who feel connected to their school divided by the number of students who responded to the annual student survey question. Included responses at elementary grades are "Yes, some of the time," "Yes, most of the time," and "Yes, all of the time." NUSD surveys students at multiple grade levels to see where more direct support is needed for safety and connectedness. The survey was not administered during 2020 due to COVID-19. When looking at survey results from 2021, it is important to note that most students were doing distance learning for the majority of the year and the 2022 survey was given after the first full-year of being back to school in person. The response rates in 2021 were much lower than in 2019 and 2022 due to the pandemic and absenteeism; at 26% compared to 90%.



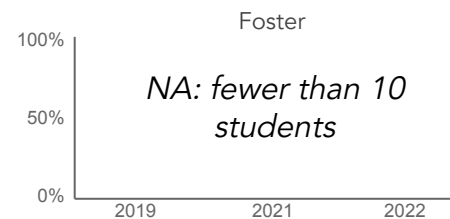
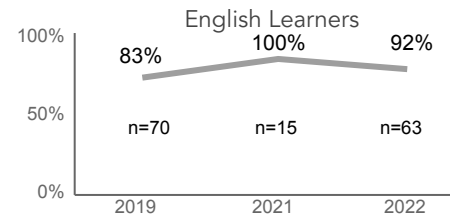
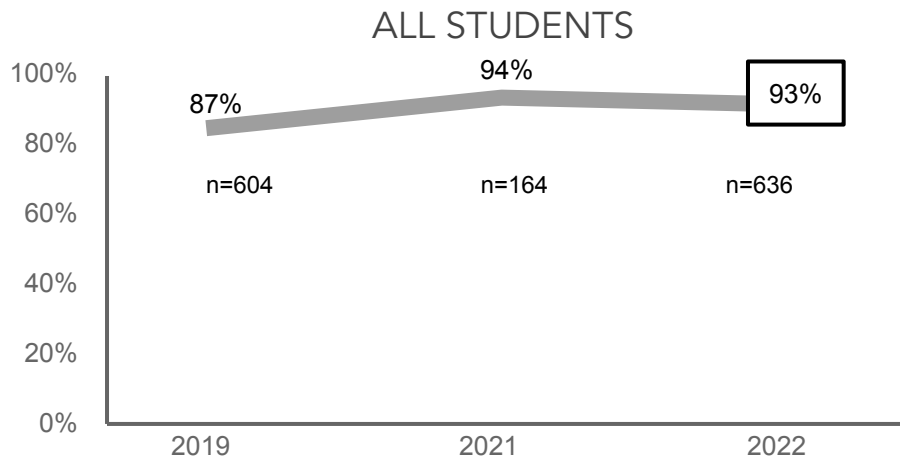
TARGET
To be determined

- 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



Note: Data on this page does not include results from NUSD independent charter schools.

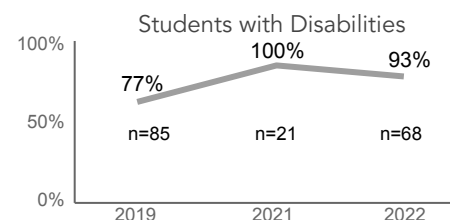
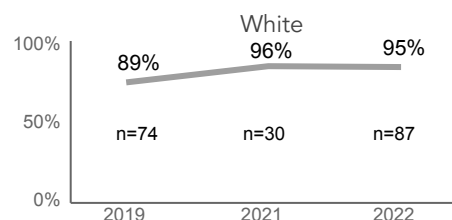
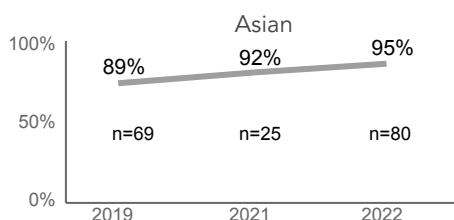
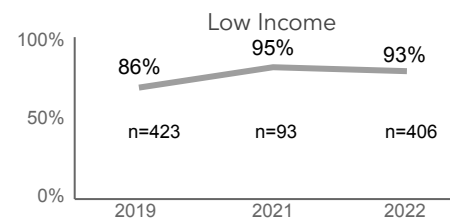
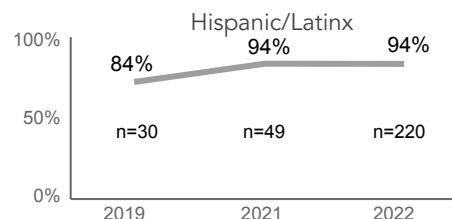
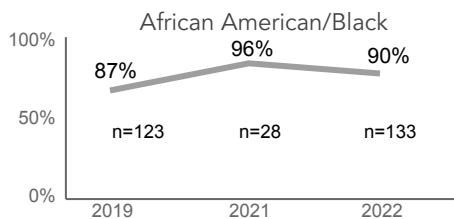
Student Perceptions of Safety is the total number of students who feel safe at their school divided by the number of students who responded to the annual student survey question. The line below represents students who “Strongly Agreed,” “Agreed,” or had a neutral response. NUSD surveys students at multiple grade levels to see where more direct support is needed for safety and connectedness. The survey was not administered during 2020 due to COVID-19. When looking at survey results from 2021, it is important to note that most students were doing distance learning for the majority of the year and the 2022 survey was given after the first full-year of being back to school in person. The response rates in 2021 were much lower than in 2019 and 2022 due to the pandemic and absenteeism; at 22% compared to 89%.



TARGET
To be determined

SOME ACTIONS IN PROGRESS

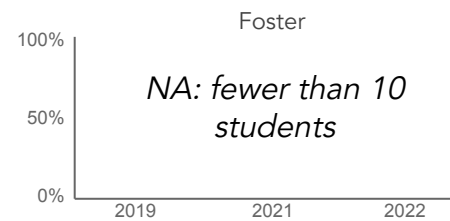
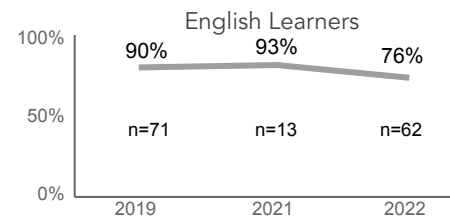
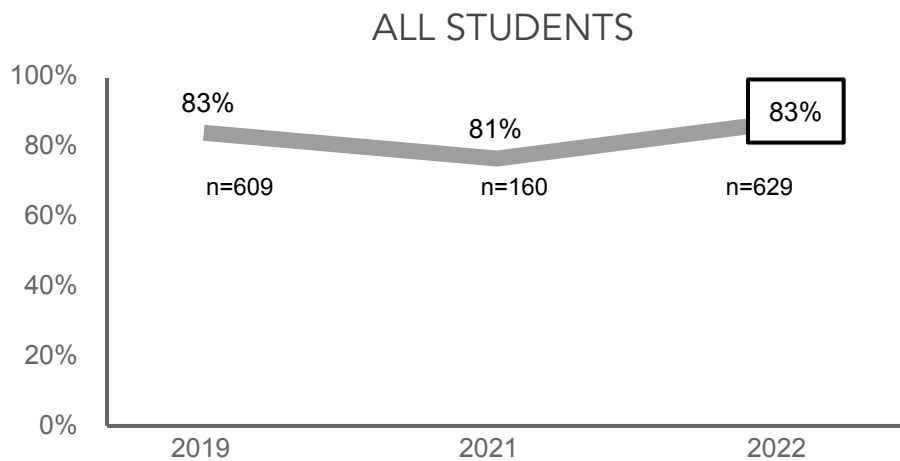
- Created Safety and Safe Schools Department
- Assistant Principals at our K-8s and social workers and psychologists at our schools
- Facility improvements including updated procedures for visitors, new fencing, new cameras, and safety materials
- Increased campus safety staffing
- Restorative Practices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



Note: Data on this page does not include results from NUSD independent charter schools.

