



Cycle of Continuous
Learning & Improvement

DISTRICT PROGRESS REPORT

Fall 2024

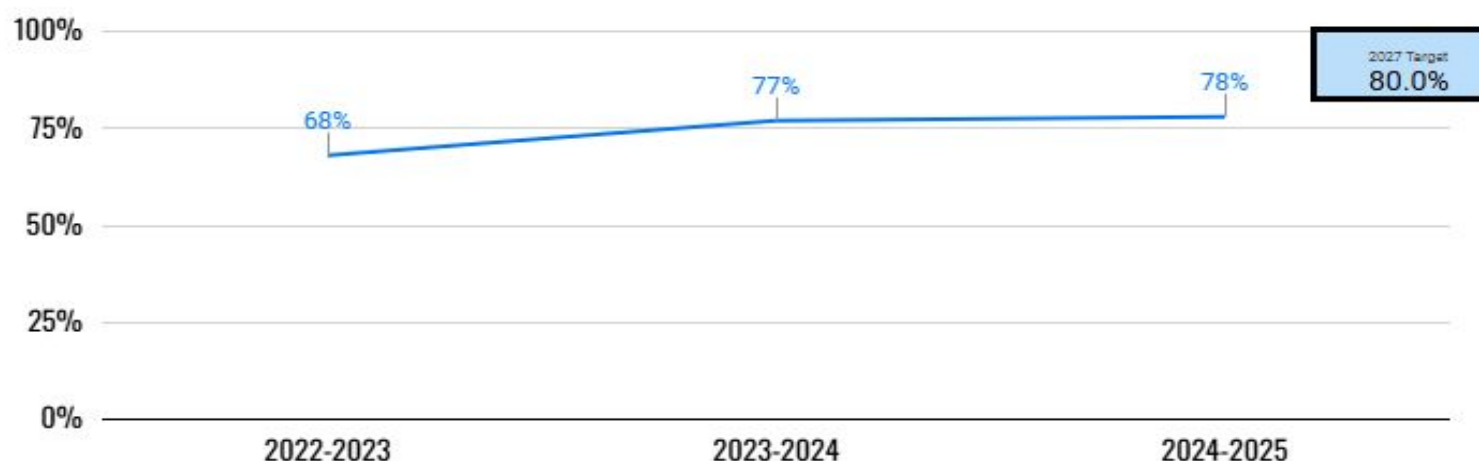
This document reflects the status of each of our District Progress Report Metrics as of February 6th 2025.

Additional materials can be found on our website at:
<https://www.natomasunified.org/our-district/district-progress-report>

11th GRADE A-G COMPLETION

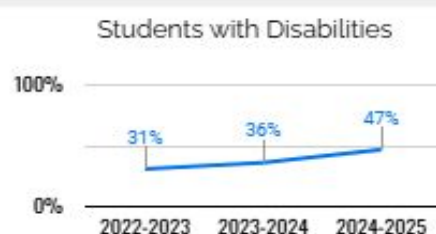
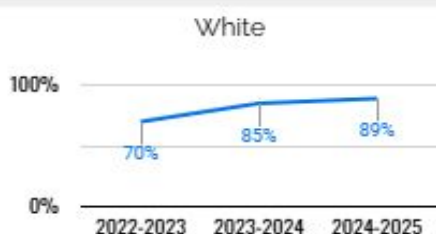
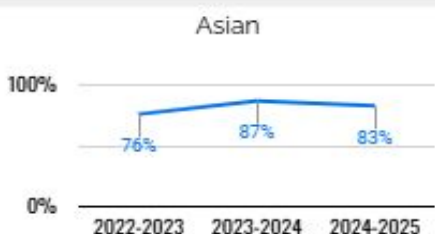
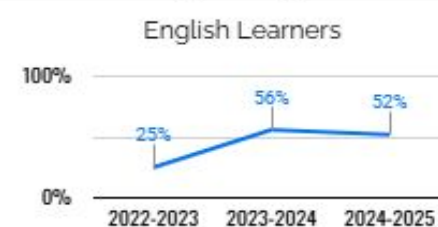
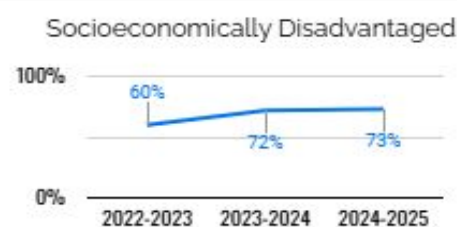
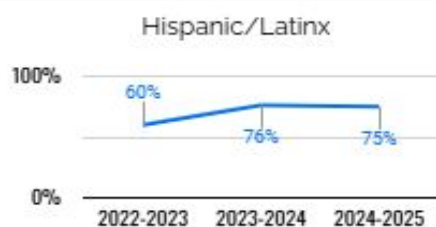
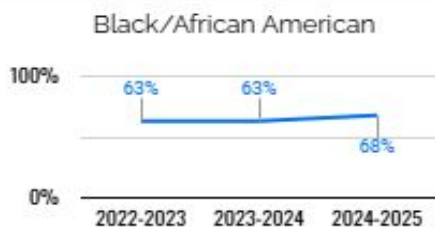
11th Grade A-G Completion Rate is an important indicator of academic readiness, in particular readiness for college. 11th Grade A-G rate is calculated by dividing the total number of 12th grade students who completed 11 or more A-G courses before the start of 12th grade divided by the total number of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

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



Additional Actions

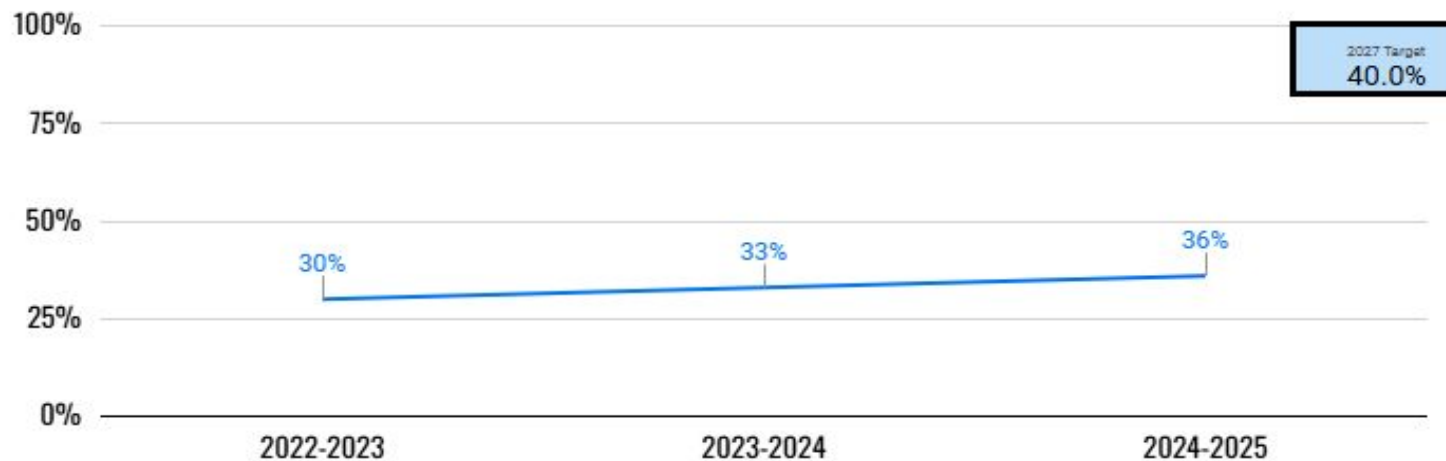
- Additional high school counselors for academic advisement and intentional student placement
- Expanded course offerings and supports, including online, summer school, and middle school courses and tutoring
- College/Career Counseling services & College and Career Specialists
- Parent University workshops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



AP/IB COURSE ENROLLMENT

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

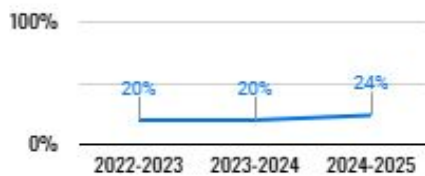
The rates below reflect actual course enrollment data from NUSD's student information system.



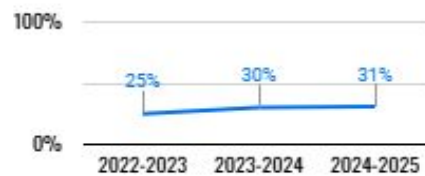
Additional Actions

- 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
- Student Voices Road Show
- Parent University workshops

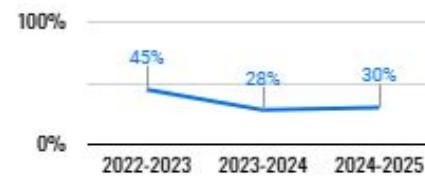
Black/African American



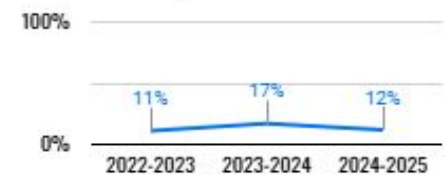
Hispanic/Latinx



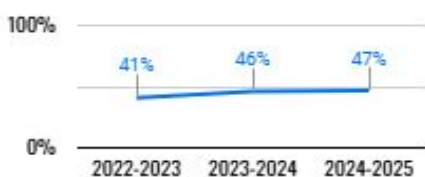
Socioeconomically Disadvantaged



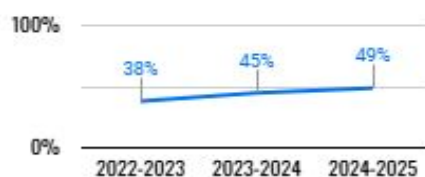
English Learners



Asian



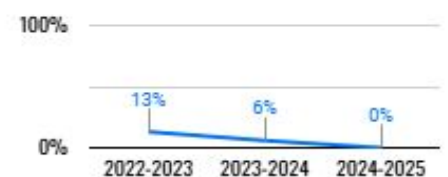
White



Students with Disabilities



Foster Youth



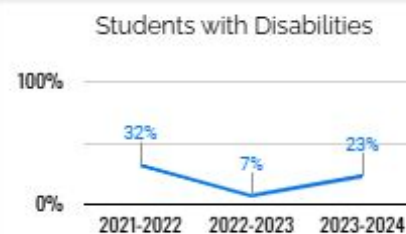
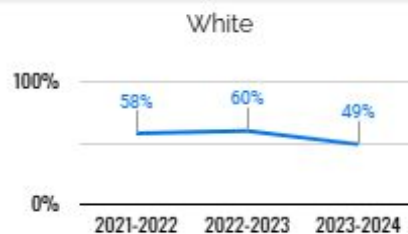
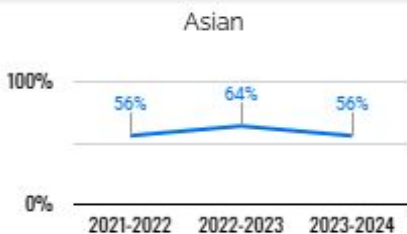
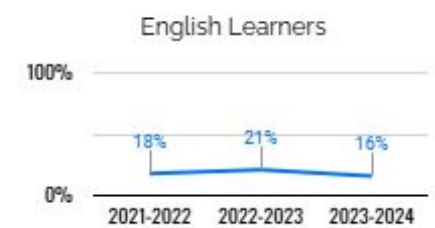
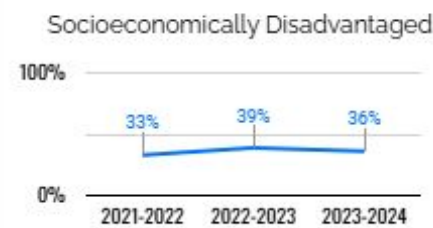
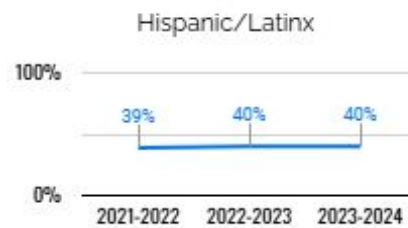
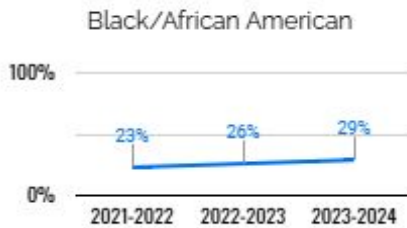
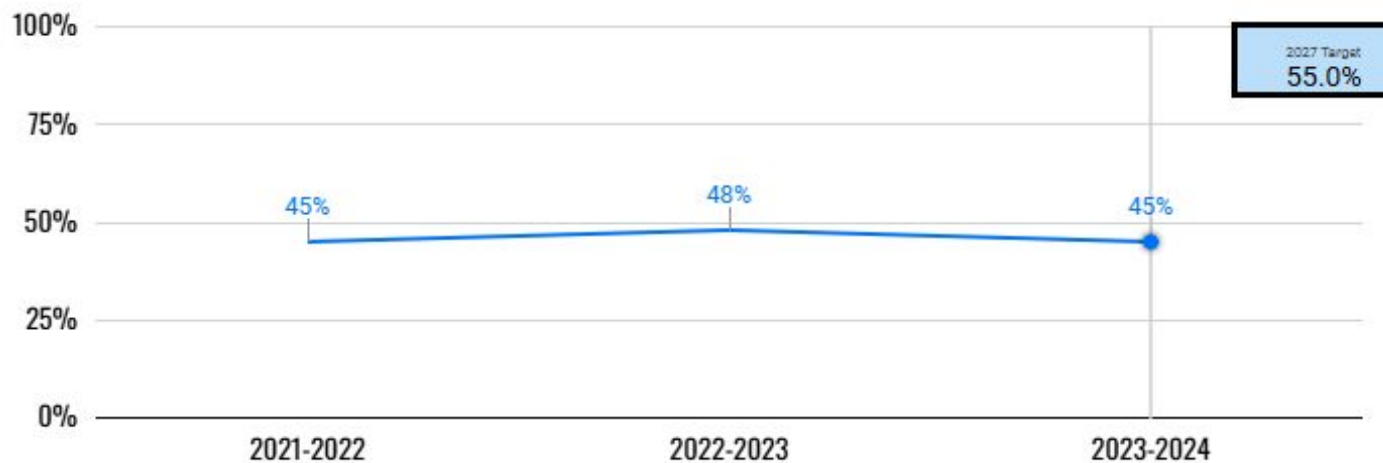
AP/IB TEST PASS RATE

