Natomas Unifed School District

Graduate Profile

Natomas
Unified School District
Connecting students to their future

Created 2025

Fast Facts

16 Schools

58 Spoken Languages

12,003 Students Enrolled

8 International Baccalaureate Programs
- 5 Primary Years Programme
- 2 Middle Years Programme
- 1 Diploma Programme

11 Career Technical Pathways

California Early College Academy (CECA) Program

Advancement Placement (AP) Diploma Program

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.

Natomas Unified School District

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

CORE VALUE

We value learning and achievement for each of our students.

CORE VALUE

We value diversity, equity, and inclusion.

CORE VALUE

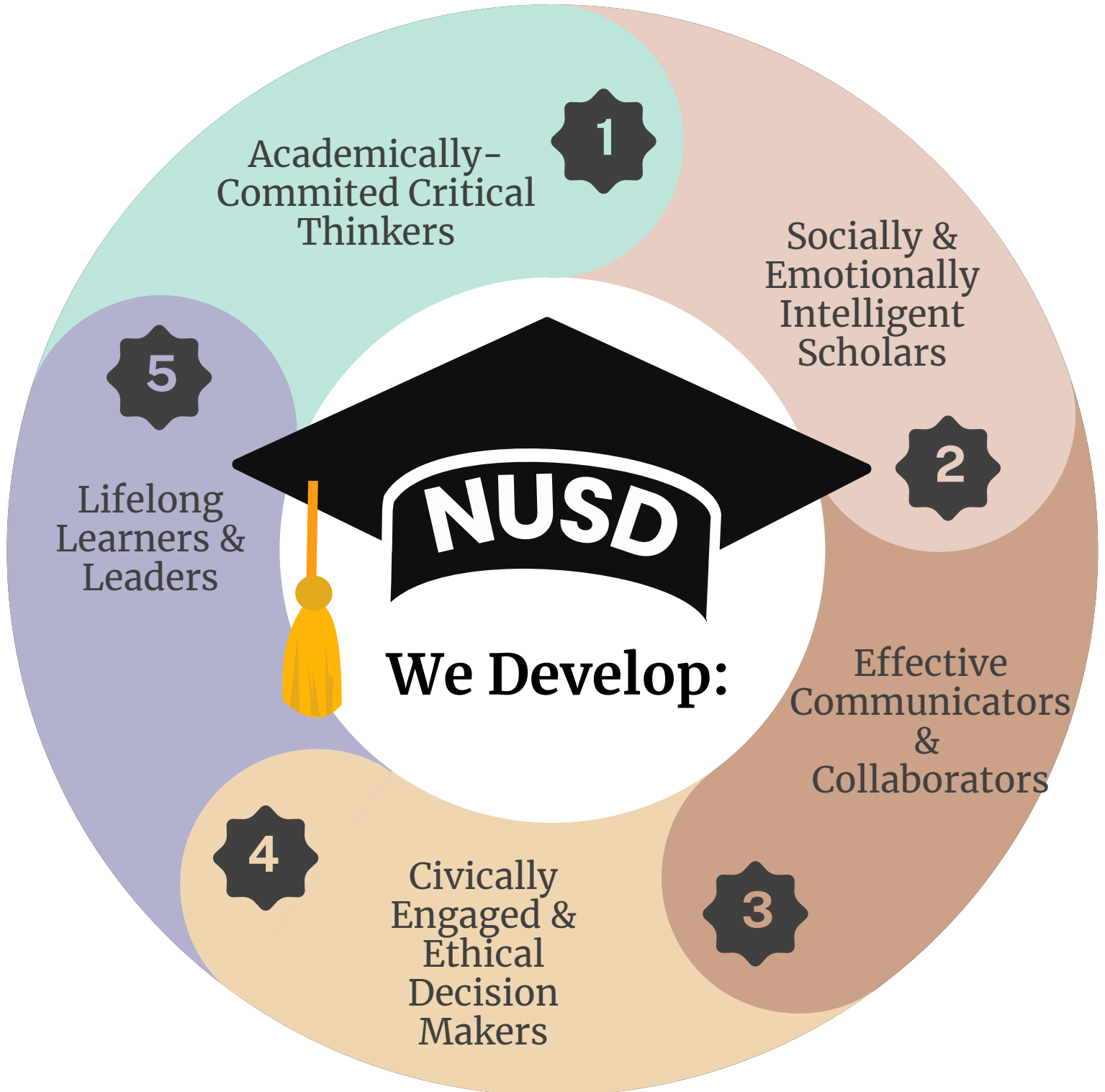We value our families as partners in the education of their students.