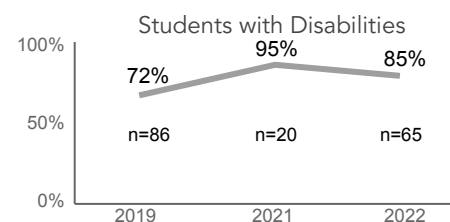
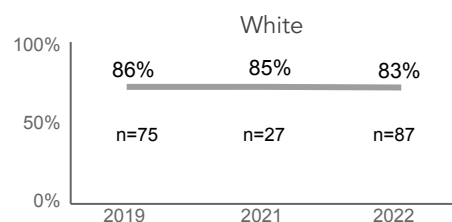
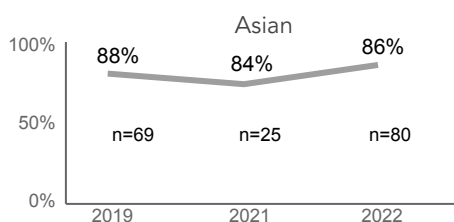
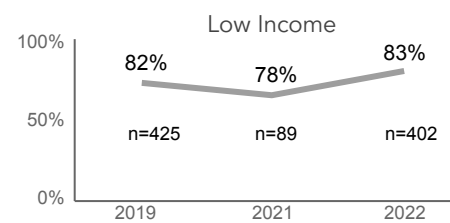
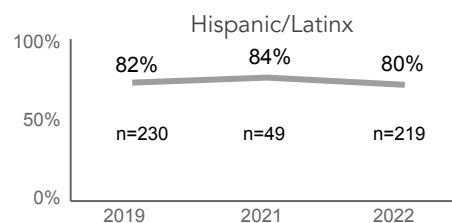
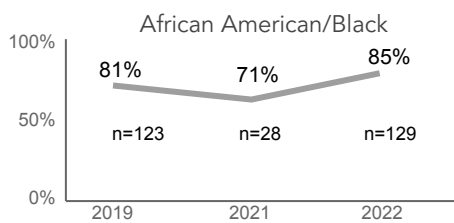
STUDENT PERCEPTIONS OF CONNECTEDNESS - GRADE 8

Student Perceptions of Connectedness is the total number of students who feel connected to their school divided by the number of students who responded to the annual student survey question. The line below represents students who "Strongly Agreed," "Agreed," or had a neutral response. NUSD surveys students at multiple grade levels to see where more direct support is needed for safety and connectedness. The survey was not administered during 2020 due to COVID-19. When looking at survey results from 2021, it is important to note that most students were doing distance learning for the majority of the year and the 2022 survey was given after the first full-year of being back to school in person. The response rates in 2021 were much lower than in 2019 and 2022 due to the pandemic and absenteeism; at 22% compared to 89%.



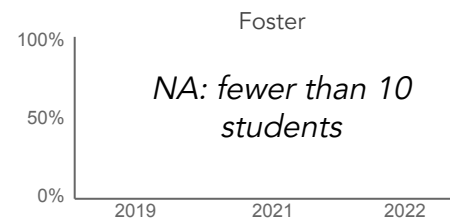
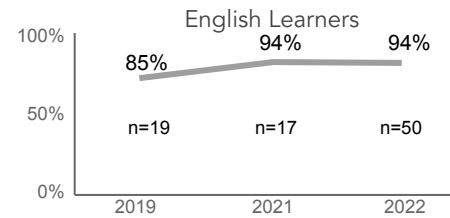
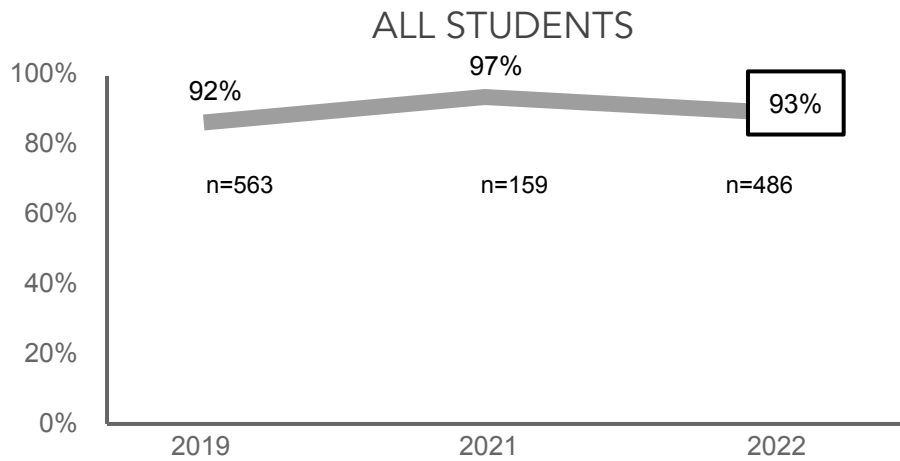
TARGET
To be determined

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

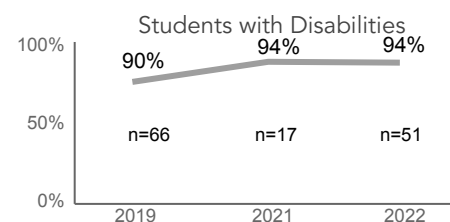
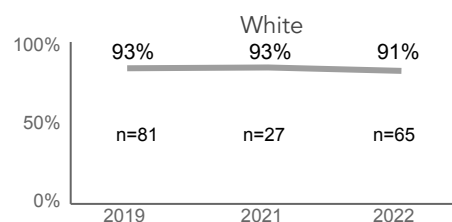
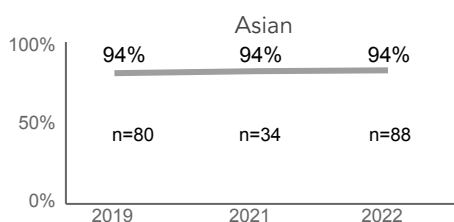
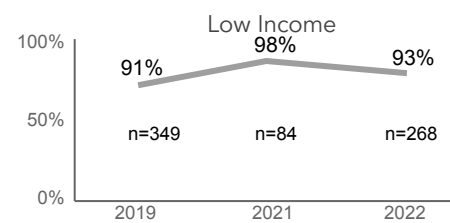
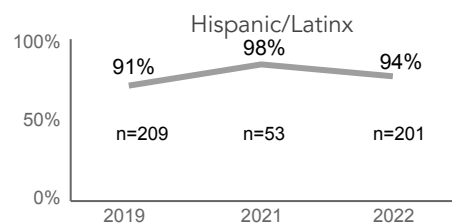
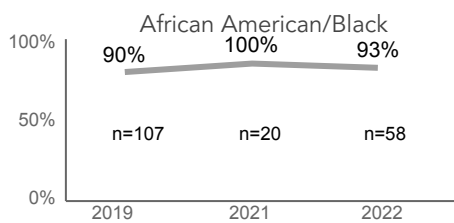


Note: Data on this page does not include results from NUSD independent charter schools.

Student Perceptions of Safety is the total number of students who feel safe at their school divided by the number of students who responded to the annual student survey question. The line below represents students who “Strongly Agreed,” “Agreed,” or had a neutral response. NUSD surveys students at multiple grade levels to see where more direct support is needed for safety and connectedness. The survey was not administered during 2020 due to COVID-19. When looking at survey results from 2021, it is important to note that most students were doing distance learning for the majority of the year and the 2022 survey was given after the first full-year of being back to school in person. The response rates in 2021 were much lower than in 2019 and 2022 due to the pandemic and absenteeism; at 17% compared to around 50%.



TARGET
To be determined



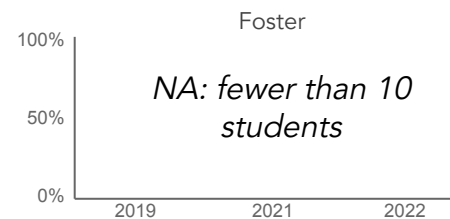
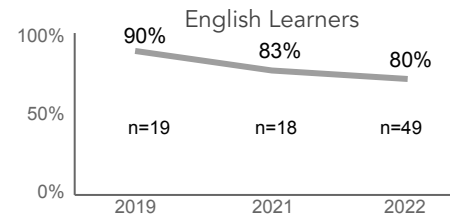
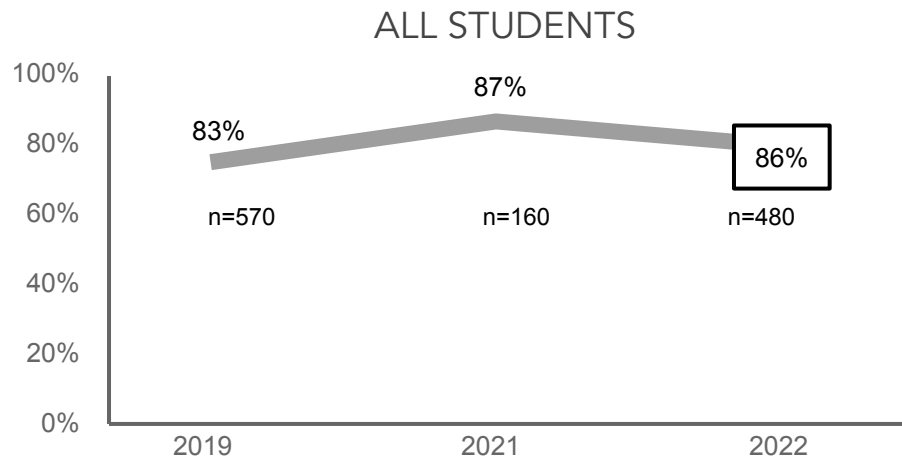
SOME ACTIONS IN PROGRESS

- Created Safety and Safe Schools Department
- School psychologists and social workers 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
- Student Voices

Note: Data on this page does not include results from NUSD independent charter schools.