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

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

Additional Actions

- 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

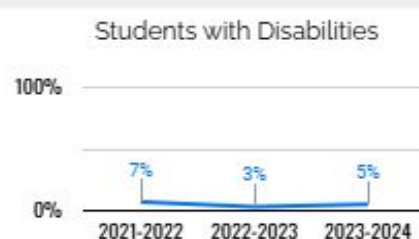
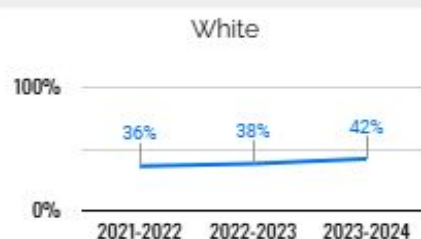
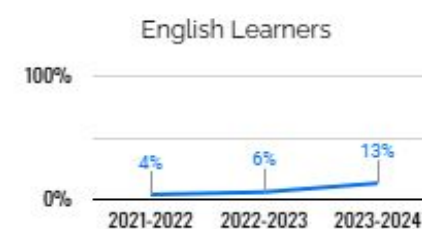
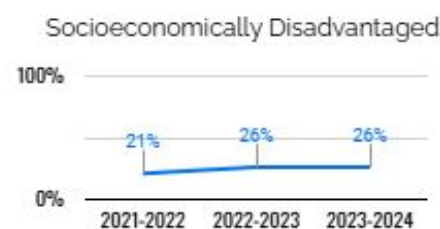
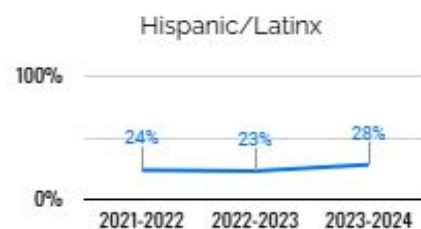
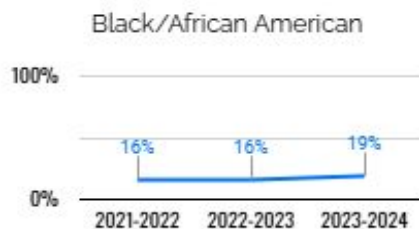
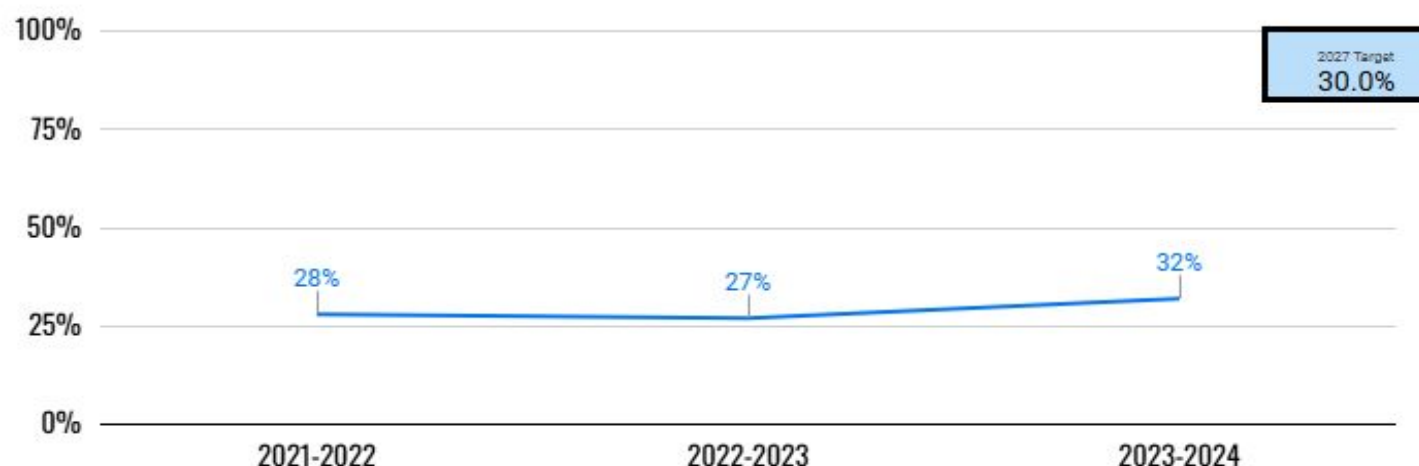


AP/IB TEST TAKING RATE

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

Additional Actions

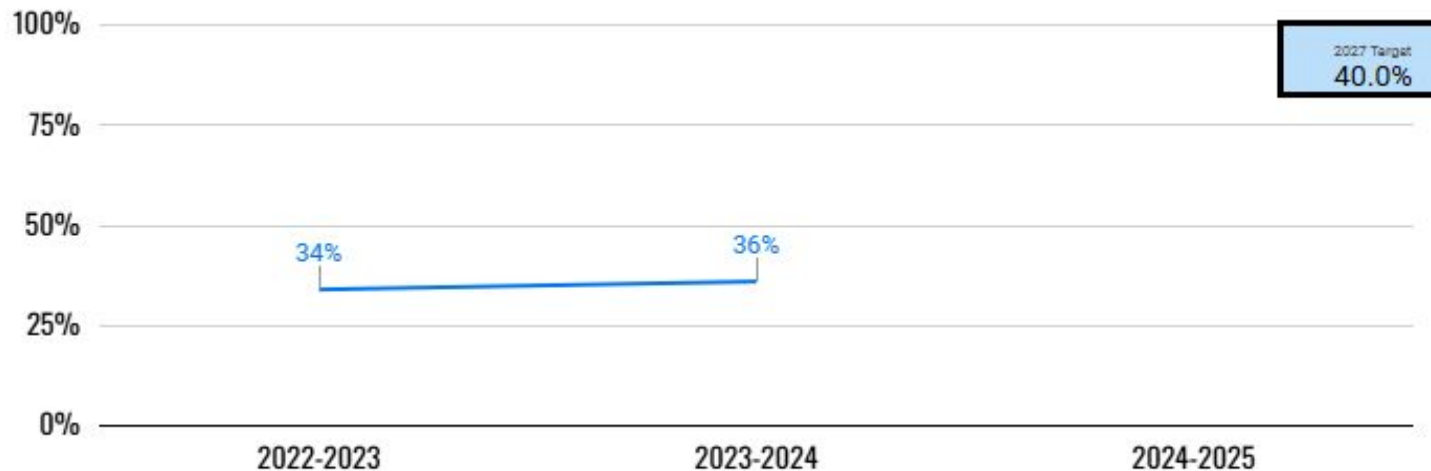
- Online AP Classroom use for formative feedback and test preparation
- Continued open access to AP/IB courses
- Offer AP/IB exams at no cost for our students
- Student voices for AP/IB
- College Board Partnership



ATHLETICS PARTICIPATION RATE 4-8

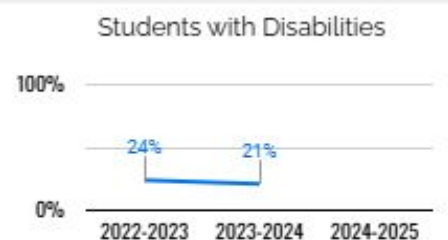
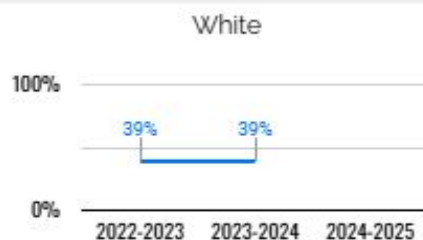
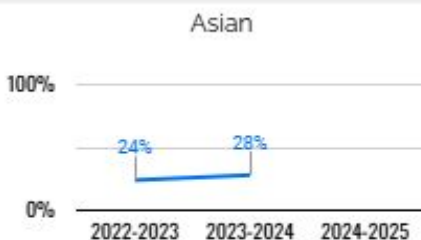
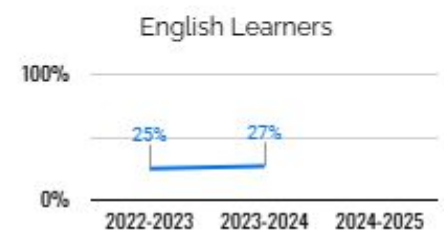
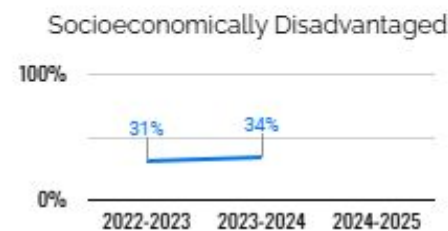
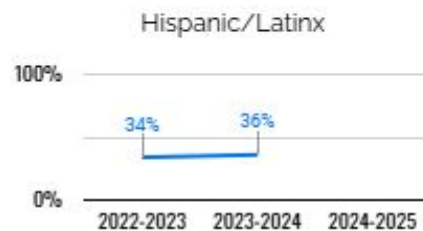
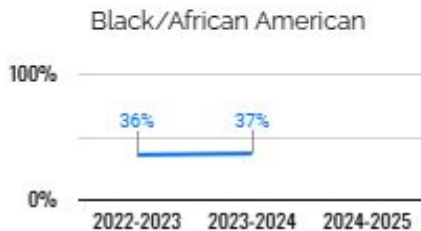
Athletics Participation Rate is an important indicator of student engagement. The rate is calculated by dividing the total number of students enrolled in athletics in grades four through eight divided by the number of students enrolled in those grades.

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



Additional Actions

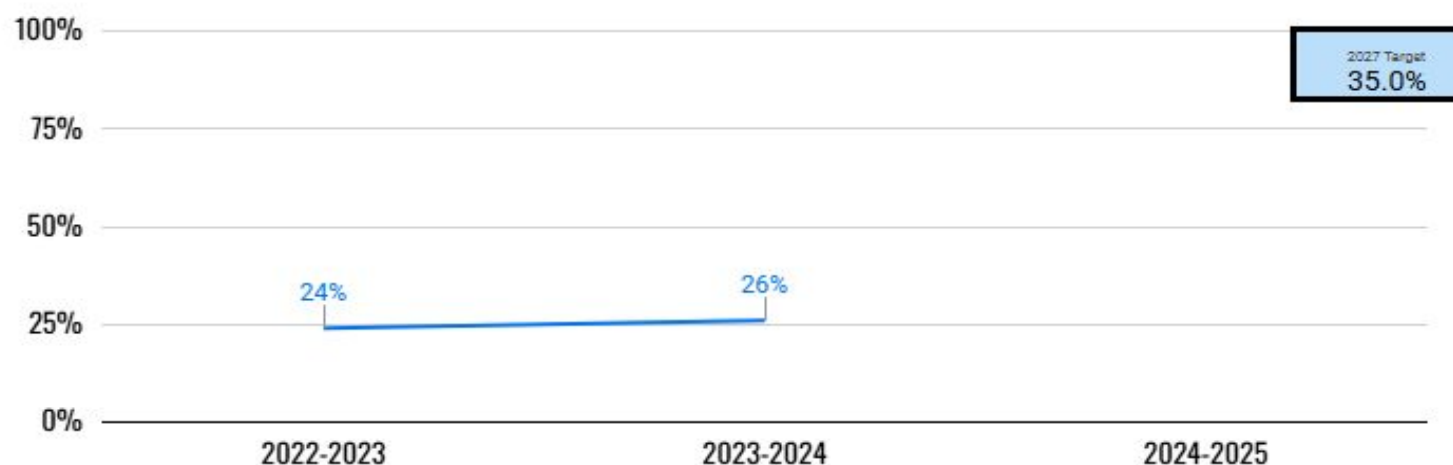
- Added sport of Cross Country for 4th-8th
- Facilities improvements to fields and tracks to support athletics
- Free sports physicals provided at the NUSD Welcome Center
- Athletic uniform replacement on a 2-year rotation
- Scholar/Athlete recognitions
- Playoff and Championship matches for 7th/8th grade students held at high school facilities
- Implemented fully on-line athletic registration for all families.



ATHLETICS PARTICIPATION RATE 9-12

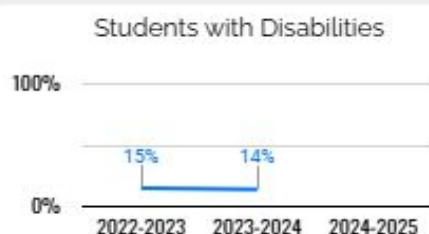
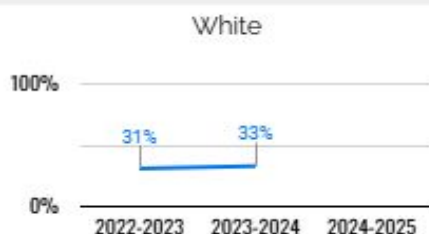
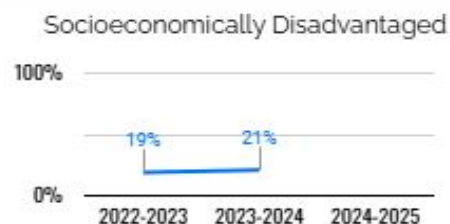
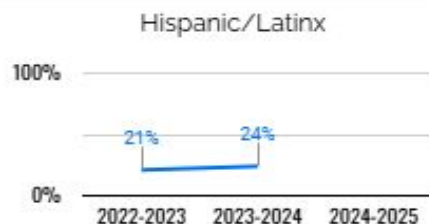
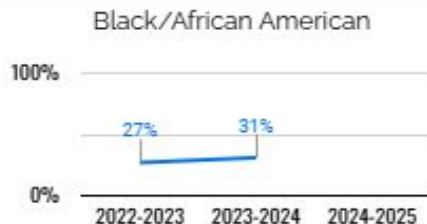
Athletics Participation Rate is an important indicator of student engagement. Athletics Participation Rate is calculated by dividing the total number of students enrolled in athletics in grades nine through twelve divided by the number of students enrolled.

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



Additional Actions

- Added high school girls sport of Flag Football
- Facilities improvements to fields and tracks to support athletics
- Free sports physicals provided at the NUSD Welcome Center
- New video boards for the stadiums
- Three levels of sports (Frosh, JV, and Varsity)
- Added sport of 'Stunt' to IHS
- Implemented fully on-line athletic registration for all families.



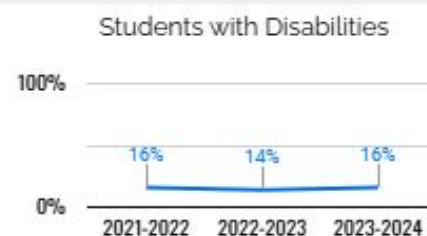
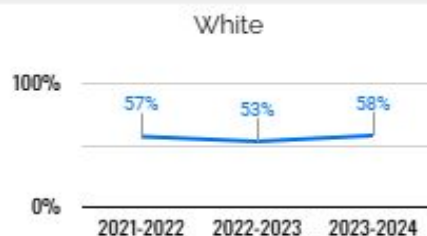
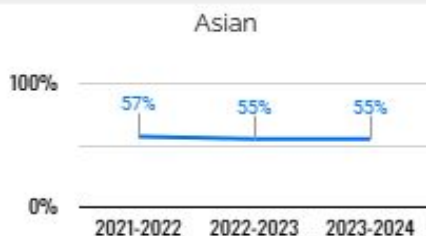
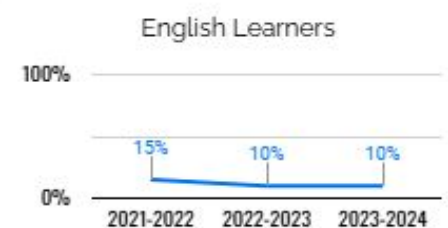
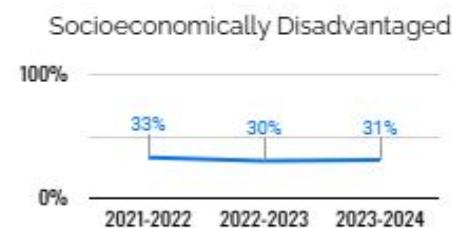
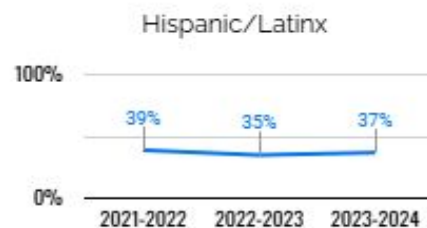
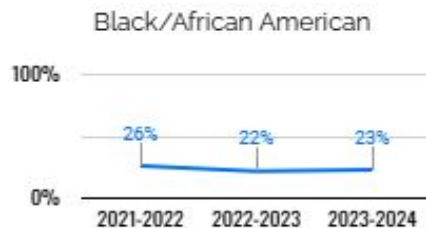
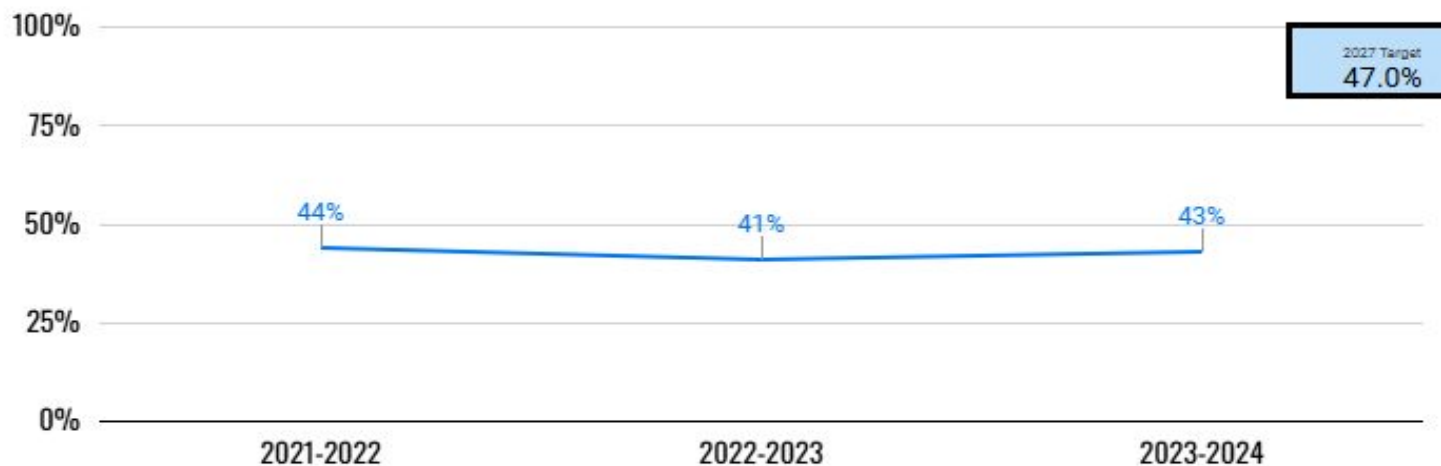
CAASPP ACHIEVEMENT: ELA