CORE VALUE

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

NUSD's Graduate Profile identifies a set of student outcomes to define what all graduates should know and be able to do in order to be prepared for post-secondary education, career and civic participation.

Natomas
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NUSD
We Develop:

1 Academically-Commited Critical Thinkers

2 Socially & Emotionally Intelligent Scholars

3 Effective Communicators & Collaborators

4 Civically Engaged & Ethical Decision Makers

5 Lifelong Learners & Leaders

1 Academically-Committed Critical Thinkers who:

- Demonstrate proficiency in literacy, numeracy, and all core subjects
- Engage in rigorous academic inquiry and problem-solving, applying critical thinking skills to analyze and evaluate information from a variety of sources
- Navigate and critically engage with digital information responsibly and ethically
- Set clear academic goals and develop individual plans to reach those goals over time

2 Socially & Emotionally Intelligent Scholars who:

- Develop self-awareness and self-management skills, regulating emotions and demonstrating resilience in diverse situations
- Exhibit social awareness, empathy, and cultural competence, fostering inclusive and respectful interactions
- Embrace diversity and promote inclusivity, valuing and respecting individuals from different backgrounds

3 Effective Communicators & Collaborators who:

- Communicate effectively through various mediums, including writing, digital platforms, and oral presentations, promoting clear and inclusive communication
- Collaborate with a broad range of teams, demonstrating strong relationship skills and contributing to an inclusive environment where all voices are heard and valued
- Engage in active listening, conflict resolution, and negotiation to build consensus and achieve shared goals

4 Civically Engaged & Ethical Decision Makers who:

- Actively participate in civic life and engage in community service and leadership roles
- Demonstrate responsible citizenship and environmental stewardship through sustainable practices
- Practice critical analysis and informed decision-making, considering ethical implications and promoting equity and fairness

5 Lifelong Learners & Leaders who:

- Pursue lifelong learning opportunities, adapt to different perspectives, and embrace diversity as a strength
- Demonstrate leadership qualities by promoting diversity, equity, and inclusivity, empowering others, and fostering a culture of belonging and respect
- Acquire essential life skills such as financial literacy, time management, and responsible decision-making for personal and professional success
- Learn from mistakes and engage in the practice of continuous learning and improvement

1

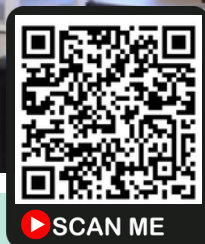## *Academically-Committed Critical Thinkers who:*

Demonstrate proficiency in literacy, numeracy, and all core subjects.

Potential metrics/monitoring	How we develop student capacity in each element		
	TK- 6	7 - 8	9 - 12
- CAASPP Math, ELA, and CAST (LCAP 1.6, 1.7, 1.27) - Diagnostic Assessments in ELA / Math (LCAP 1.17, 1.18. 1.19. 1.20) - District Writing Assessments (NUSD Literacy Rubrics) (LCAP 1.16)	- Core math and ELA instruction every grade level; tiered interventions for reading, writing, and math, writing instruction - PD for all teachers - IB PYP programs - AVID - Standards-aligned instruction - Intervention curriculum	- Core math and ELA instruction every grade level; tiered interventions for reading, writing, and math, writing instruction - PD for all teachers - After school intervention in reading, math and writing - Embedded / direct instruction for English learners (EL)	- Core math and ELA instruction every grade level; tiered interventions for reading, writing, and math, writing instruction - PD for all teachers - CTE Pathways - CECA - IB/MYP Programs - Dual Enrollment - AP Capstone - AVID - Embedded EL Instruction

1

Academically–Committed Critical Thinkers who:

Engage in rigorous academic inquiry and problem-solving, and apply critical thinking skills to analyze and evaluate information from a variety of sources.