STUDENT PERCEPTIONS OF CONNECTEDNESS - GRADE 11

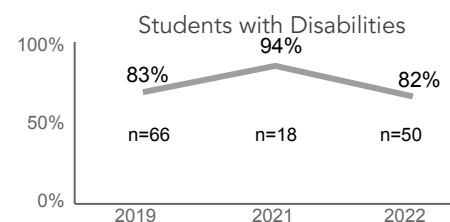
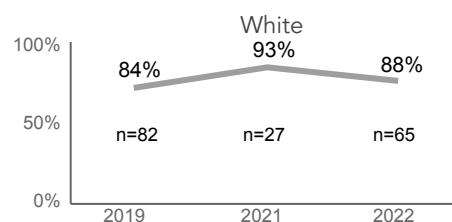
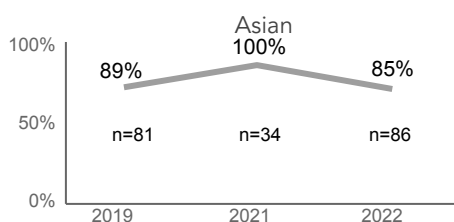
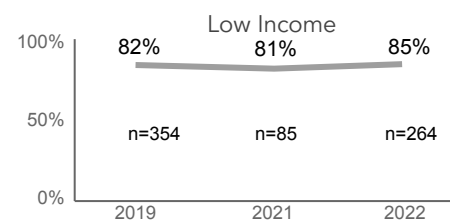
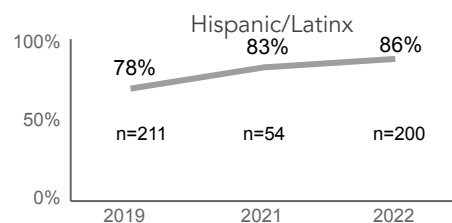
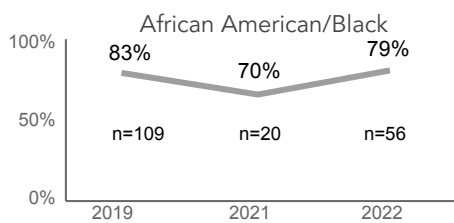
Student Perceptions of Connectedness is the total number of students who feel connected to their school divided by the number of students who responded to the annual student survey question. The line below represents students who “Strongly Agreed,” “Agreed,” or had a neutral response. NUSD surveys students at multiple grade levels to see where more direct support is needed for safety and connectedness. The survey was not administered during 2020 due to COVID-19. When looking at survey results from 2021, it is important to note that most students were doing distance learning for the majority of the year and the 2022 survey was given after the first full-year of being back to school in person. The response rates in 2021 were much lower than in 2019 and 2022 due to the pandemic and absenteeism; at 17% compared to around 50%.



TARGET
To be determined

SOME ACTIONS IN PROGRESS

- Restorative Practices
- Social Emotional Support program
- Positive Behavior Interventions and Supports (PBIS)
- Secondary athletics
- Expanded CTE offerings
- Social emotional curriculum
- School based assemblies, activities, and programs
- Annual student focus groups and climate survey
- School psychologists and social workers at our schools
- Student Voices

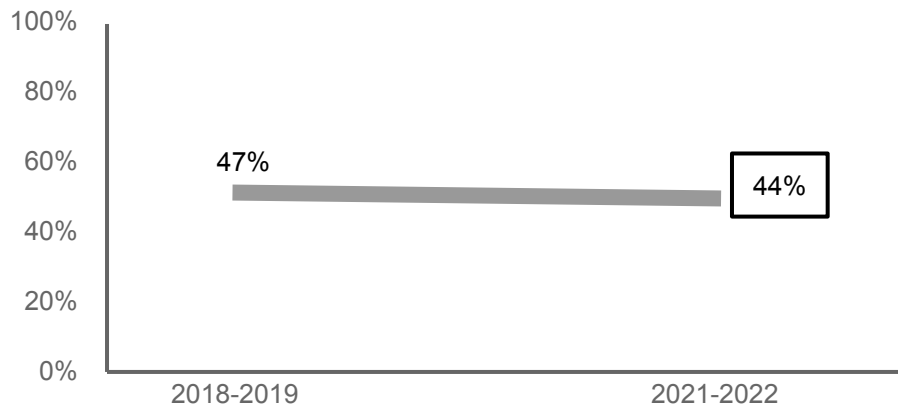


Note: Data on this page does not include results from NUSD independent charter schools.

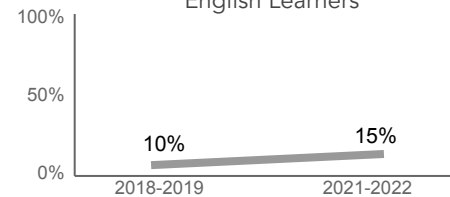
CAASPP ACHIEVEMENT - ENGLISH LANGUAGE ARTS

CAASPP Achievement is the total number of students who met or exceeded grade level standards in the spring of the previous school year divided by the total number of students who took the test during the spring the previous school year. NUSD is implementing a high quality academic program for all students at every school, aligning effective teaching with standards-based curriculum, and assessments that inform student learning. NUSD saw big gains in student achievement in 2019 on both the ELA and math tests, but then testing was suspended for the 2019-2020 and 2020-2021 school year due to the COVID-19 pandemic. (*continued on next page)