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

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

Additional Actions

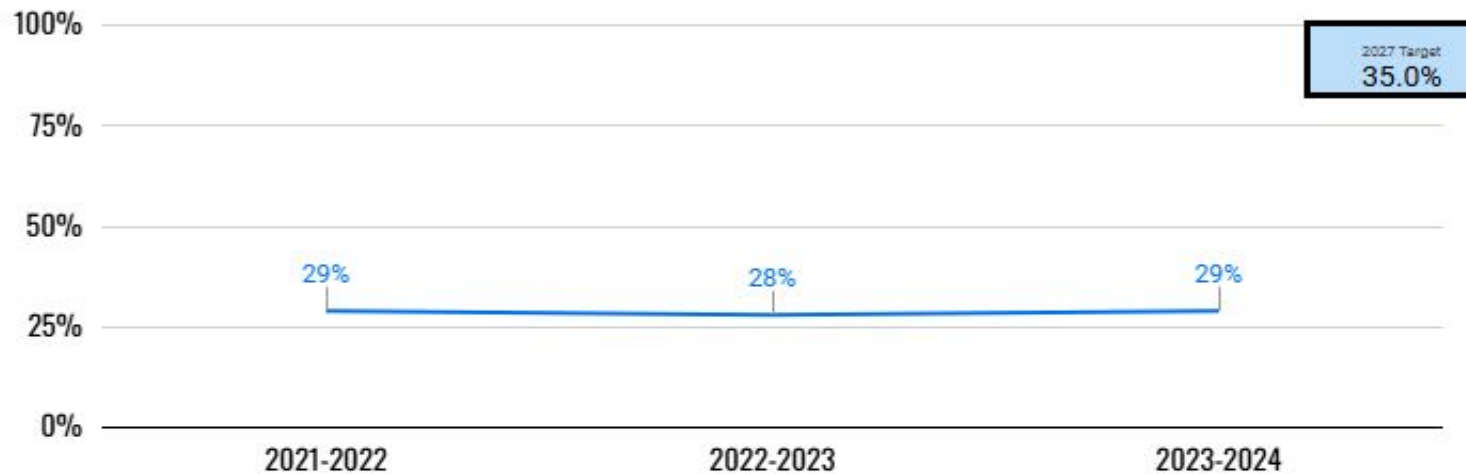
- Professional Development (PD) for staff specific to literacy
- Co-Teaching with Teachers on Special Assignment
- Continued support for EL teachers through Quality Teachers of English Learner (QTEL) PD
- Development of the NUSD Instructional Framework
- Partnership with Aspire EDU to coach and train administrators to increase student outcomes
- Extended day supports
- Virtual tutoring options



CAASPP ACHIEVEMENT: MATH

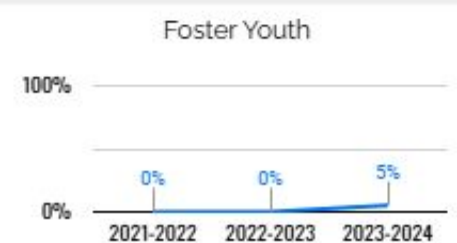
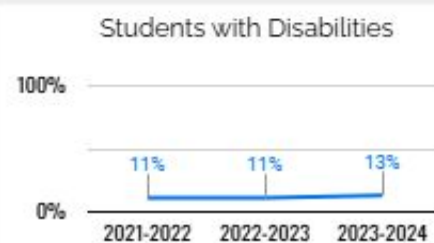
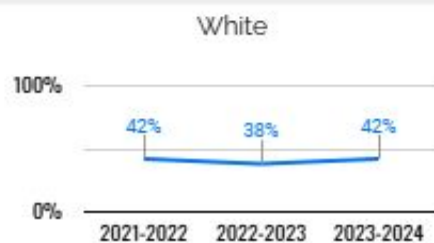
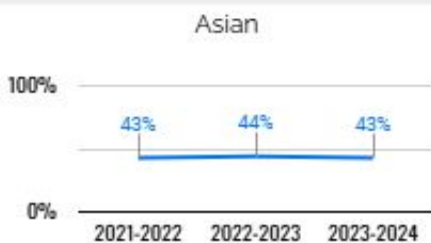
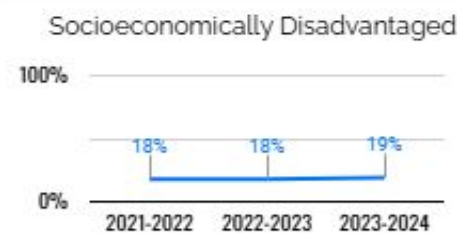
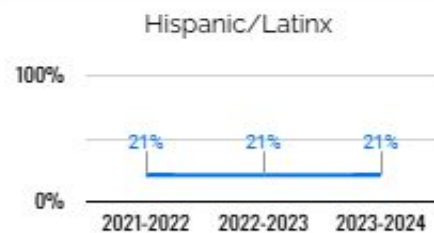
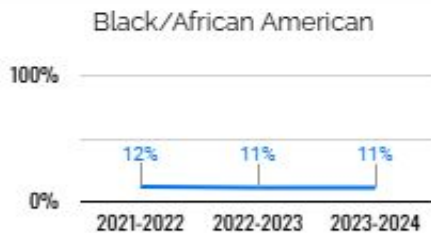
CAASPP Achievement in Math is an important indicator of academic readiness. This metric is calculated by dividing the total number of students who met or exceeded grade level standards in Math on the previous spring's state assessment by the total number of students who took the test.

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



Additional Actions

- 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
- Development of the NUSD Instructional Framework
- Partnership with Aspire EDU to coach and train administrators to increase student outcomes
- Participating in statewide Math Network led by the CORE Districts to improve Math teaching and learning
- Extended day supports



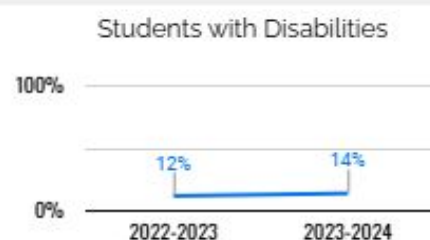
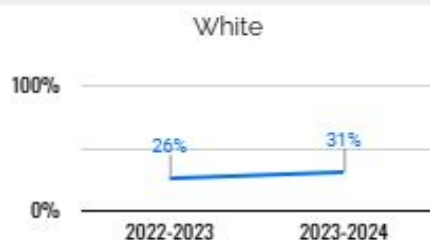
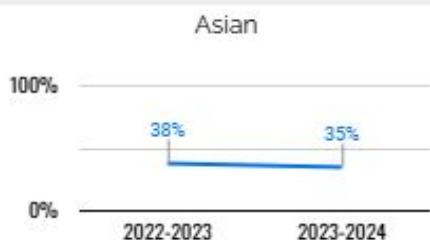
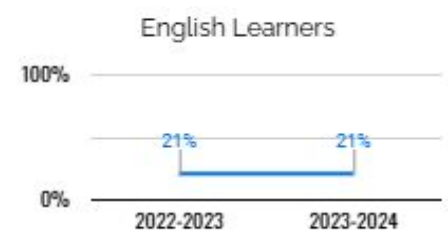
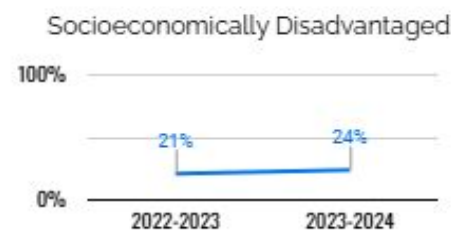
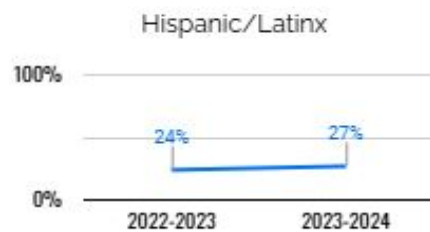
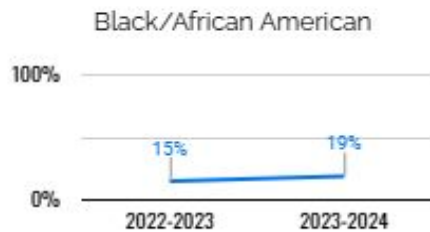
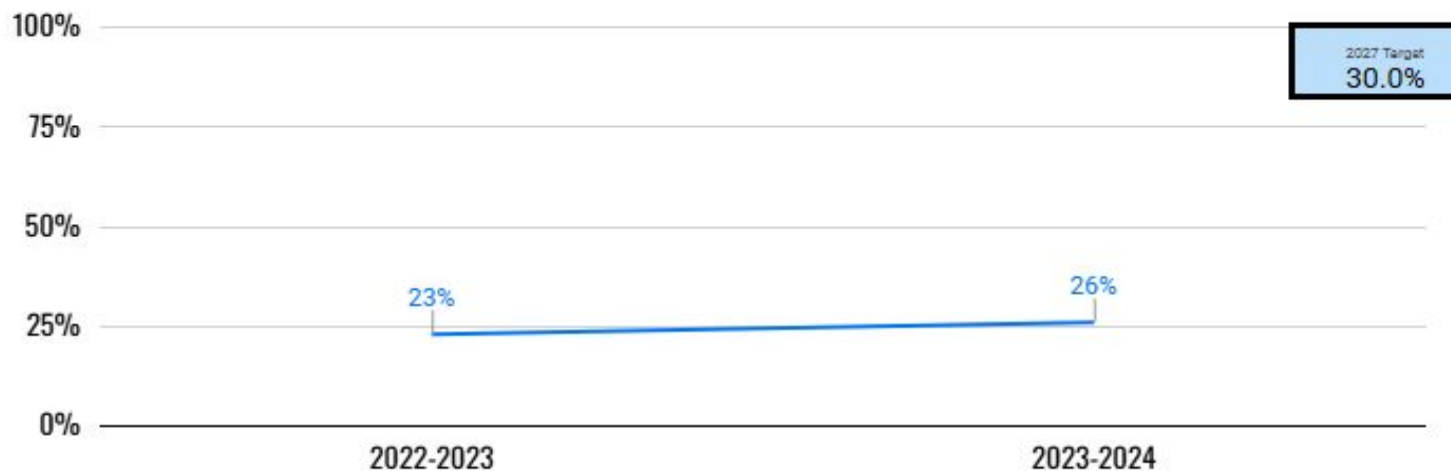
CAASPP IMPROVEMENT: ELA

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

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

Additional Actions

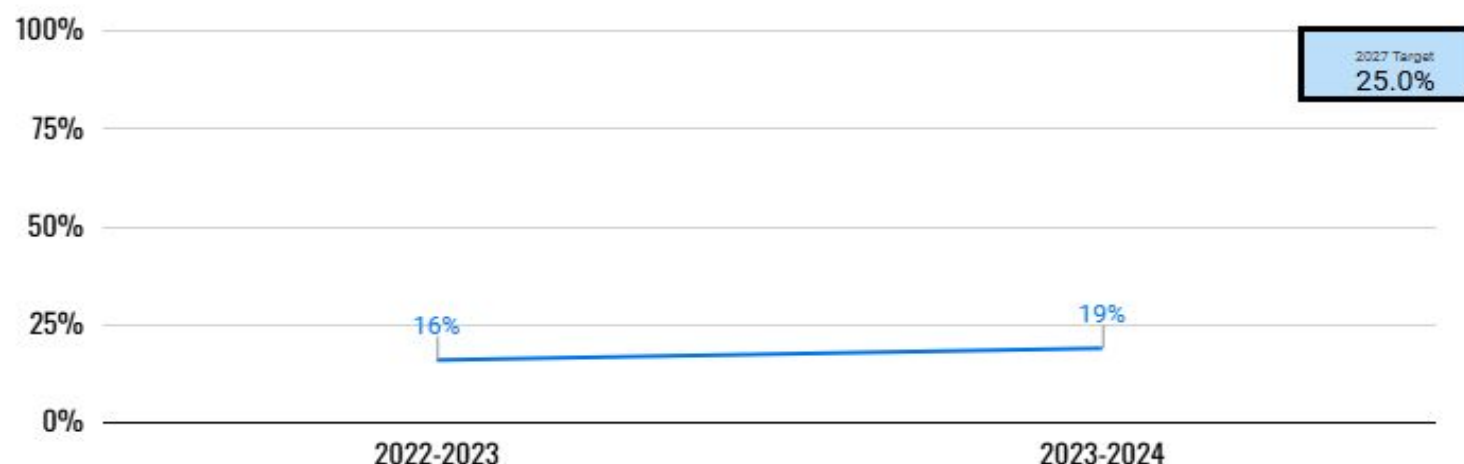
- Professional Development (PD) for staff specific to literacy
- Co-Teaching with Teachers on Special Assignment
- Continued support for EL teachers through Quality Teachers of English Learner (QTEL) PD
- Development of the NUSD Instructional Framework
- Partnership with Aspire EDU to coach and train administrators to increase student outcomes
- Extended day supports
- Virtual tutoring options



CAASPP IMPROVEMENT: MATH

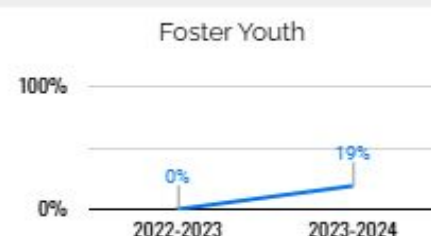
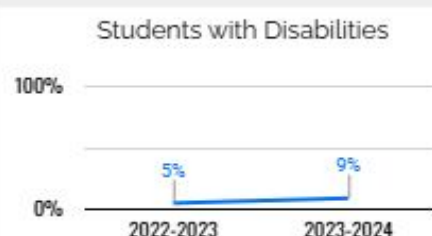
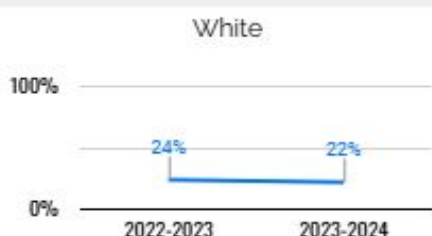
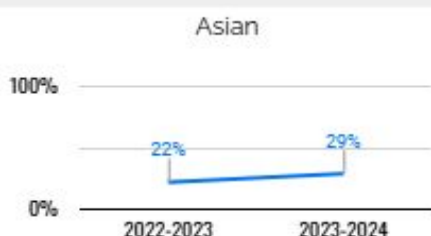
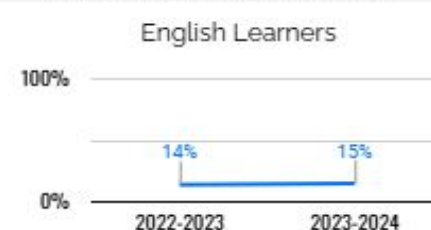
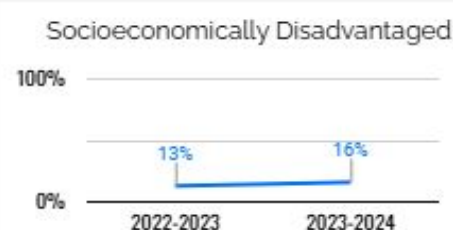
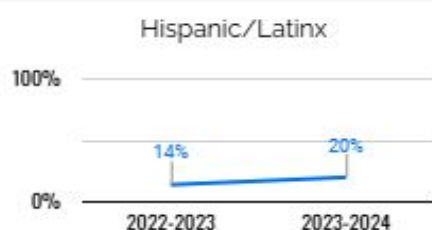
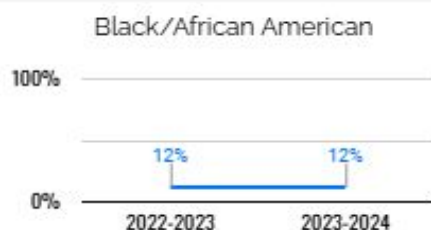
CAASPP Improvement is an important indicator of how students with the highest level of academic need are being supported to improve over time. CAASPP Improvement is calculated by dividing the total number of students who scored at level 1 on the CAASPP Math test two years ago and scored at level 2, 3,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