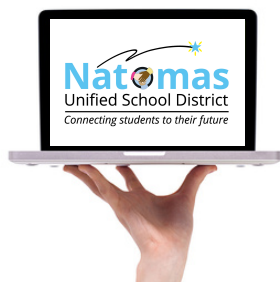| Potential metrics/monitoring	How we develop student capacity in each element		
	TK– 6	7 – 8	9 – 12
• Walkthroughs/ Formative Feedback on CSTP 3 (3d) • Dual Enrollment coursework (LCAP 1.5) • AP/IB course completion and test performance (LCAP 1.10, 1.11, 1.12)	• IB units of inquiry • Exhibition Project, AVID • Cornell Notes • Socratic Method	• International Baccalaureate Programs (MYP) • AVID • MESA • IB inquiry and community service project, exhibition project	• Literacy Assessments • Instructional Framework • Assessment Calendar • DBQs / Science Labs • MESA • Collaborative thinking activities • AP Capstone • Socratic Seminar • Seal of Biliteracy

Students in Primary Years Programme

1

Academically–Committed Critical Thinkers who:

Navigate and critically engage with digital information responsibly and ethically.

Potential metrics/monitoring	How we develop student capacity in each element		
	TK– 6	7 – 8	9 – 12
• Internet Usage Monitoring	• Online intervention curriculum • Online SEL curriculum • Online lessons/ videos • Google Classroom • Every student is assigned technology	• Online intervention curriculum • Online SEL curriculum • Online lessons/ videos • Google Classroom • Every student is assigned technology	• Audio-visual presentations • Research project / papers • Online intervention curriculum • Online SEL curriculum • Google Classroom • Every student is assigned technology

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Each NUSD Student Receives a Chromebook

1

Academically-Committed Critical Thinkers who:

Set clear academic goals and develop individual plans to reach those goals over time.

Potential metrics/ monitoring	How we develop student capacity in each element		
	TK- 6	7 - 8	9 - 12
• Goal setting for ELA/Reading and Math • AVID goal-setting practices • Walkthroughs/ Formative Feedback on CSTP 5 (5c) and 6	• PLC, common assessments • SST meetings • English Language Development (ELD) supports for ELs	• Exhibition • PLC, common assessments • SST meetings • ELD supports • Californiacolleges.edu (CCGI) career and post-secondary lessons and planning • Early access to financial aid options and multiple college plans • Academic presentations in classrooms • One on one advising and counseling meetings	• Senior Project • IB Personal Projects (9, 10) • 4 Yr Plans • PLC • CTE Options • College & Career Coordinators at each site • Californiacolleges. edu (CCGI) career and post-secondary lessons and planning • Advisory teams • College and Career presentations held in classrooms • One on one advising and counseling meetings

Socially & Emotionally Intelligent Scholars who:

Develop self-awareness and self-management skills, regulating emotions and demonstrating resilience in diverse situations.

Potential metrics/monitoring	How we develop student capacity in each element		
	TK- 6	7 - 8	9 - 12
- Discipline outcomes: Suspensions (LCAP 2.3) - Attendance Rate (LCAP 2.6) - Participation in small groups, counseling, other wellness staff-offered opportunities - Classroom referral data	- Implement age-appropriate SEL curriculum - Restorative Justice - PBIS Tier 1 Supports - Lunch Bunch - Wellness Groups - Monthly PBIS Assemblies - AVID College and Career Readiness Framework - Community Circles - Partnerships with community organizations - Targeted lessons with school psychologist	- In-depth SEL curriculum - SEL Lunch Bunch - Counselor and Social Worker push-in to classrooms - PBIS Mentoring with check-in and check-out (CICO) - IB Units of Inquiry - Restorative Circles/ Restorative Justice - Partnerships with community organizations	- Advanced SEL curriculum - Counselors, academic counselors, psychiatristsand social workers - Restorative justice - Mediations - Advisory - PBIS mentoring - Academic assemblies - School and community events

2

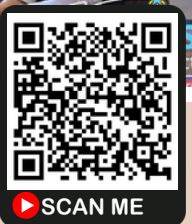# *Socially & Emotionally Intelligent Scholars who:*

Exhibit social awareness, empathy, and cultural competence, fostering inclusive and respectful interactions.