ALL STUDENTS



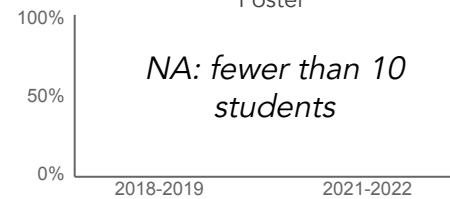
English Learners



TARGET

To be determined

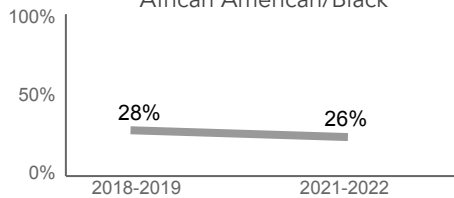
Foster



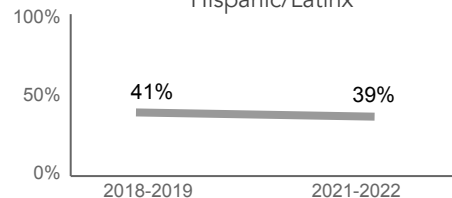
SOME ACTIONS IN PROGRESS

- 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

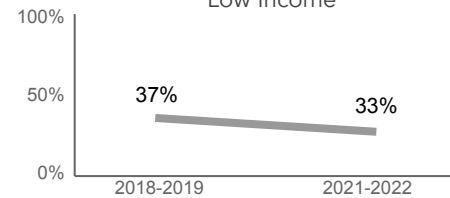
African American/Black



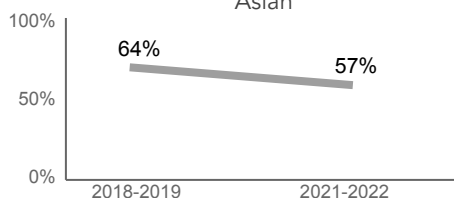
Hispanic/Latinx



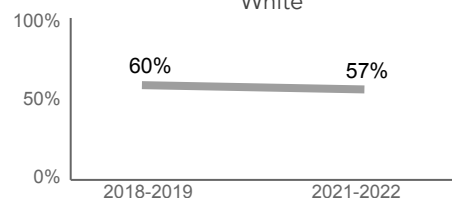
Low Income



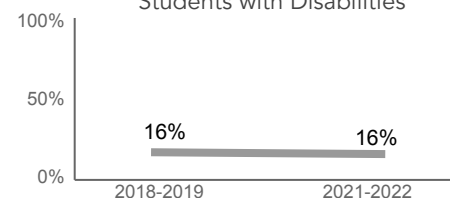
Asian



White

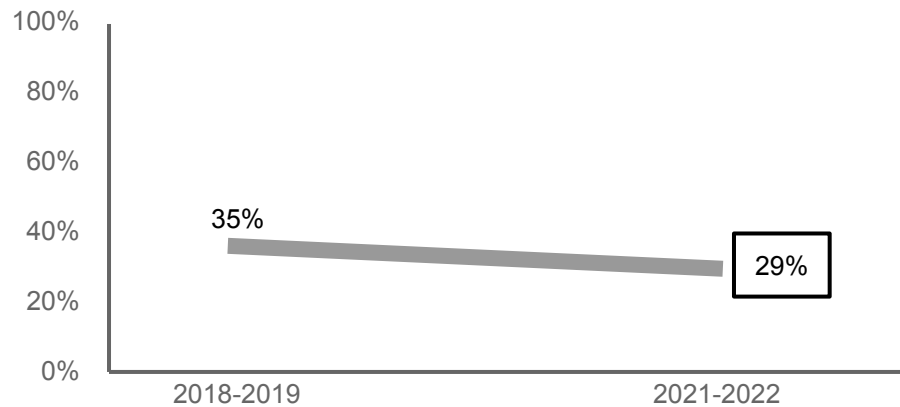


Students with Disabilities

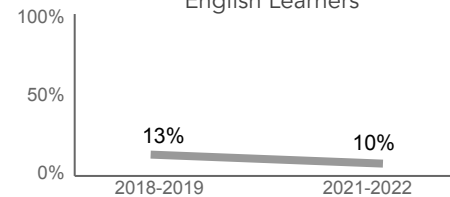


Natomas began identifying students who were experiencing learning loss due to the pandemic. In the 2021-2022 school year, Teachers on Special Assignment were hired to co-teach in our self-contained classes to improve academic achievement for students who may have experienced learning loss during distance learning and due to extended illness. The work to continue to monitor students who are identified as needing learning recovery continues with multiple actions to get them back on academic and social-emotional track.

ALL STUDENTS



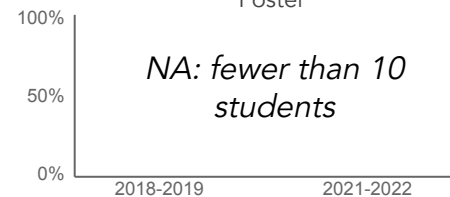
English Learners



TARGET

To be determined

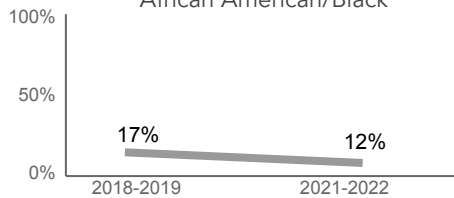
Foster



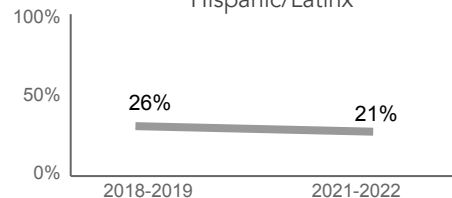
SOME ACTIONS IN PROGRESS

- 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

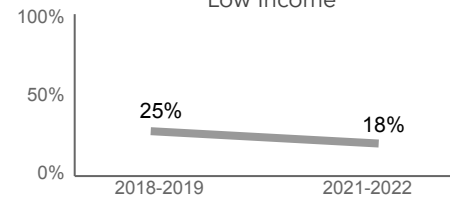
African American/Black



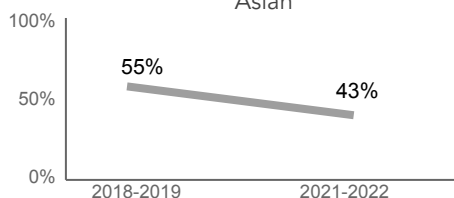
Hispanic/Latinx



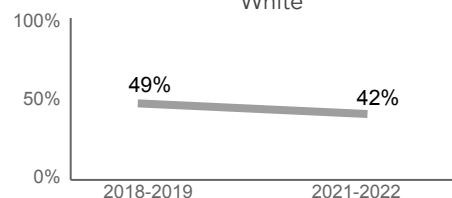
Low Income



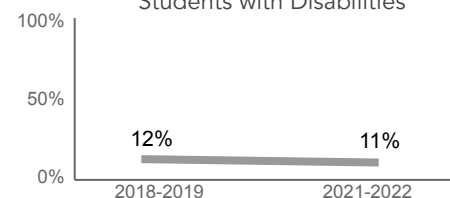
Asian



White

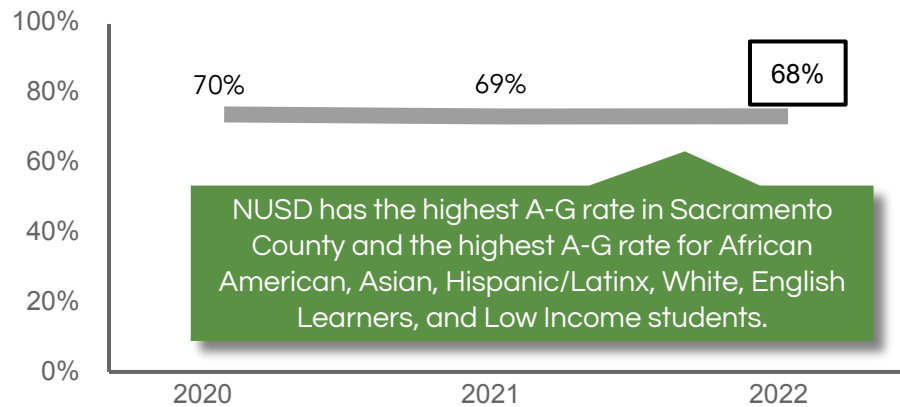


Students with Disabilities

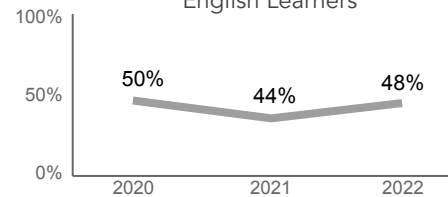


A-G Completion is the total number of graduates from the previous school year who completed the UC/CSU A-G requirements divided by the total number of graduates from the previous school year. Data on this page reflect district-wide results, as reported by the California Department of Education, and includes independent charter schools. The most recently available public data show that NUSD has the highest A-G rate in the county and the highest A-G rate for African American, Asian, Hispanic/Latino, White, English Learners, and Low Income students.

ALL STUDENTS



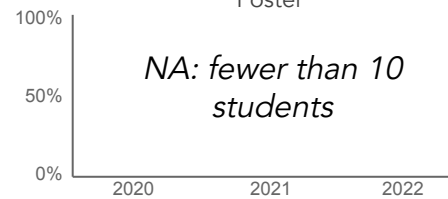
English Learners



TARGET

To be determined

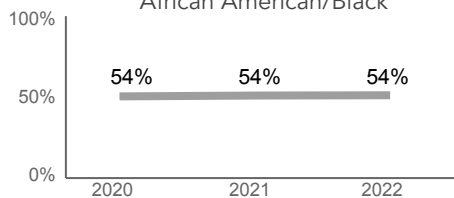
Foster



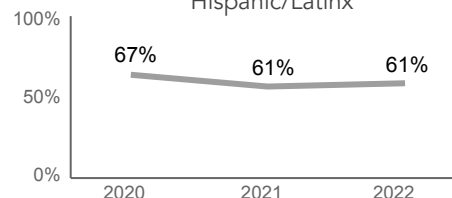
SOME ACTIONS IN PROGRESS

- 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 students' needs
- On Track to College Letter for High School Students
- Student progress monitoring through the Parent Portal
- Paid for CSU/UC Applications