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



Additional Actions

- 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
- Development of the NUSD Instructional Framework
- Partnership with Aspire EDU to coach and train administrators to increase student outcomes
- Participating in statewide Math Network led by the CORE Districts to improve Math teaching and learning
- Extended day supports

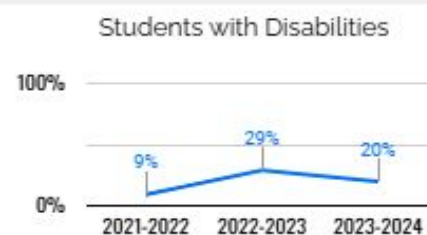
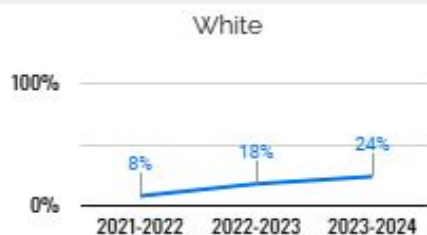
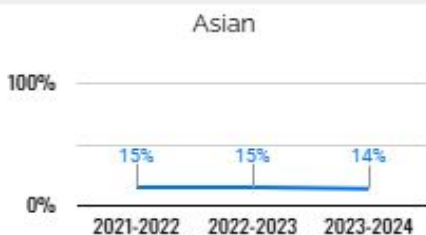
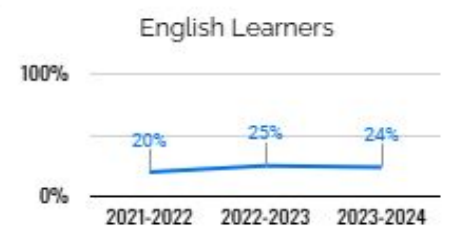
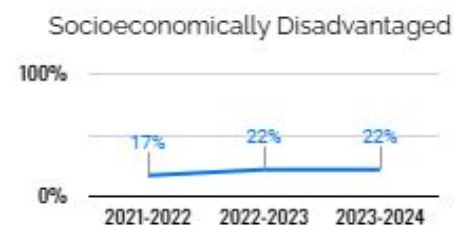
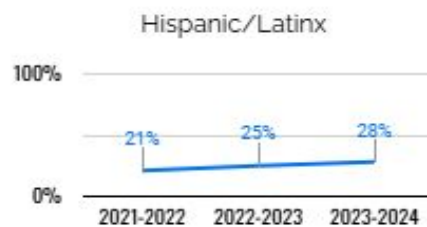
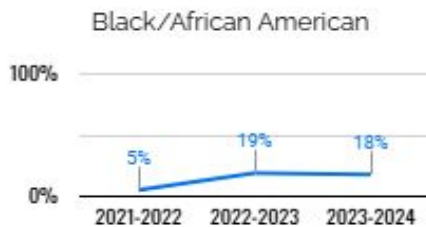
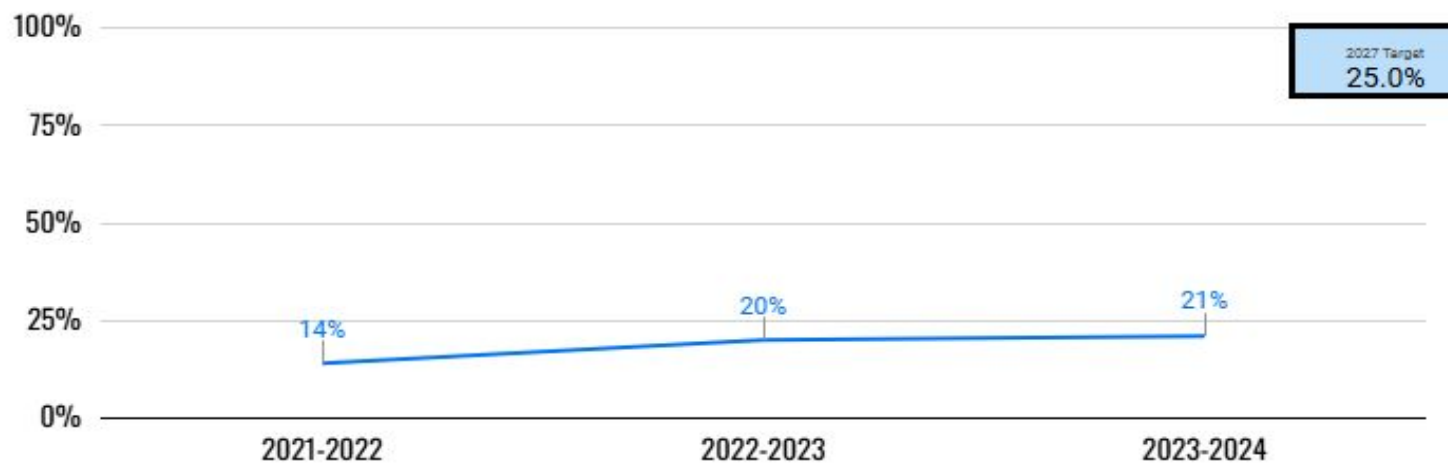


CTE PATHWAY COMPLETION RATE

CTE Pathway Completion Rate is an important indicator of student college and career readiness. The rate is calculated by dividing the total number of students who complete a CTE pathway by the number of students who graduated that year. Most CTE pathways require 2 years of coursework for completion. The data for this metric includes only Inderkum High School, Natomas High School, and Discovery High School and reflects the completion numbers as reported each year to CALPADS.

Additional Actions

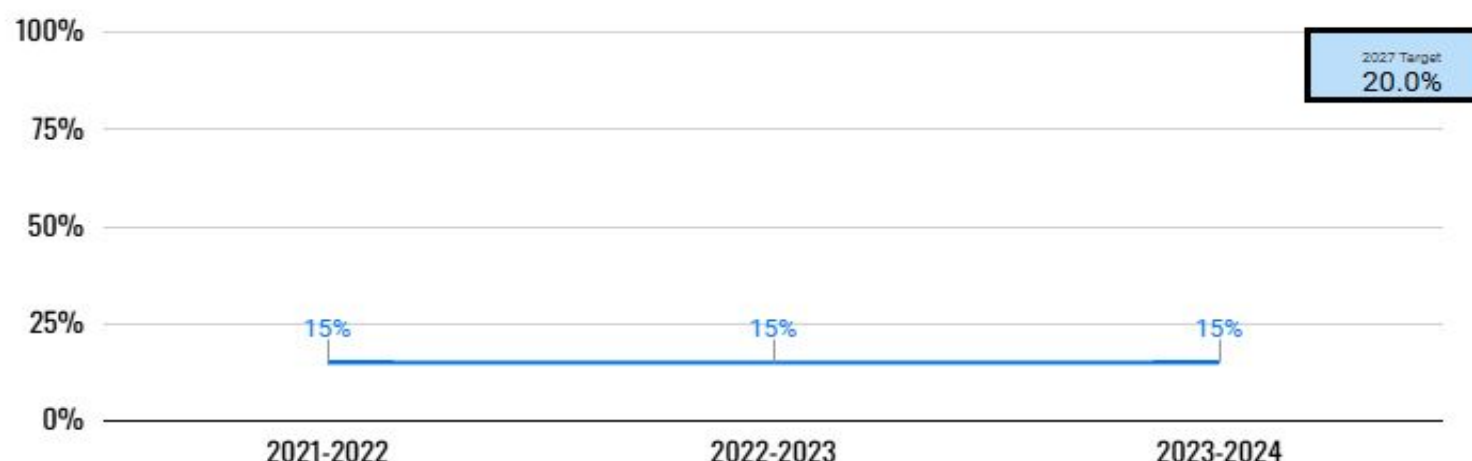
- Increased course offerings based on student interest at IHS, NHS, and LGA
- Partnering with American River College and the Natomas Center to provide both asynchronous and in-person options
- Applied for and received California and Career Access Pathways grant and Middle College/Early College grant



CALIFORNIA STATE SEAL OF BILITERACY

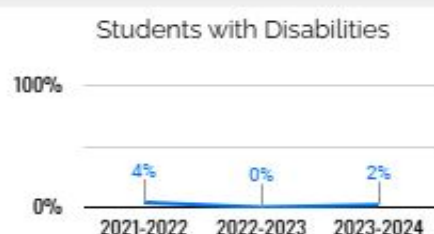
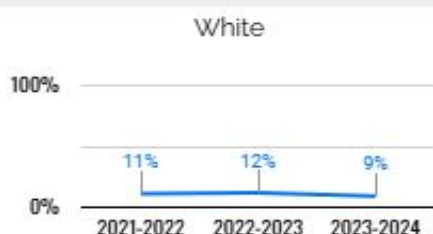
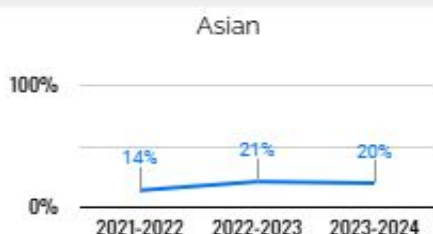
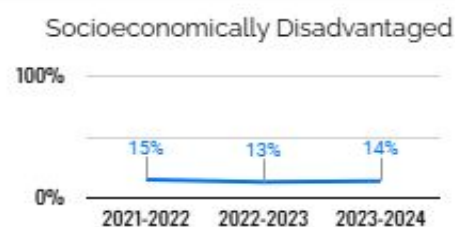
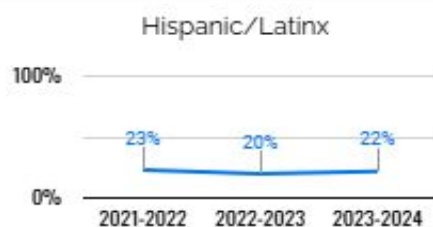
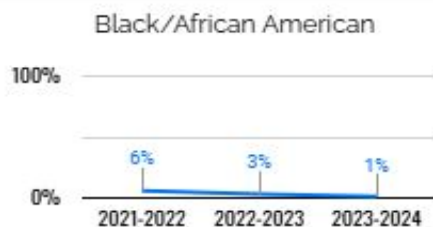
California State Seal of Biliteracy is an important indicator of student access and academic readiness. This metric outcome is calculated by dividing the total number of graduates from the previous school year who completed the California State Seal of Biliteracy requirements by the total number of graduates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

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



Additional Actions

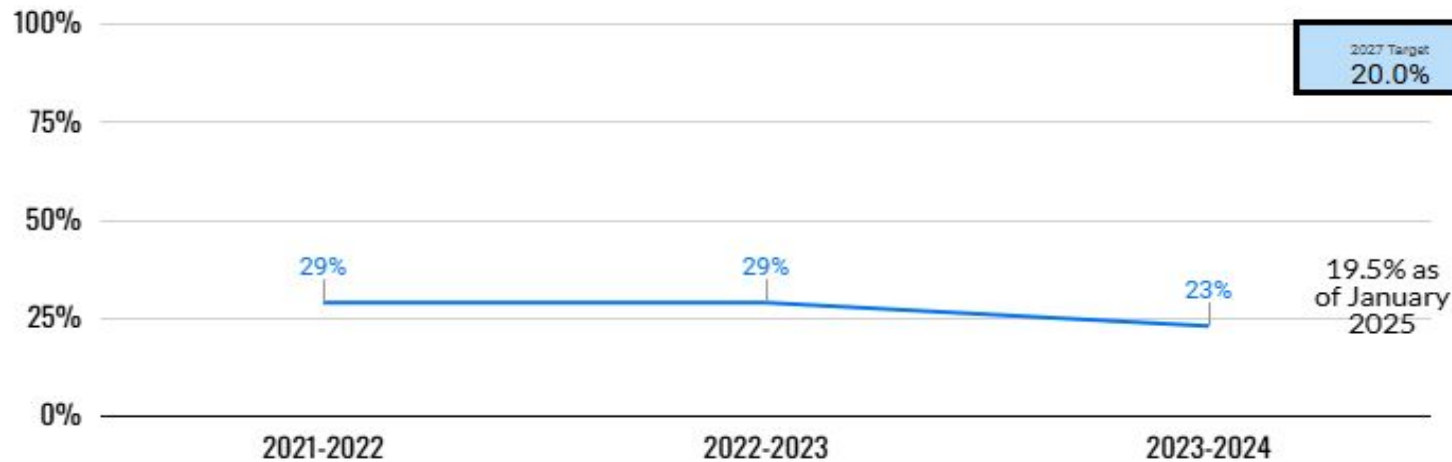
- Dual immersion school continues to expand in grade levels
- IB Schools in the district - students take World Languages from TK-12 that may include Spanish, Mandarin Chinese, French, and German
- AP and IB language course offerings
- Testing offered to students at NUSD
- Communication to students, teachers, families



CHRONIC ABSENTEEISM RATE

A low Chronic Absenteeism Rate is an indicator of positive school engagement. Chronic Absenteeism Rate is calculated by dividing the total number of students who were absent for 10% or more of the days they were enrolled by the cumulative enrollment for the year. (Students who were enrolled for less than 31 days or were enrolled but never attended school are not included). It is important to note that ALL absences, for any reason, are counted for Chronic Absenteeism Rate calculation - this includes excused absences, unexcused absences, and absences that result from discipline such as suspension days.

The rates below reflect the official, end-of-year state-reported data for NUSD+LGA that appears on California's publicly available DataQuest reporting site.