Potential metrics/monitoring	How we develop student capacity in each element		
	TK– 6	7 – 8	9 – 12
• Behavioral referrals/ incidents • SEL/Mental Health referrals • PBIS Tier II data • SEL curriculum lesson outcomes	• CICO Tier II referrals • IB Learner Profile • SEL curriculum • Lunch Bunch • Wellness groups • Community circles • Targeted lessons with school psychologist	• IB Units of Inquiry • Restorative circles • Student Club (WEB)–Where Everybody Belongs (led by students for students) • Mediations • Lunch and learn SES groups	• Restorative justice • PBIS • Mediations • Peer restorative circle groups • Peer mentors • Clubs: (i.e. LGBTQ, BSU, Latinos Unidos) • Leadership

Engaging activities at our High Schools to build connections

Lunch Bunch at our Elementary Schools

SCAN ME

2

Socially & Emotionally Intelligent Scholars who:

Embrace diversity and promote inclusivity, valuing and respecting individuals from different backgrounds.

Potential metrics/monitoring	How we develop student capacity in each element		
	TK– 6	7 – 8	9 – 12
• Participation in Field Day • Participation in student leadership trainings • Social Studies lessons • Ethnic Studies coursework	• Cultural celebrations in the school • Assemblies • After-School enrichment programs • IB Units of Inquiry	• Clubs • Partnerships with community organizations • Cultural appreciation art courses • IB Units of Inquiry	• Clubs (i.e. LGBTQ, BSU, Latinos Unidos • Multicultural Nights on campus • Ethnic Studies • Guest Speakers

Natomas Park Elementary Black History Museum

Paso Verde International Festival

SCAN ME

11

<div style="text-align:center">**3**</div>

Effective Communicators & Collaborators who:

Communicate effectively through various mediums, including writing, digital platforms, and oral presentations, promoting clear and inclusive communication.

Potential metrics/ monitoring	How we develop student capacity in each element		
	TK- 6	7 – 8	9 – 12
• Senior service night presentations (peer reviews, audience surveys) • District Writing Assessment (LCAP 1.16) • Speaking standards (CCSS)	• Storytelling, encouraging students to share stories verbally • Use of prompts or story starters to support creativity • IB Learner Profile /PYP • IB Approaches to Learning (ATL) Skills embedded in lessons and school culture • AVID - emphasizing effective communication, presentation, and discussion • IABS / FIAB • School programs	• Implement peer review sessions where students give and receive constructive feedback on their writing and presentations • AVID collaborative structures • AVID inquiry strategies • MYP	Conduct research and present findings • Emphasize the importance of citing resources • Teaching strategies that emphasize collaboration and communi–cation • Oral Presentations • Group engagement • Socratic Seminar • AVID collaborative structures • AVID inquiry strategies

3

Effective Communicators & Collaborators who:

Collaborate with a broad range of teams, demonstrating strong relationship skills and contributing to an inclusive environment where all voices are heard and valued.

Potential metrics/monitoring	How we develop student capacity in each element		
	TK- 6	7 - 8	9 - 12
• Climate Surveys – students feel safe and feel their voices are valued (LCAP 3.1, 3.2) • Team performance: projection outcomes and team efficiency • Engagement: participation and contribution metrics • Inclusivity indicators: monitor diversity of ideas presented in discussions and projects (develop an inclusion index) • Participation rates in after-school activities (e.g. clubs)	• SEL Curriculum • Role model/ peer helpers • Student Council for student voice • After school programs	• Enrichment • Partnerships with community organizations • ASB/student council • After school programs	• Encouraging collaborative teaching strategies • AVID • Partnerships with community organizations • ASB • Clubs • Leadership class

Effective Communicators & Collaborators who:

3

Engage in active listening, conflict resolution, and negotiation to build consensus and achieve shared goals.