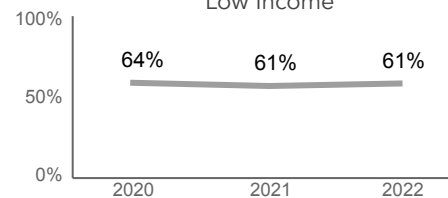
African American/Black



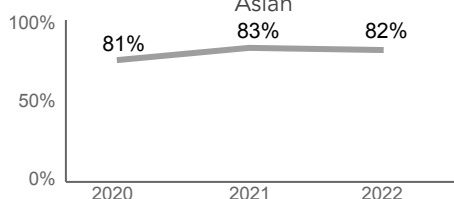
Hispanic/Latinx



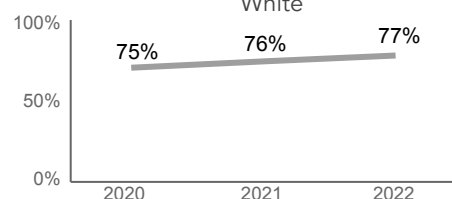
Low Income



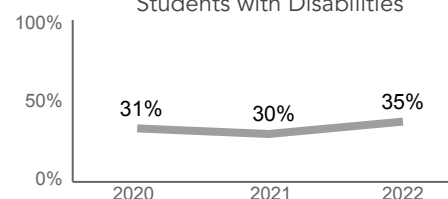
Asian



White



Students with Disabilities



In 2012, a little under 3 in 10 Natomas Unified students, excluding charters, would meet the minimum eligibility for California State Universities or the University of California campuses. A decade later and that number has more than doubled.

2012 UC/CSU a-g rate

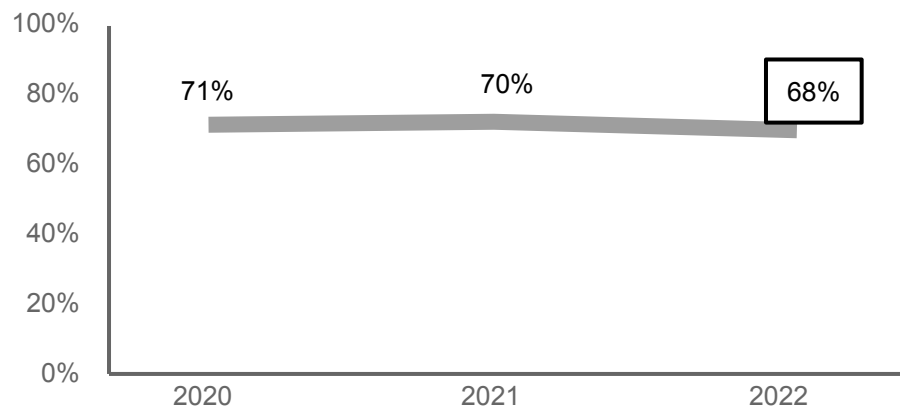


2022 UC/CSU a-g rate

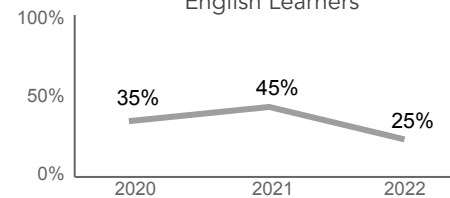


11th Grade A-G is the total number of 12th grade students who completed 11 or more A-G courses before the start of 12th grade divided by the total number of students enrolled in 12th grade the first week of October that year. College access begins long before graduation and NUSD is monitoring our students' progress before their senior year to ensure they are on track. By aligning courses, our course catalogue, and expanding counseling services, students continue to be on track to complete their A-G requirements when they graduate high school.

ALL STUDENTS



English Learners



TARGET

To be determined

Foster

NA: fewer than 10 students

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

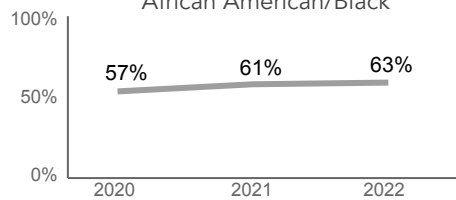
All CTE Courses Earn A-G Credits

Data analysis to meet each student's individual needs

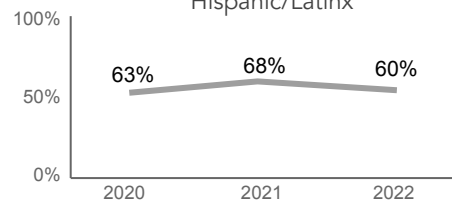
Student progress monitoring through the Parent Portal