Additional Actions

- The Board's commitment to Health and Life Organization (HALO)'s B. Teri Burns Health Clinic
- The utilization of mobile immunization van
- HALO Dental Mobile van
- Expanded independent study opportunities
- Increased health staff
- School psychologists and social workers at our schools
- Increased communication with families regarding attendance
- PBIS reinforcement systems
- Trauma-Informed Practices
- Site incentives and awards
- Transportation offered to

Black/African American



Hispanic/Latinx



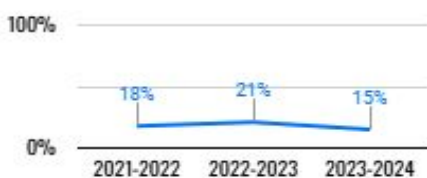
Socioeconomically Disadvantaged



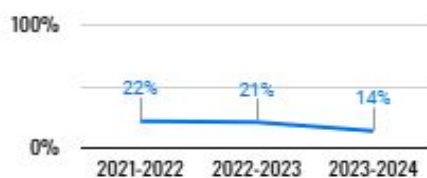
English Learners



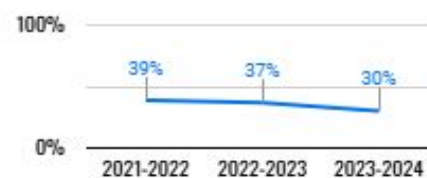
Asian



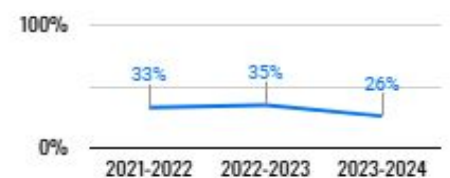
White



Students with Disabilities



Foster Youth

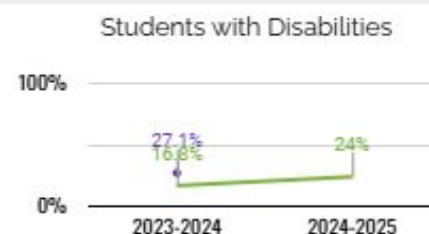
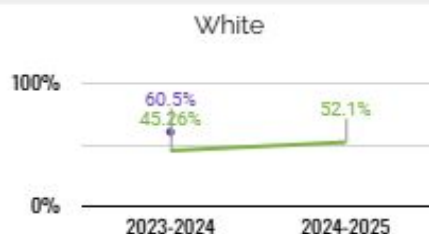
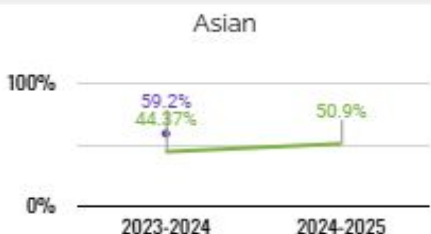
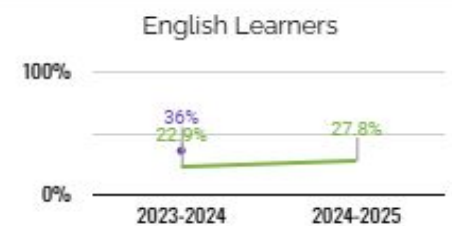
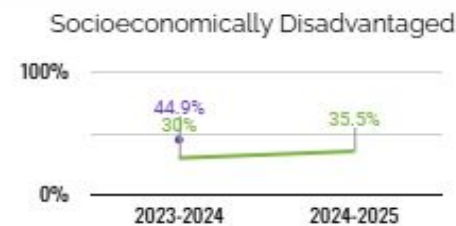
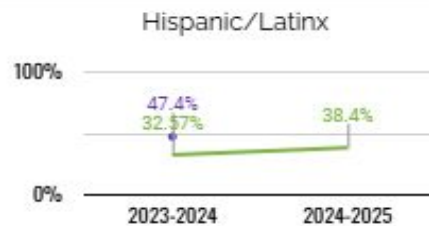
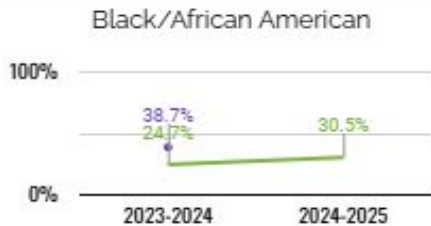
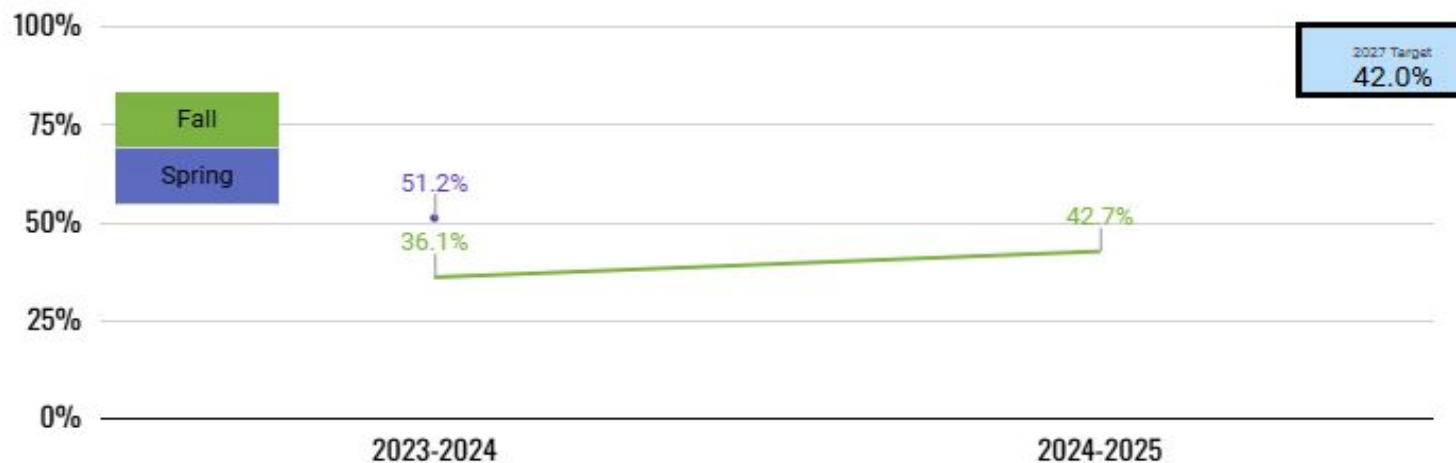


DISTRICT WRITING ASSESSMENT

Writing Proficiency is an important indicator of academic readiness. The Writing Assessment Proficiency is calculated by dividing the total number of students who score an average of 3 or 4 on the post-writing internal writing assessment by the total number of assessment takers. NUSD developed an internal writing assessment during the 2021-22 school year for piloting in 2022-23. The district writing rubric assesses student proficiency in 5 areas (Topic/Main Idea, Development, Organization, Use of Sources, and Standard English Conventions). Students receive a score of 1 to 4, with 4 being the highest, in each rubric area. An overall score is generated by averaging the 5 scores from the 5 areas.

Additional Actions

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



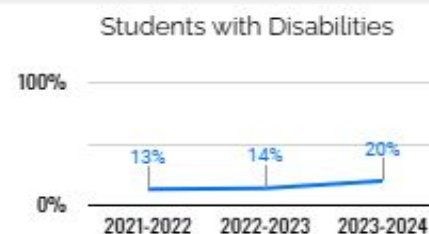
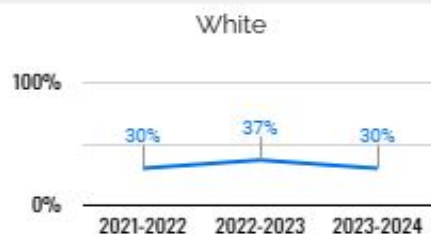
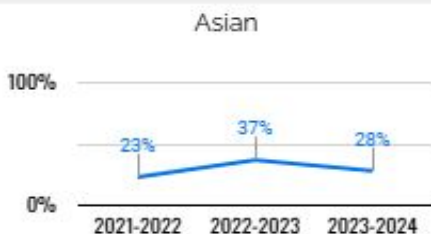
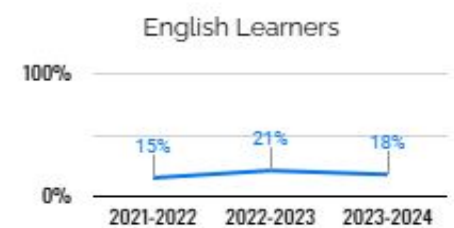
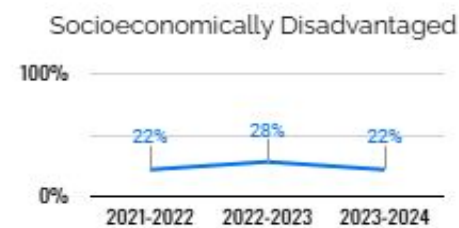
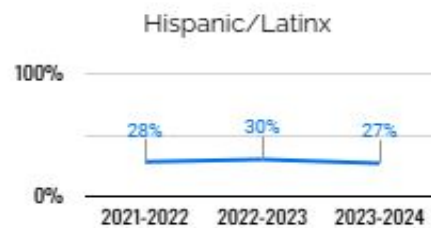
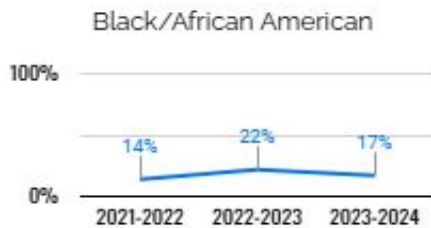
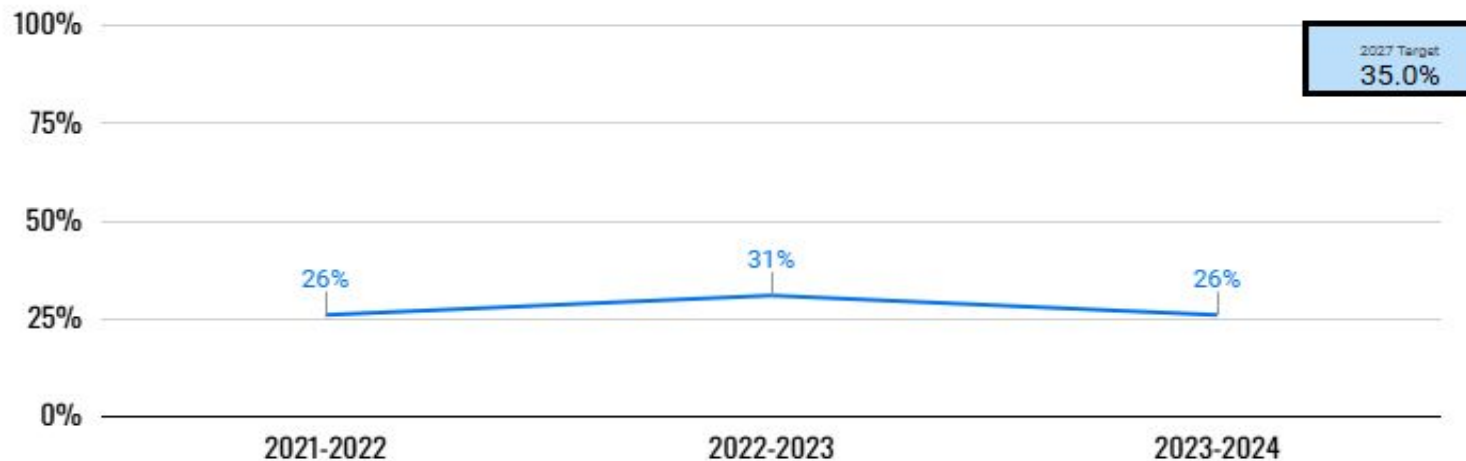
DUAL ENROLLMENT RATE

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

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

Additional Actions

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



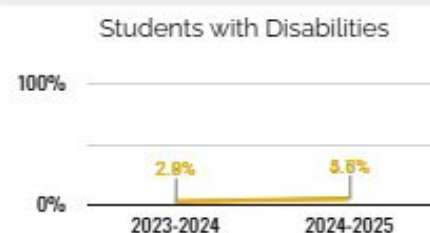
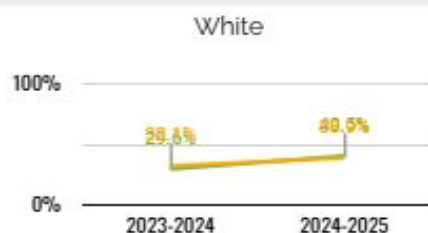
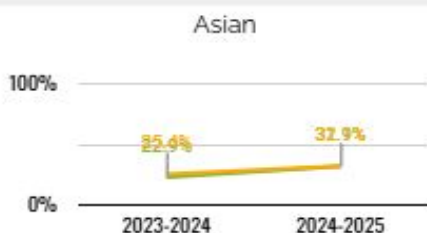
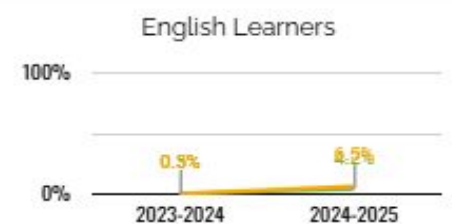
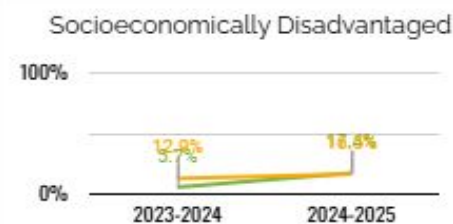
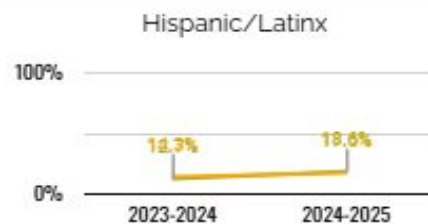
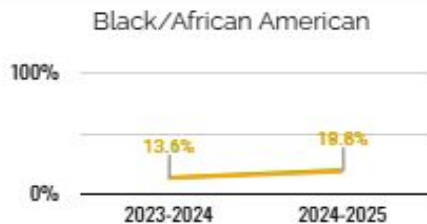
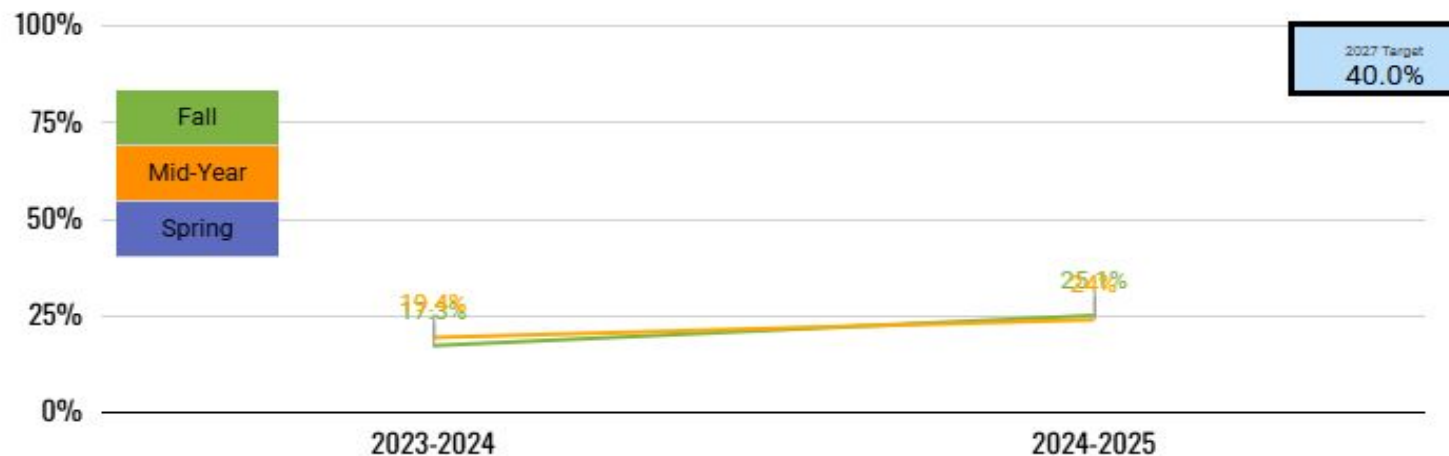
ELA DIAGNOSTIC: IXL