Potential metrics/monitoring	How we develop student capacity in each element		
	TK- 6	**7 - 8**	**9 - 12**
• Discipline indicators: Behavior and suspension reports (LCAP 2.3) • Strength indicators from wellness screening • Participation in restorative conversations • Participation in social worker/ psychologist focus groups/other	• PBIS • Restorative Justice • Check-In /Check-Out • Attendance awards, acknowledge-ment for academics/ SEL/ community building • Social groups	• Restorative Justice • Check-In /Check-Out • PBIS • Social Groups	• PBIS • Check-In /Check-Out • Restorative Justice • Student Voices for the District • ASB • Clubs • Partnerships with community organizations

Student Voices Advisory Council developing public speaking skills

High school students presenting at 8th Grade Roadshow

SCAN ME

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4

Civically Engaged & Ethical Decision Makers who:

Actively participate in civic life and engage in community service and leadership roles.

Potential metrics/ monitoring	How we develop student capacity in each element		
	TK– 6	7 – 8	9 – 12
• Leadership class • Participation in service clubs on campus • Voter pre-registration • Student council/ honor society participation • State Seal of Civic Engagement (LCAP 1.23)	• Teach students about their community including roles of local leaders, the importance of helping others, and the concept of civic responsibility through stories, discussions, and field trips • Peer Helpers 4-8 to go out on TK-3 recess time to solve problems • Student Council • Community School Board Member	• Implement units focused on government, civic rights, and responsibilities teaching students about their role in democracy and community engagement • Student leaders who facilitate new student tours and 6th grade orientation • MYP: community service and identity project	• Partner with local organizations to provide students with internship opportunities or service learning experiences • Senior project • Work permits • MYP & IB projects • Leadership: clubs, sports, band, and student leadership • Student & family tours

4

Civically Engaged & Ethical Decision Makers who:

Demonstrate responsible citizenship and environmental stewardship through sustainable practices.

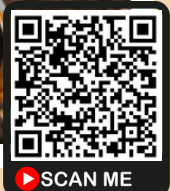| Potential metrics/monitoring	How we develop student capacity in each element		
	TK– 6	7 – 8	9 – 12
• PBIS outcomes • Participation as restorative justice mentors • Community service evaluation from community mentor • Responsive Classroom monitoring	• PBIS program to encourage responsible citizenship • Learner Profile and Approaches to Learning (ATL) through the IB Framework • IB Exhibition	• IB Exhibition • Review & sign technology acceptable use policy • PBIS program to encourage responsible citizenship • Science labs focused on environmental impact	• Science labs • PBIS rewards • Social Justice / Ethnic Studies Courses

Leroy Greene students at the State Capitol

Youth Workforce program participants practicing interviewing skills

16

4

Civically Engaged & Ethical Decision Makers who:

Practice critical analysis and informed decision-making, considering ethical implications and promoting equity and fairness.

Potential metrics/monitoring	How we develop student capacity in each element		
	TK- 6	7 - 8	9 - 12
• Course outcomes in classes w/social justice components • Participation in restorative justice/ community circles • Civics class	• SEL Curriculum • PBIS Lessons include IB Learner Profiles	• Exhibition (IB Schools) • SEL curriculum • PBIS Lessons include IB Learner Profiles	• Ethnic studies / social justice courses • MYP / IB - including a world focus • Collaborative thinking activities • Science labs • Argumentative writing • Digital credit analysis for credit recovery • Restorative practices

Congressman Ami Bera visits NUSD schools to discuss civic engagement

5

Lifelong Learners & Leaders who:

Pursue lifelong learning opportunities, adapt to different perspectives, and embrace diversity as a strength.