On Track to College Letter for High School Students

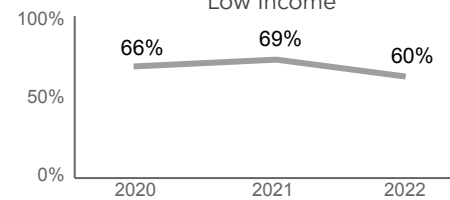
African American/Black



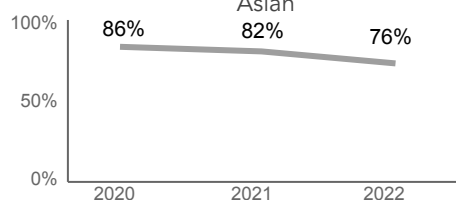
Hispanic/Latinx



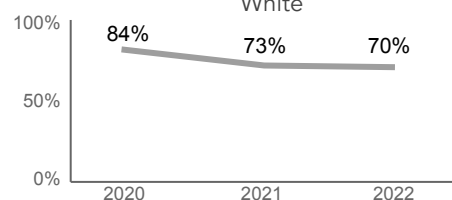
Low Income



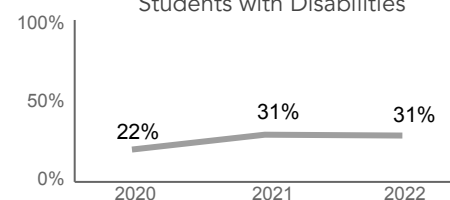
Asian



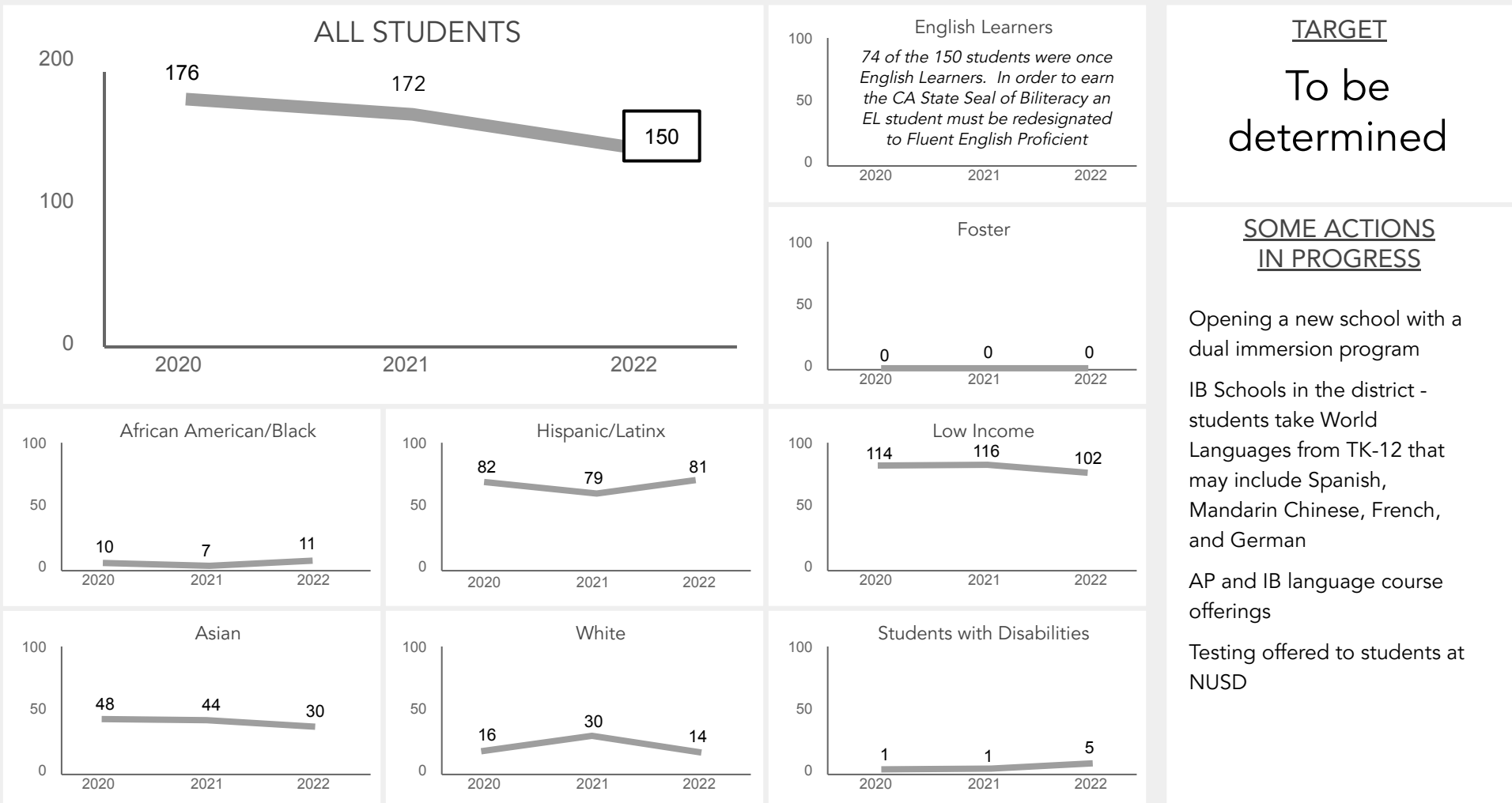
White



Students with Disabilities



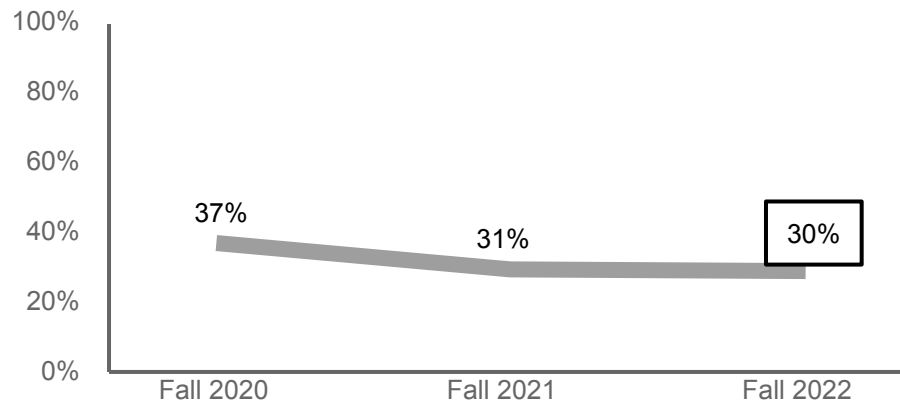
California State Seal of Biliteracy is the total number of graduates from the previous school year who earned the CA State Seal of Biliteracy. One way to demonstrate college and career readiness is by demonstrating a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The number of students earning the California State Seal of Biliteracy is a result of a district-wide commitment to support students in dual languages. It is important to note that during 2020 and 2021, the requirements to earn the Seal were more lenient due to not having the CAASPP assessment available, so the numbers are inflated.



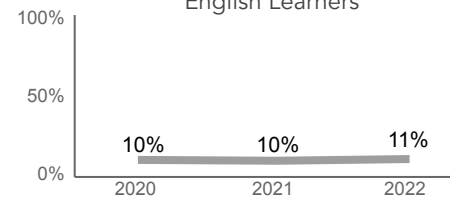
Note: Data on this page does not include results from Natomas Charter school.

AP/IB Course Enrollment is the number of students who took at least one Advanced Placement (AP) or International Baccalaureate (IB) course divided by the total number of students enrolled in grades 9-12 at Inderkum, Leroy Greene and Natomas High. Research shows that students who enroll in rigorous college level coursework, such as AP or IB, are more prepared for college even if they do not pass the exam. Natomas is the first district in the region to offer a TK to 12 IB program, and Natomas High School is an AP Capstone school. Because of these expanded offerings, more than 50% of our students take an AP or IB class before graduation and about a third of all high schools are enrolled in one of these courses each semester.

ALL STUDENTS



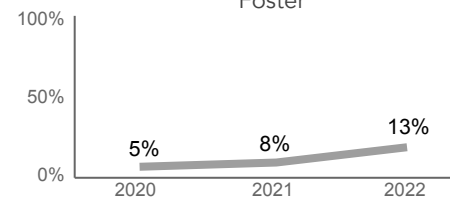
English Learners



TARGET

To be determined

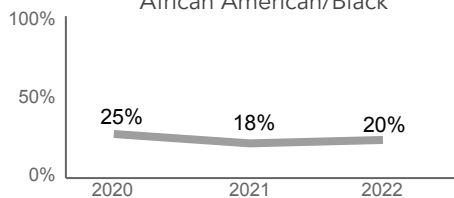
Foster



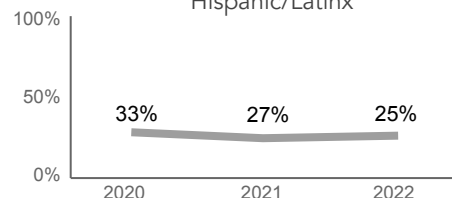
SOME ACTIONS IN PROGRESS

- 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

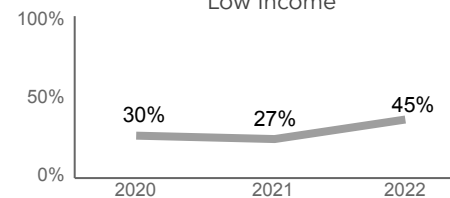
African American/Black



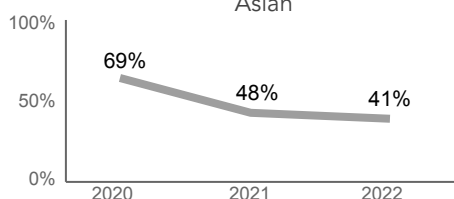
Hispanic/Latinx



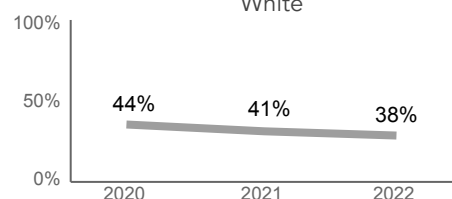
Low Income



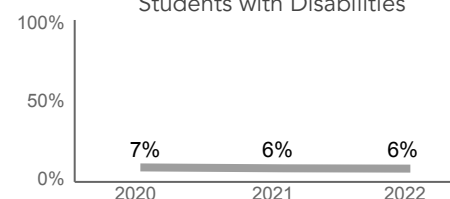
Asian



White



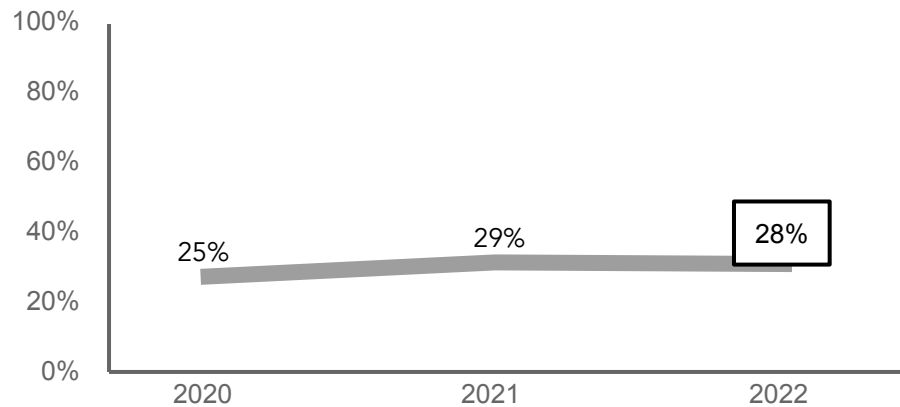
Students with Disabilities



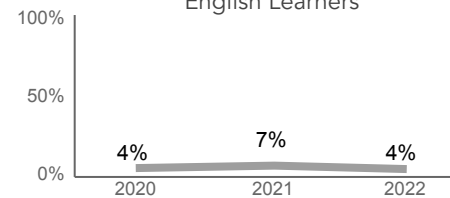
Note: Data on this page does not include results from NUSD independent charter schools.

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 Education 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.