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

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

Additional Actions

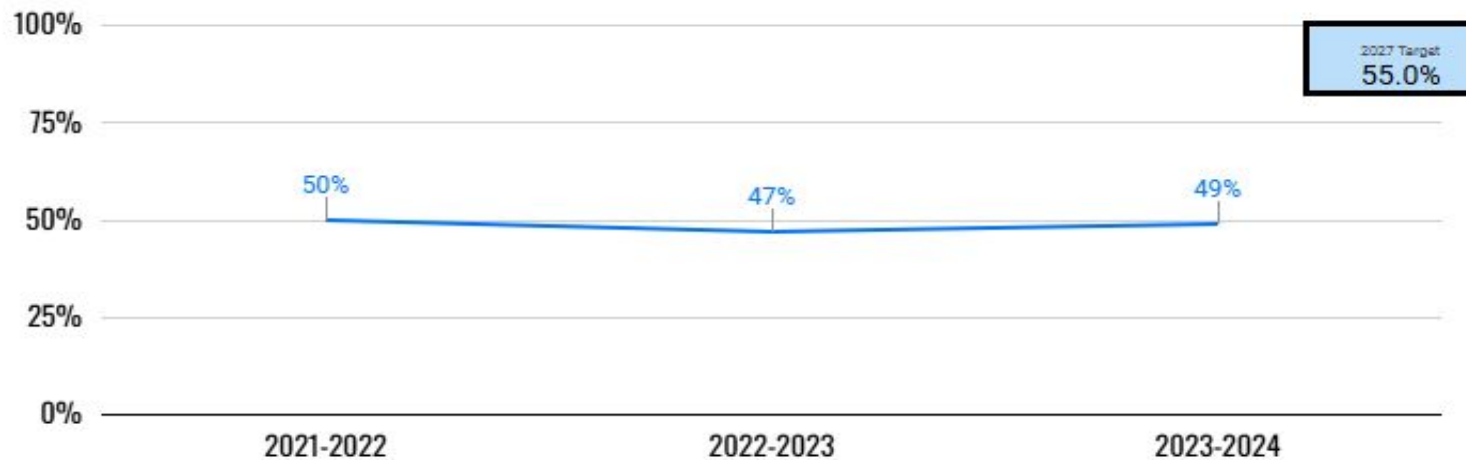
- IXL provided to all sites as part of centralized learning recovery supports
- IXL diagnostics added to district System of Assessments as a formal diagnostic tool to monitor student progress
- Providing professional development to support implementation



ENGLISH LEARNER PROGRESS

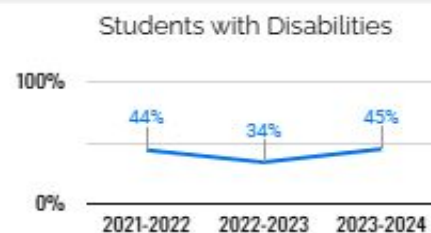
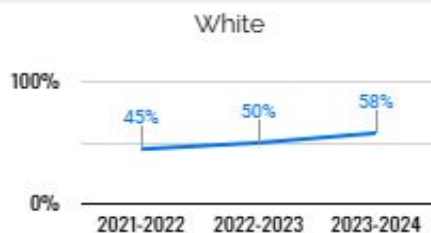
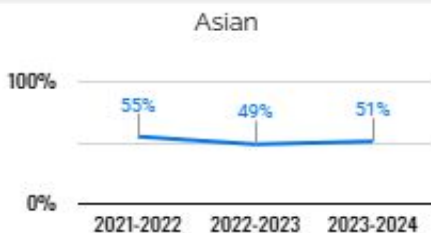
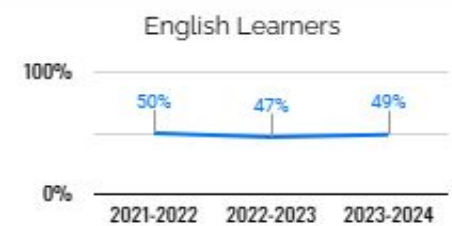
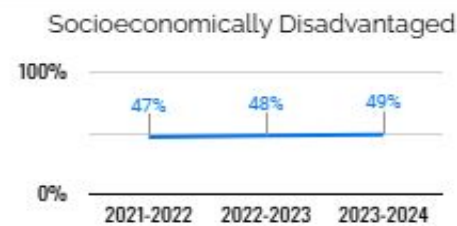
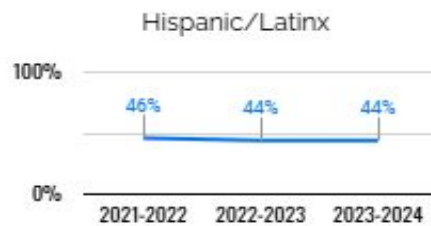
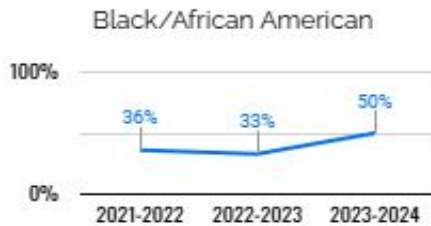
English Learner Progress is an important indicator of academic readiness and access. The English Learner Progress Rate is calculated by dividing the total number of English Learners who improve one level or more on the Annual State test for English Learners OR maintained the top level (4) by the total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

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



Additional Actions

- Designated English Language Development
- Whatever I Need (WIN) time for elementary students
- EL training for teachers: Integrated and Designated ELD
- Site support data analysis
- District English Language Advisory Committee (DELAC) and site ELAC for parent input and education
- Information nights for parents of English learners
- English Learner Master Plan update with parent guide



ENGLISH LEARNER REDESIGNATION RATE

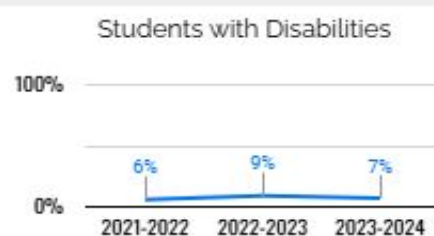
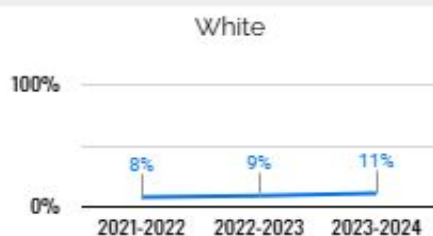
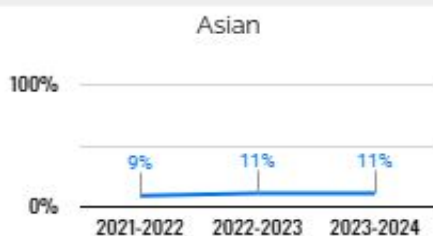
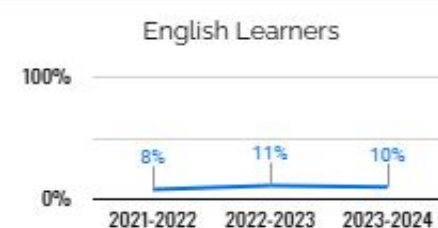
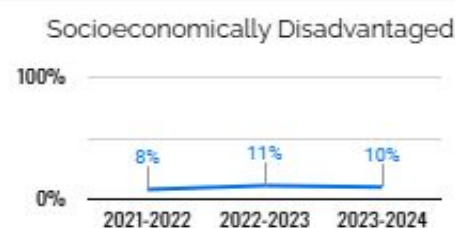
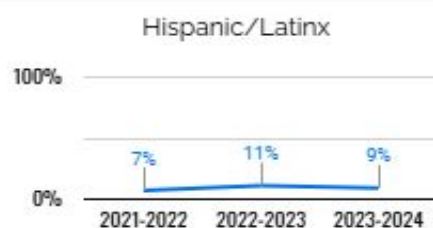
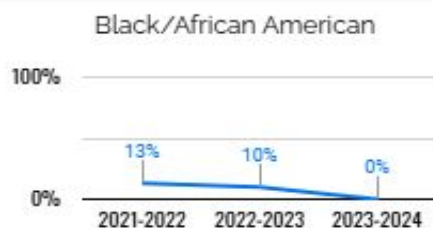
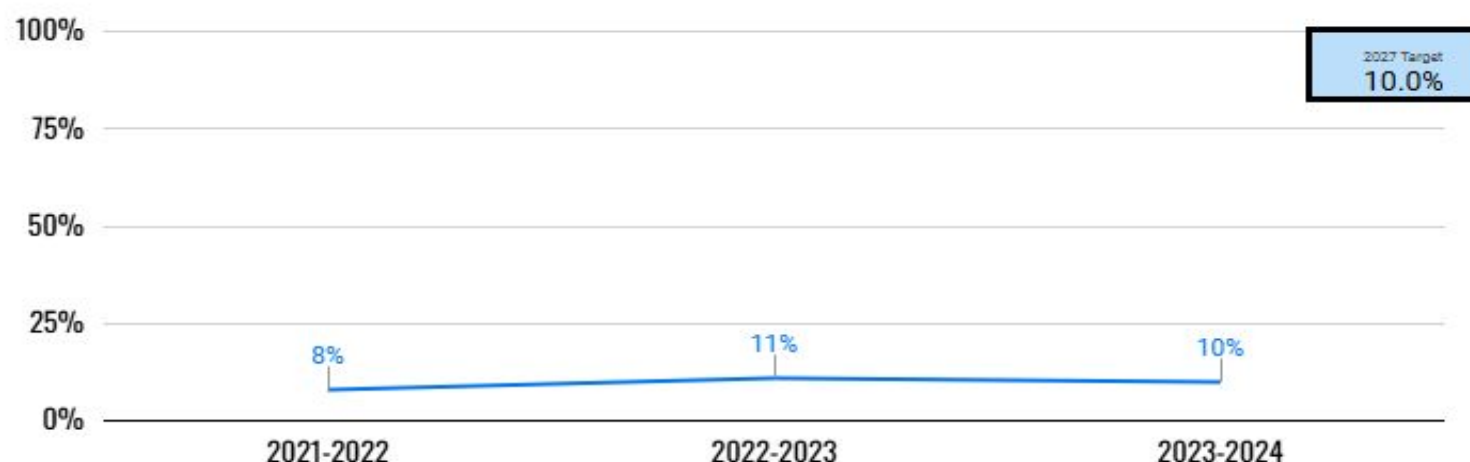
English Learner Redesignation Rate is an important indicator of student access and readiness. Redesignation Rate is calculated by dividing the total number of English Learners who were redesignated between July 1 and June 30 of the school year divided by the total number of English Learners during that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

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

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

Additional Actions

- WestEd's Quality Teaching for English Learners (QTEL) professional development
- NUSD teacher apprentices completion of QTEL apprenticeship program and ongoing PD
- ELD TOSAs
- EL Coordinator
- EL Summer School
- Supplemental Curriculum to support English learner instruction

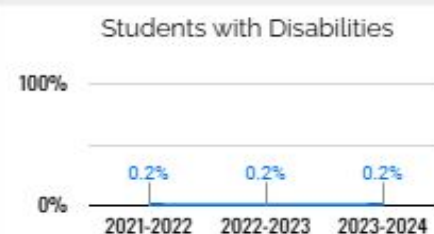
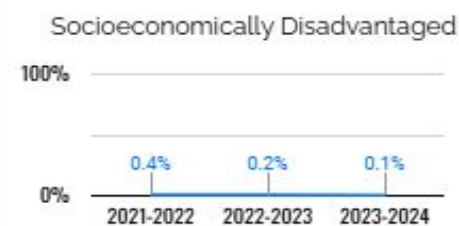
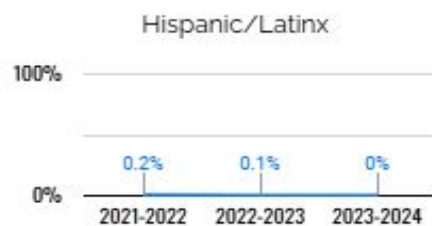
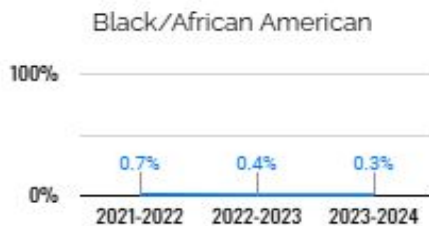
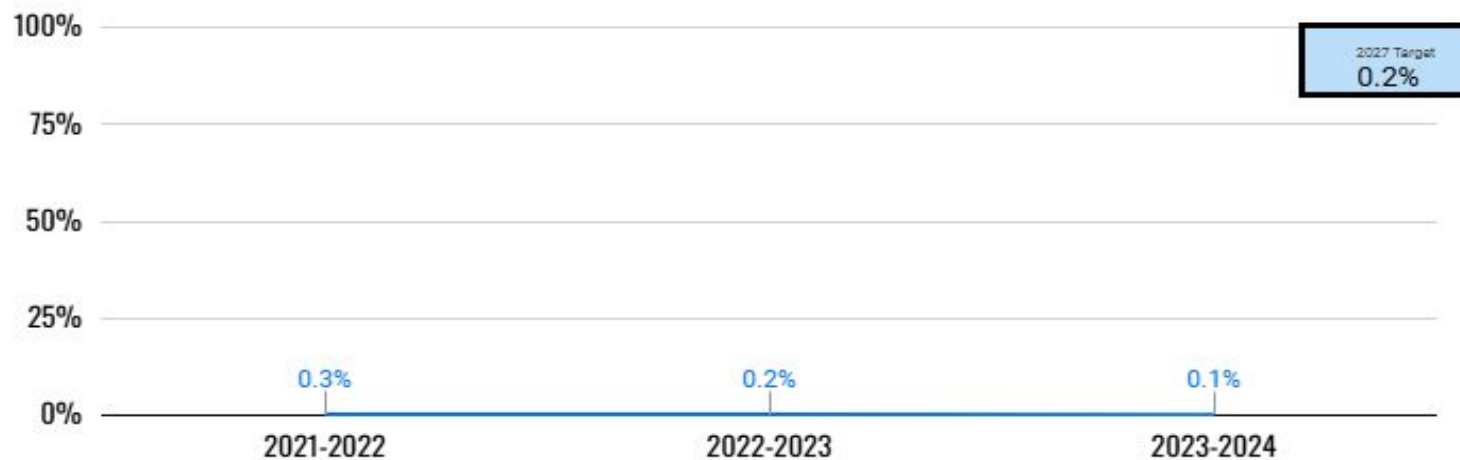