Potential metrics/monitoring	How we develop student capacity in each element		
	TK– 6	7 – 8	9 – 12
• Participation in clubs/ organizations that support diversity • Participation/leadership in multicultural learning opportunities • Involvement in community service	• Introduce students to diverse stories, cultures, and perspectives through books and multimedia resources • Discuss experiences of characters from different backgrounds • Campus and district wide multicultural events	• Implement project-based learning that requires students to research and present on diverse cultures, historical events, or social issues, promoting inquiry and exploration • IB monthly attributes • District and site multi-cultural fairs • Diversity literacy nights	• Implement projects where students research and address real-world issues related to diversity and inclusion • AP Research • AP Seminar • IB Learner Profile • Scholars Program • CTE Pathways

In NUSD We Develop

Lifelong Learners & Leaders who:

5

Demonstrate leadership qualities by promoting diversity, equity, and inclusivity, empowering others, and fostering a culture of belonging and respect.

Potential metrics/monitoring	How we develop student capacity in each element		
	TK– 6	7 – 8	9 – 12
• Student leadership opportunities on campus • Participation in leadership opportunities in community • Participation in multicultural fair, presentationsor other opportunities	• Student Council • IB Awards (Learner attributes) • District training for staff	• School Leadership and Student Council • Community Projects for IB • IB monthly Attributes and Awards • District training for staff	• ASB Student Council • Leadership Classes • Link Crew • GSA Alliance • District training for staff

Student Voices Advisory Council

In NUSD We Develop

Lifelong Learners & Leaders who:

Acquire essential life skills such as financial literacy, time management, and responsible decision-making for personal and professional success.

Potential metrics/monitoring	How we develop student capacity in each element		
	TK- 6	7 - 8	9 - 12
• Legacy Leaders Club • Financial literacy class • Attendance (punctuality) • Employability Report Card for students	• AVID goals	• Schoolwide Agendas • Student goal setting	• Avid Program

Two Rivers Elementary, an AVID Demonstration School, utilizing AVID strategies in the classroom

SCAN ME

5

Lifelong Learners & Leaders who:

Learn from mistakes and engage in the practice of continuous learning and improvement.

Potential metrics/monitoring	How we develop student capacity in each element		
	TK- 6	7 – 8	9 – 12
• Pre and post assessment feedback • Literacy writes/ rewrites • Student showcases, teacher/peer feedback • AVID reflection notes, journaling, debrief sessions, documentation of lessons learned	• AVID • IB Unit reflections for scholars on learning	• Multiple opportunities to take assessments • Writing process: multiple drafts with writing process • RJ practices • Progressive Discipline	• Admin Conferences

Engaged students learning and improving from feedback

School Directory

American Lakes School
2800 Stonecreek Drive
Sacramento, CA 95833
(916) 567-5500

Bannon Creek School
2775 Millcreek Drive
Sacramento, CA 95833
(916) 567-5600

Discovery High School
3401 Fong Ranch Road
Sacramento, CA 95834
(916) 928-5200

H. Allen Hight Elementary
3200 North Park Drive
Sacramento, CA 95835
(916) 567-5700

Heredia-Arriaga School
1800 Club Center Drive
Sacramento, CA 95835
(916) 567-5730

Heron School
5151 Banfield Drive
Sacramento, CA 95835
(916) 567-5680

Inderkum High School
2500 New Market Drive
Sacramento, CA 95835
(916) 567-5640

Jefferson School
2001 Pebblewood Drive
Sacramento, CA 95833
(916) 567-5580

Larry G. Meeks Academy
2775 Millcreek Drive
Sacramento, CA 95833
(916) 567-5886

Leroy Greene Academy
2950 West River Drive
Sacramento, CA 95833
(916) 567-5560

Natomas High School
3301 Fong Ranch Road
Sacramento, CA 95834
(916) 641-4960

Natomas Middle School
3200 North Park Drive
Sacramento, CA 95835
(916) 567-5540

Natomas Park Elementary
4700 Crest Drive
Sacramento, CA 95835
(916) 928-5234

Paso Verde School
5240 PV Scholars Lane
Sacramento, CA 95835
(916) 567-5810

Two Rivers Elementary
3201 West River Dr.
Sacramento, CA
(916)567-5520

Witter Ranch Elementary
3790 Poppy Hill Way
Sacramento, CA
(916)567 -5620

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