ALL STUDENTS



English Learners



TARGET

To be determined

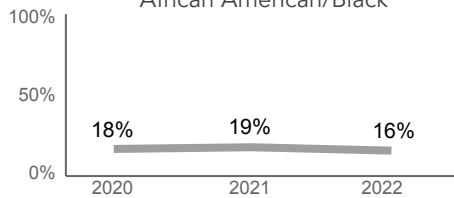
Foster

NA: fewer than 10 students

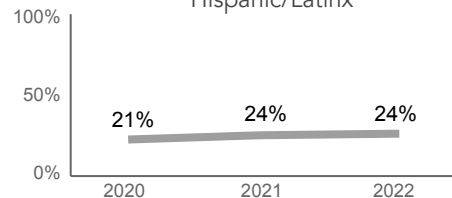
SOME ACTIONS IN PROGRESS

- 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

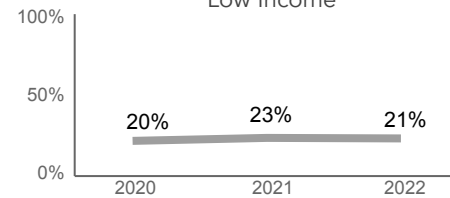
African American/Black



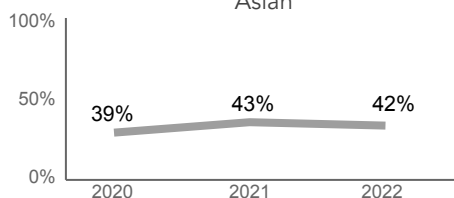
Hispanic/Latinx



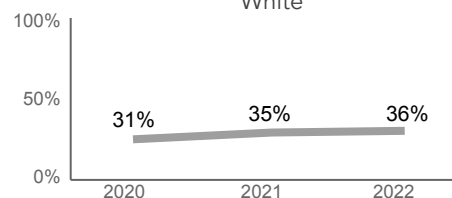
Low Income



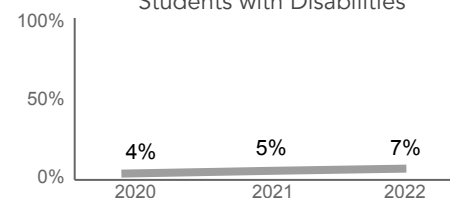
Asian



White



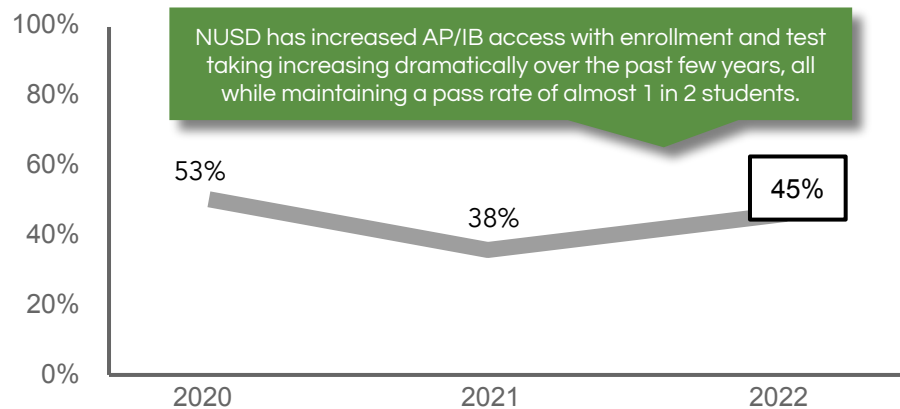
Students with Disabilities



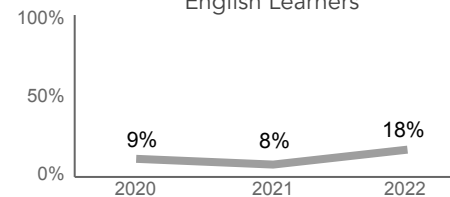
Note: Data on this page does not include results from NUSD independent charter schools.

AP/IB Pass Rate is the total number of students who pass an AP or IB exam divided by the total number of test takers. NUSD measures the student pass rate, rather than the test pass rate, because our intention is to give as many students as possible the opportunity to take an advanced course and pass a college level exam. 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. However, we know the current pass rate is higher than the pass rates pre-pandemic.