EXPULSION RATE

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

Additional Actions

- 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



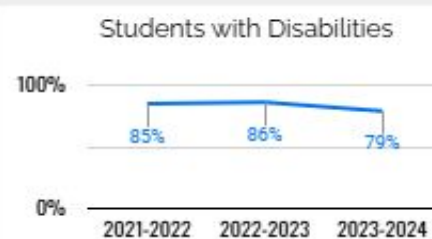
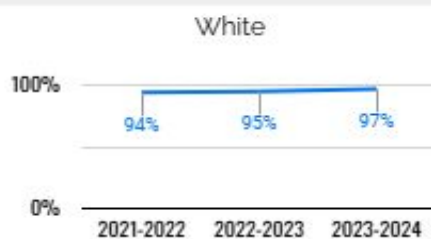
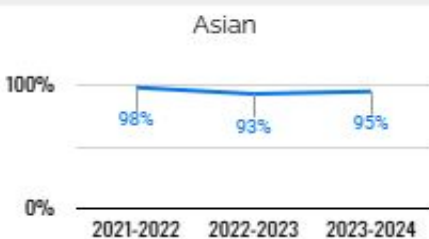
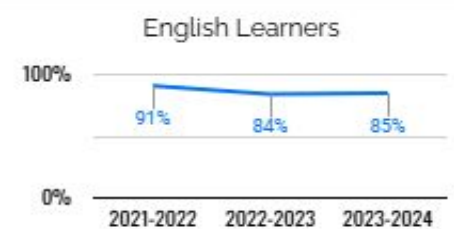
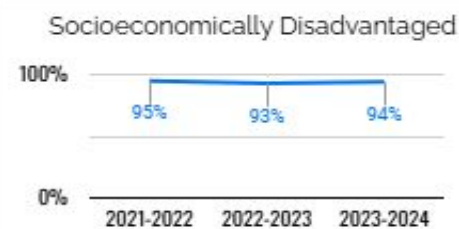
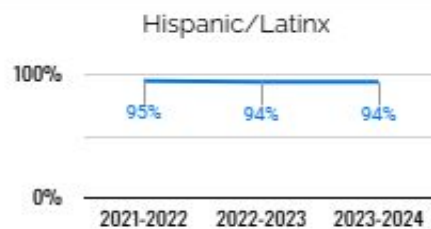
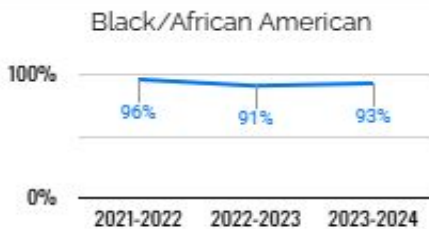
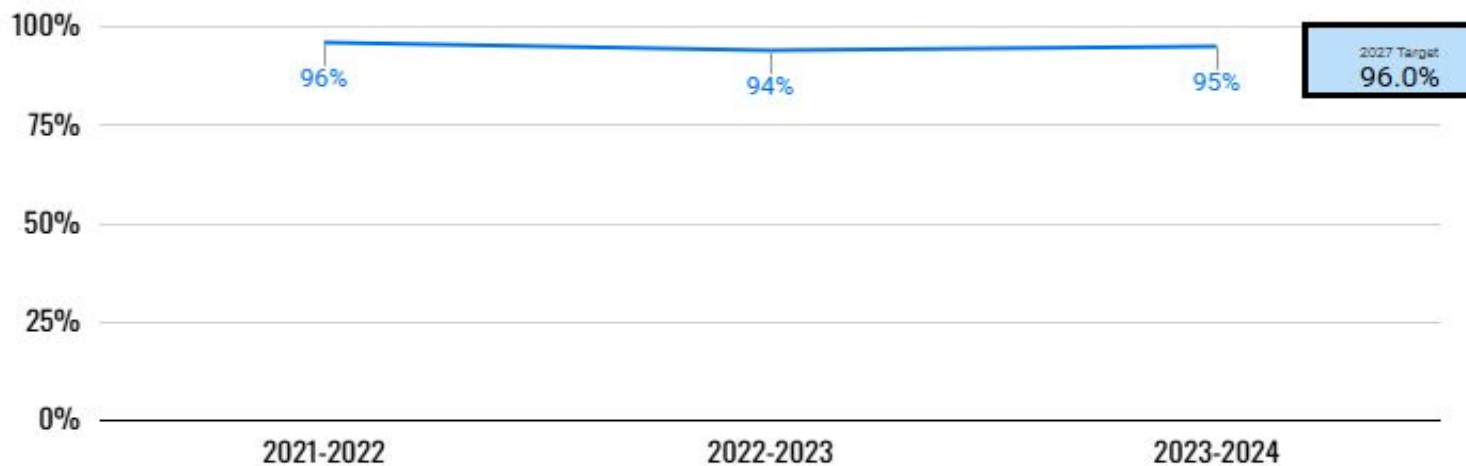
GRADUATION RATE

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

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

Additional Actions

- Maintained lower counselor/student ratio at HS
- College and Career Coordination Specialists at IHS and NHS
- 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
- California College Guidance Initiative (CCGI)

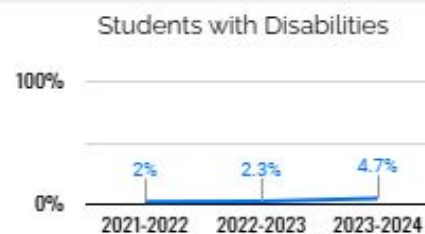
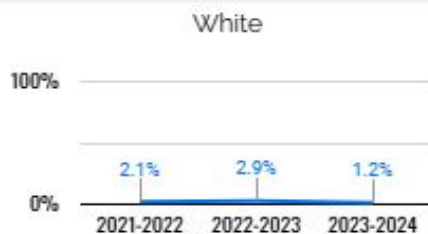
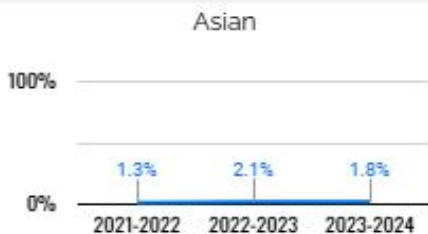
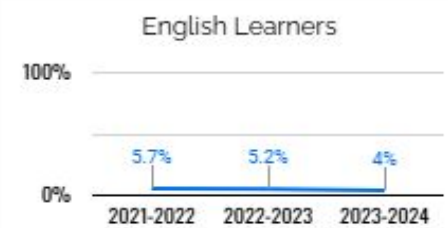
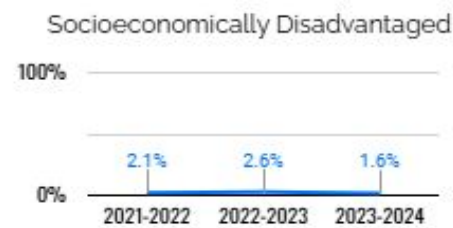
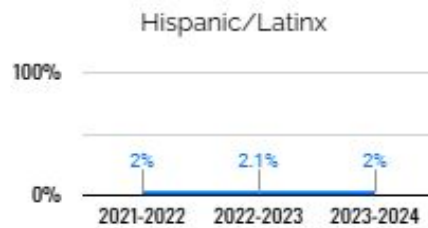
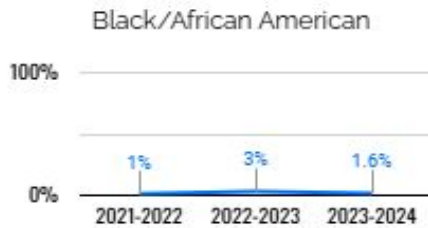
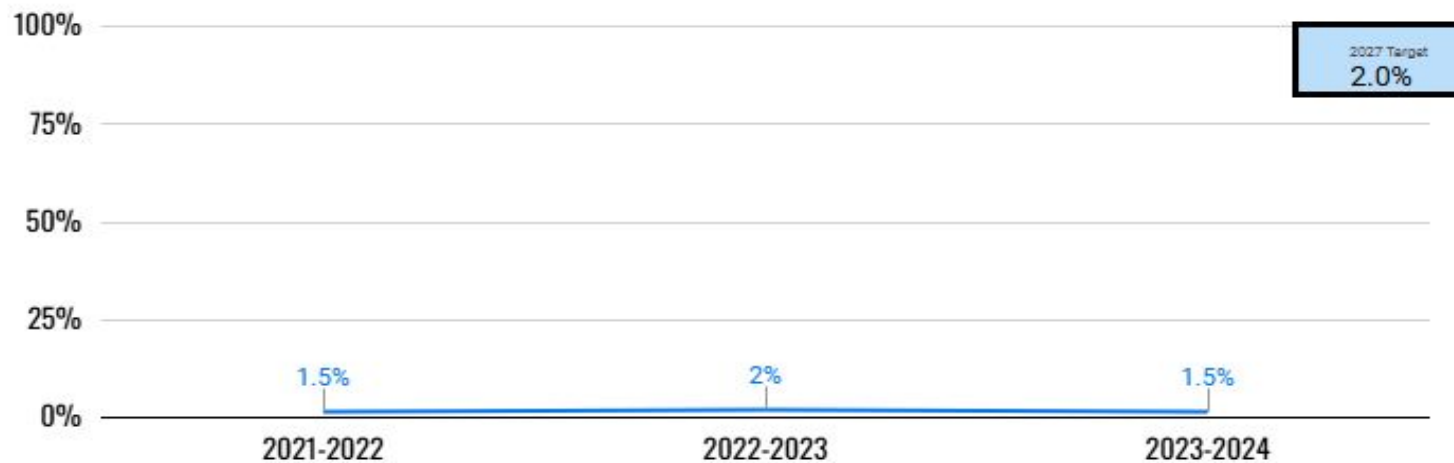


HIGH SCHOOL DROPOUT RATE

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

Additional Actions

- Maintained lower counselor/student ratio at HS to help provide academic and social emotional supports
- On Track to College Letter for High School Students
- School psychologists and social workers at our schools
- Parent University workshops
- Extended day credit recovery program
- Expanded CTE Offerings
- Discovery High School as a continuation school option for students
- Adult Education as an option for students
- Virtual Instruction



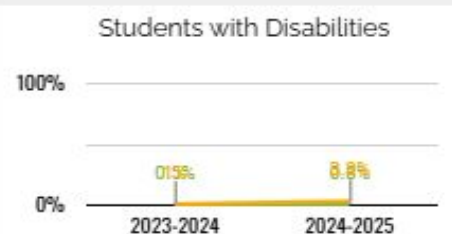
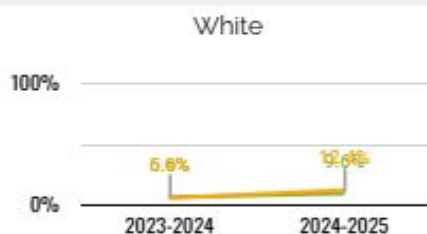
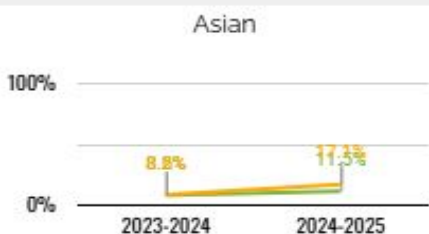
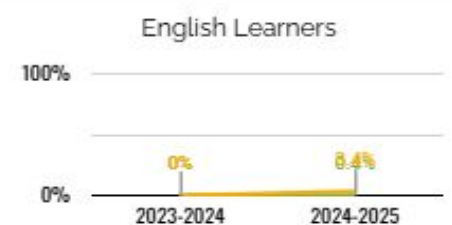
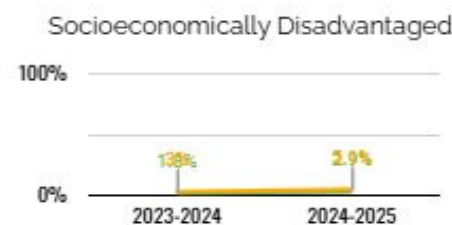
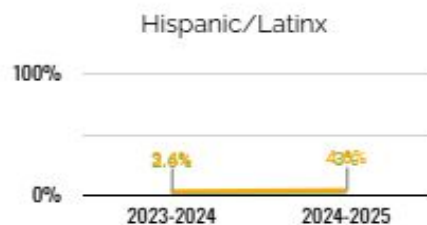
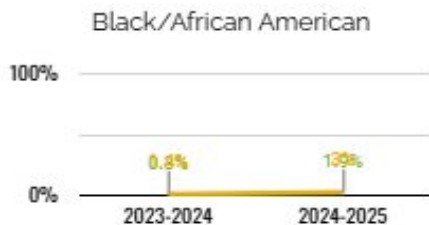
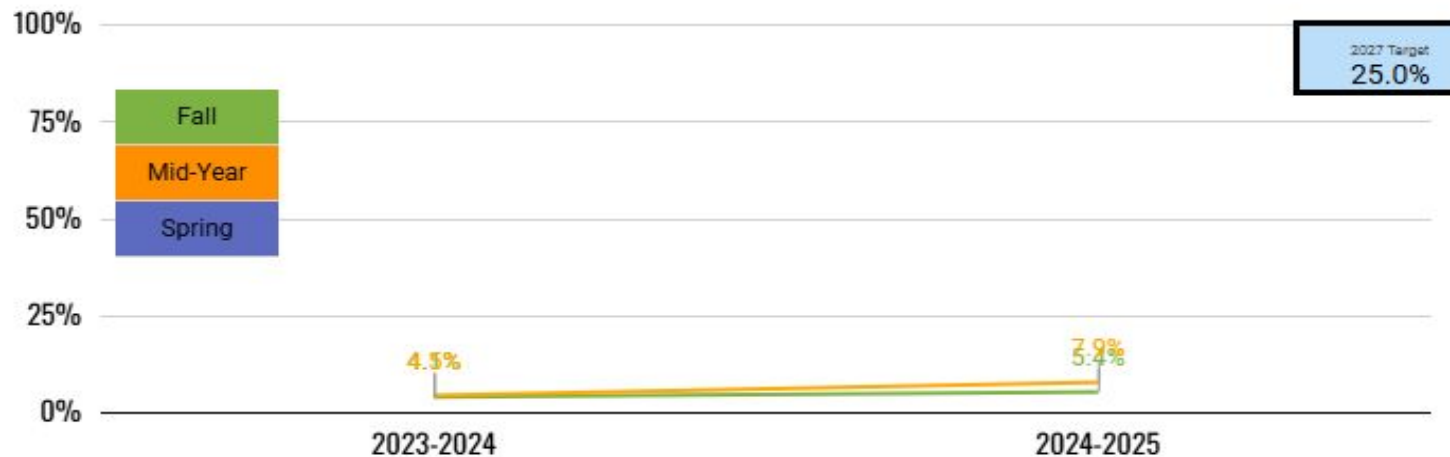
MATH DIAGNOSTIC: IXL

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

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

Additional Actions

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

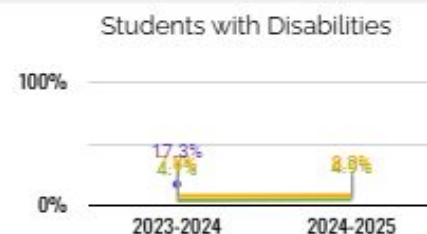
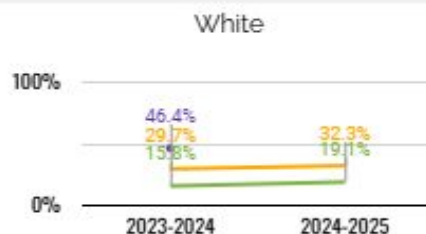
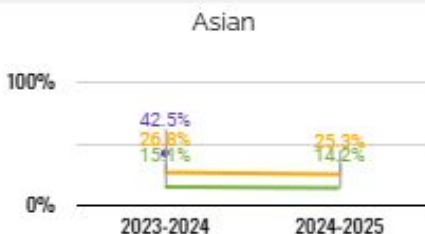
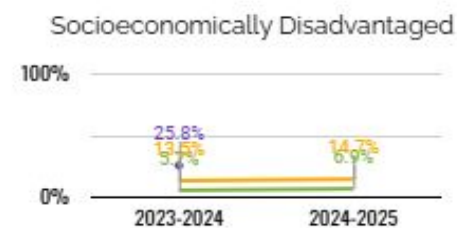
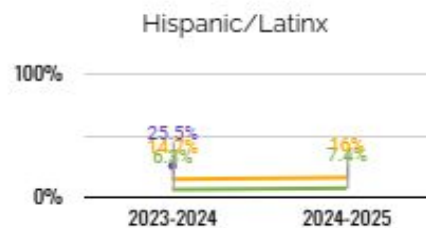
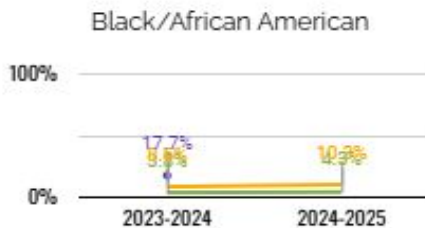
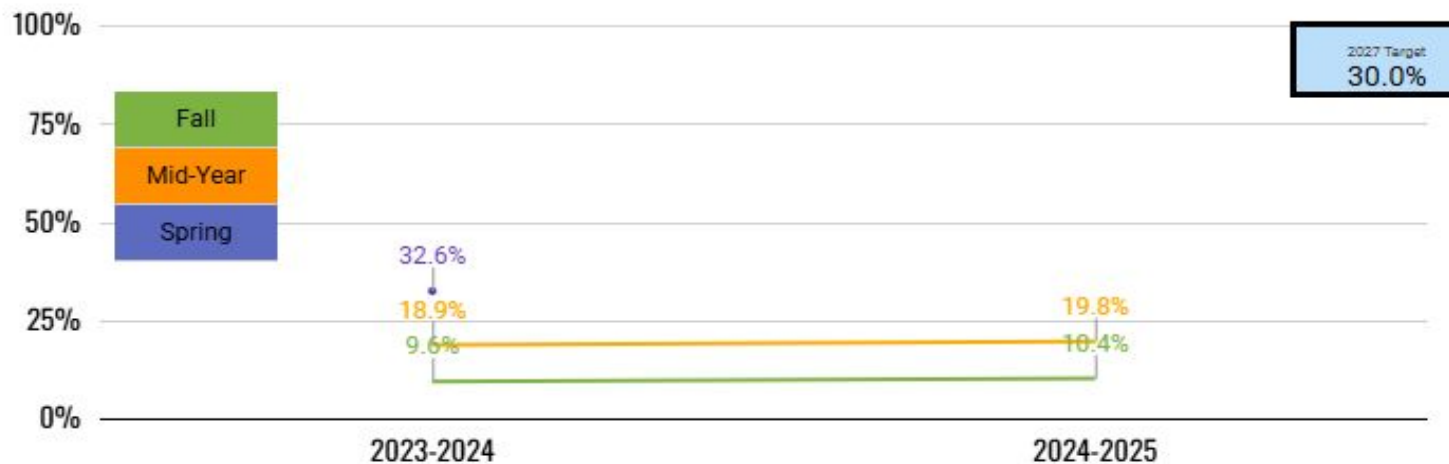


MATH DIAGNOSTIC: i-READY

The i-Ready Math diagnostic is an important tool for assessing academic readiness. Beginning in 2023-24, NUSD began using the i-Ready diagnostic to assess students in Math and Reading. This metric reports the overall percentage of students who score at or above grade level on the Math Diagnostic. i-Ready is being used three times each year (Fall, Winter, and Spring) by elementary schools, TK-8 schools, and Natomas Middle School (Students at LGA in grades 6-8 use IXL for their diagnostic). i-Ready is a software platform and provides a number of diagnostic reporting tools, including the data below.