ALL STUDENTS



English Learners



TARGET

To be determined

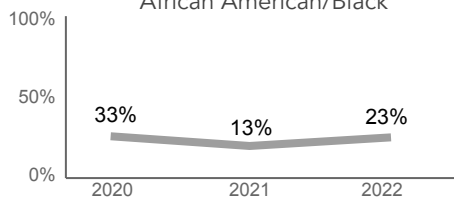
Foster

NA: fewer than 10 students

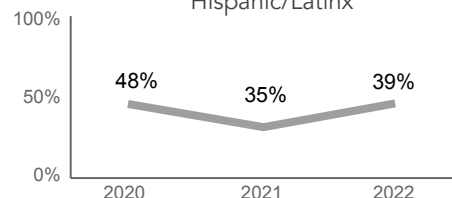
SOME ACTIONS IN PROGRESS

- 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

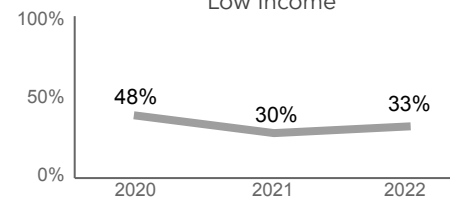
African American/Black



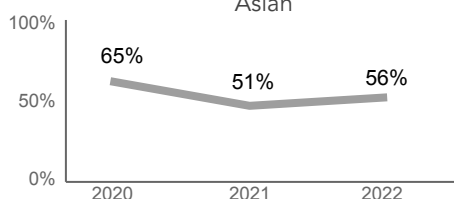
Hispanic/Latinx



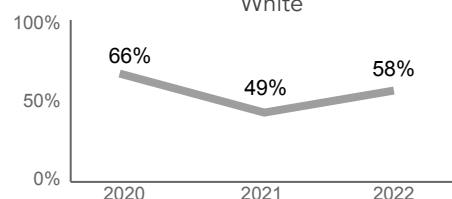
Low Income



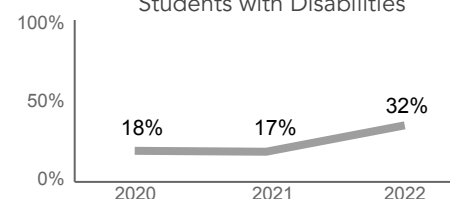
Asian



White



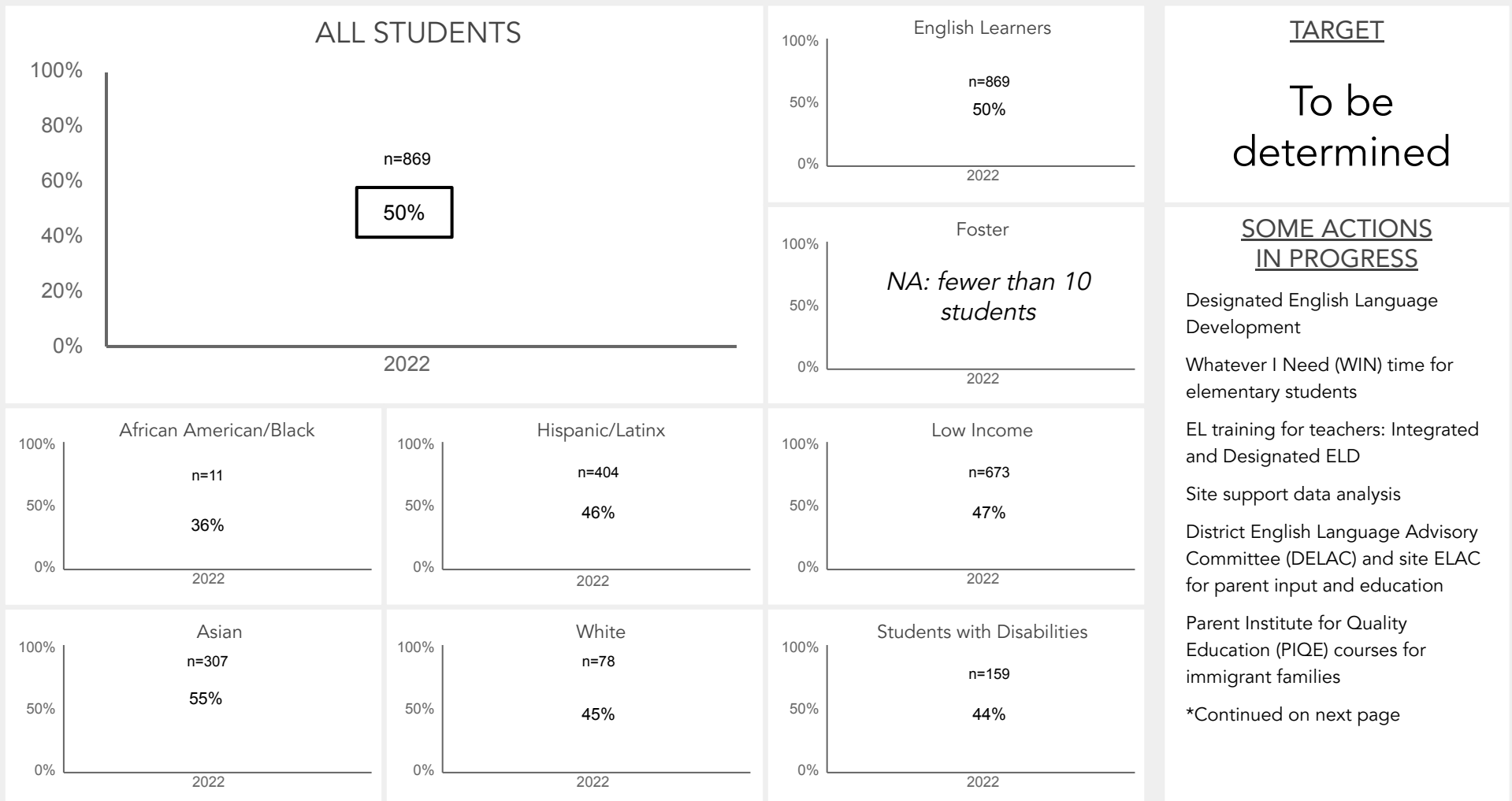
Students with Disabilities



Note: Data on this page does not include results from NUSD independent charter schools.

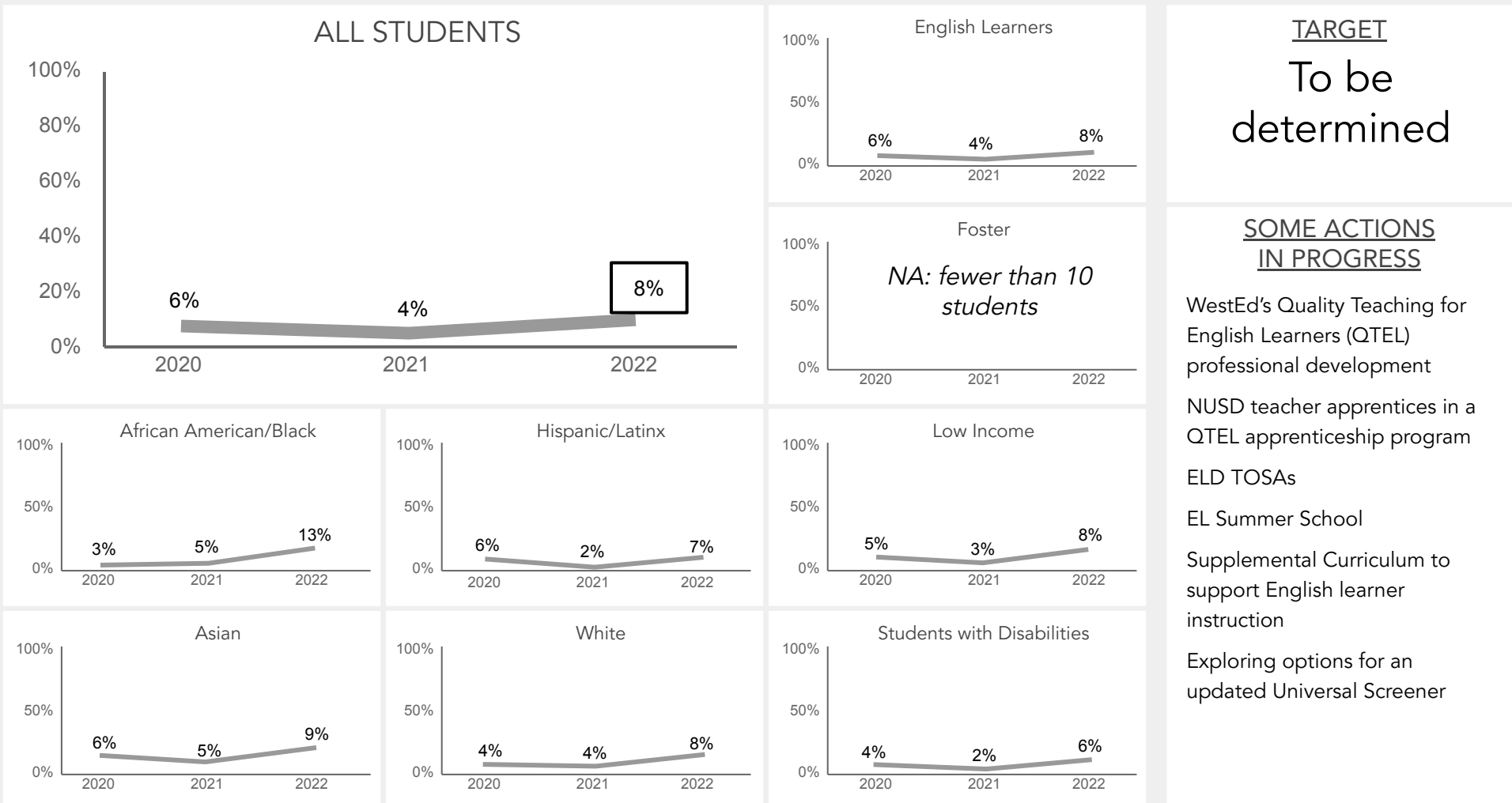
English Learner Progress is the total number of English Learners who improve one level or more on the Annual State test for English Learners or remain at one of the top levels divided by the total number of English Learners who took the annual state test for English Learners for two years in a row. The California Dashboard has divided the four ELPAC achievement levels into six levels with a score of 1, 2Low, 2High, 3Low, 3High and 4. This year we only have a baseline data point for English Learner Progress due to changes that were made in scale scores at the state level and disruptions in testing due to the COVID-19 pandemic.

CA Dashboard Status Levels in 2022 are: Very Low: Less than 35% Low: 35%-45% Medium: 45%-55% High: 55%-65% Very High: 65%+



Note: Data on this page does not include results from NUSD independent charter schools.

English Learner Redesignation Rate is the total number of English Learner (EL) Students who were redesignated between July 1 and June 30 of the school year divided by the total number of English Learners during the school year. After a student is redesignated, staff continue to monitor their progress for four additional years, and provide support as needed. Some of the metrics in this District Progress Report show lower performance for EL Students in part because once a student demonstrates higher academic performance they may redesignate to Fluent English Proficient. In 2019, the criteria to redesignate was changed to where a student had to score a 4 on the Summative ELPAC along with other requirements, which lowered the number of students who qualified to redesignate.



Note: These graphs do not include Natomas Charter School or Westlake Charter School students. The redesignation rates displayed above are reported from the year the student was redesignated. This is different than the State of California, which reports the rate during the following year.

- This report uses the most up-to-date data and resources available in NUSD at the time of printing: January 17, 2023.
- 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
- Unless otherwise noted on the bottom of a page, the data on that page include results from all NUSD schools, including independent charter schools.
- The data in this report do not necessarily match data on the California School Dashboard or California Department of Education Dataquest website because in some cases, those websites present information that is one or two years old, and may or may not include charter school results.
- 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) by visiting our website.

Today, we are proud to share our sixth District Progress Report, which is a monitoring tool and part of Natomas Unified's Cycle of Continuous Learning and Improvement and Continuous Cycle of Budget Development.



"progress over time..."
BP 0100

This District Progress Report is a snapshot of our daily work as we provide 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. It keeps us focused on supporting all of our students with particular attention on our most at-risk students. It also provides consistency and reassurance that we will monitor our actions and share our progress. To learn more, visit our website: www.natomasunified.org/dpr

Printed January 2023



Fall 2017



Spring 2018



Fall 2018



Spring 2019



Fall 2019



Winter 2023

...and more...