Additional Actions

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

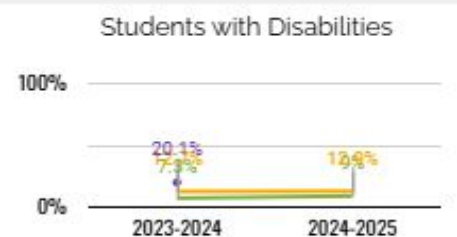
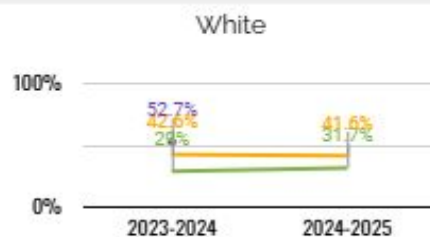
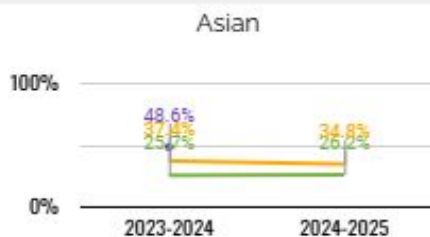
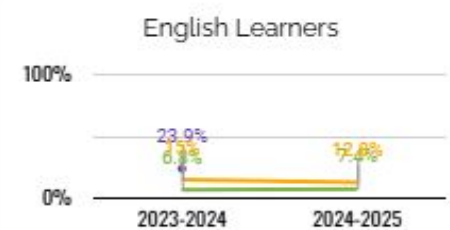
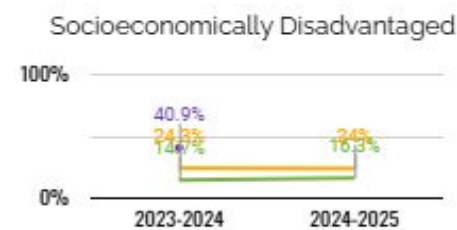
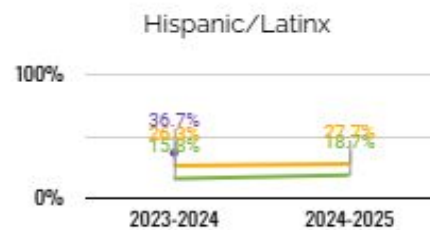
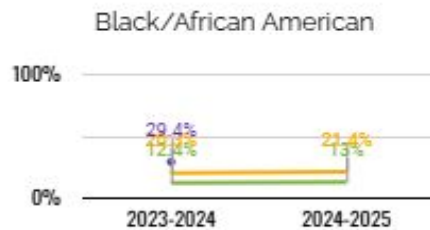
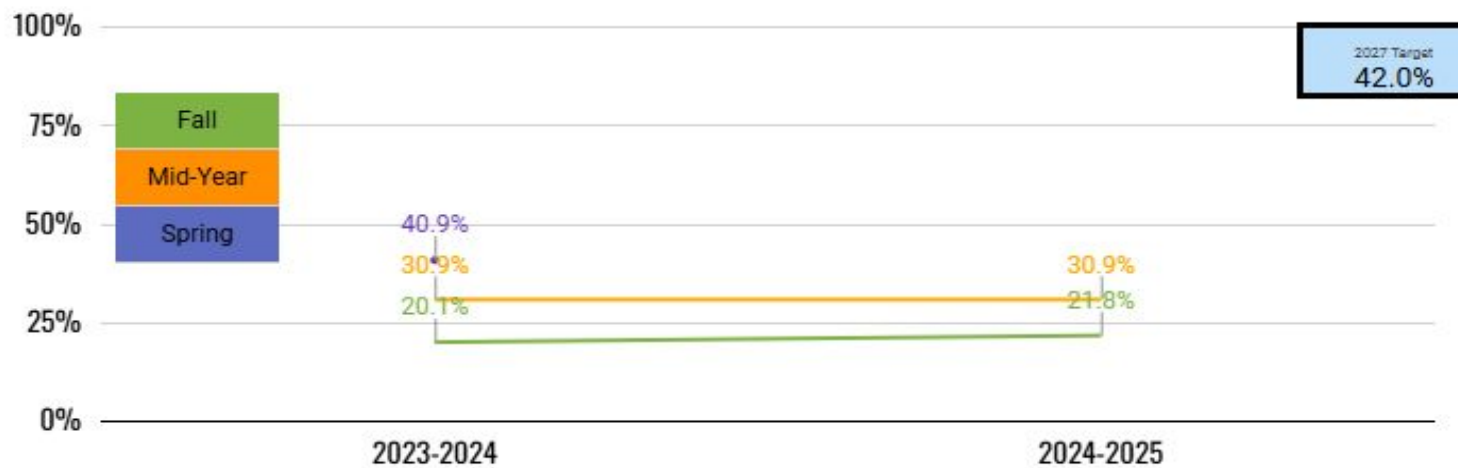


READING DIAGNOSTIC: i-READY

The i-Ready Reading diagnostic is an important tool for assessing academic readiness. Beginning in 2023-24, NUSD began using the i-Ready diagnostic to assess students in Math and Reading. This metric reports the overall percentage of students who score at or above grade level on the Reading Diagnostic. i-Ready is being used three times each year (Fall, Winter, and Spring) by elementary schools, TK-8 schools, and Natomas Middle School (Students at LGA in grades 6-8 use IXL for their diagnostic). i-Ready is a software platform and provides a number of diagnostic reporting tools, including the data below.

Additional Actions

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



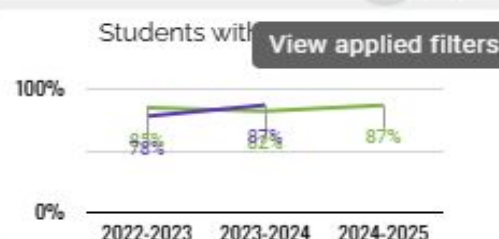
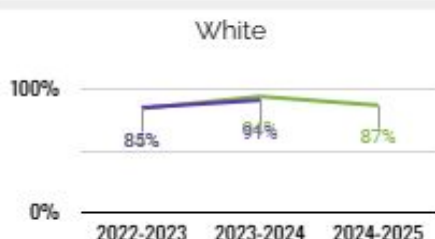
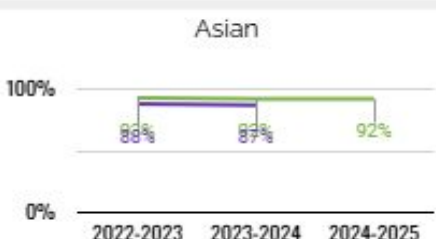
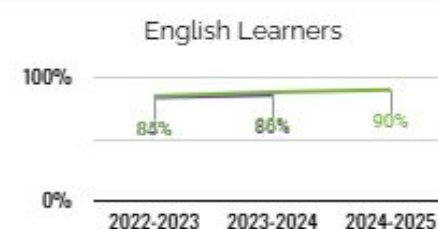
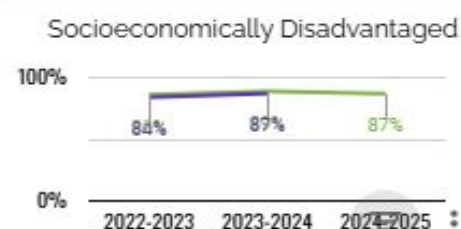
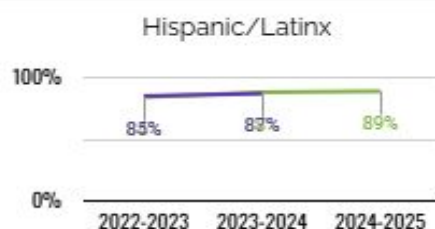
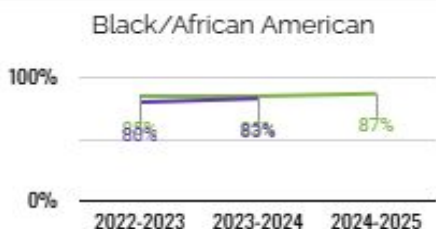
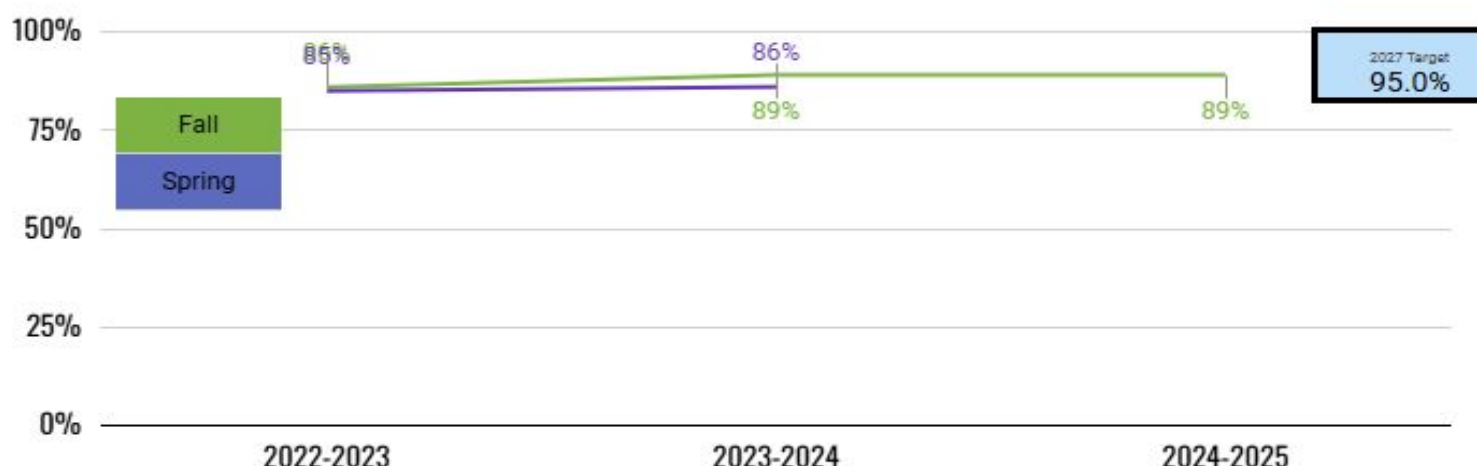
STUDENT PERCEPTIONS OF CONNECTEDNESS - GRADE 11

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

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

Additional Actions

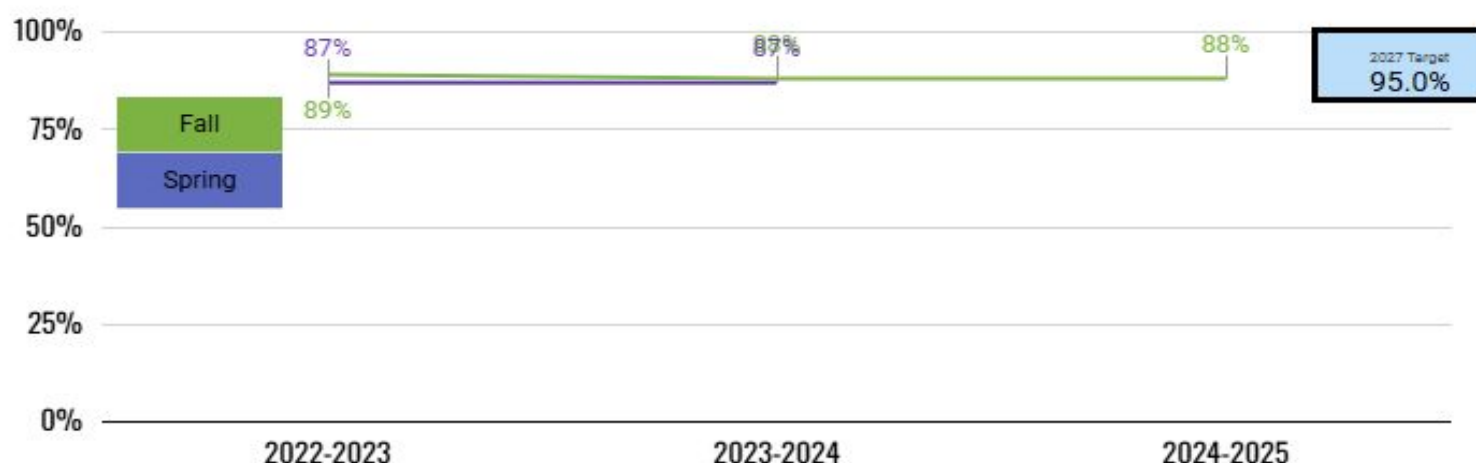
- Restorative Practices
- Social Emotional Support program
- Positive Behavior Interventions and Supports (PBIS)
- Responsive Classroom
- Elementary athletics
- School based assemblies, activities, and programs, including after school
- Annual student focus groups and climate survey to gather student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



STUDENT PERCEPTIONS OF CONNECTEDNESS - GRADE 4

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

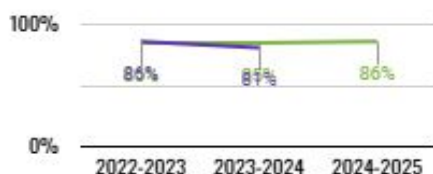
*This includes students who responded either 'Strongly Agree', 'Agree', or a neutral response to the statement 'I feel like I am a part of this school.'



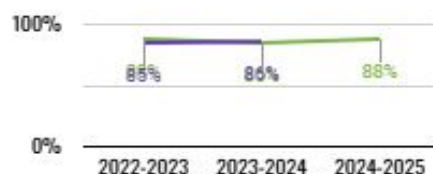
Additional Actions

- 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
- Parent University workshops
- Student Voices input and engagement

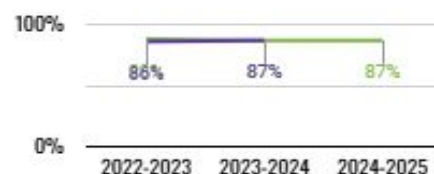
Black/African American



Hispanic/Latinx



Socioeconomically Disadvantaged



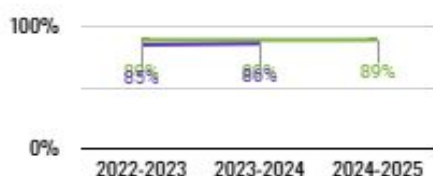
English Learners



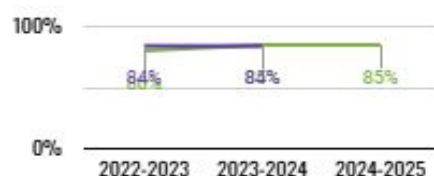
Asian



White



Students with Disabilities



Foster Youth



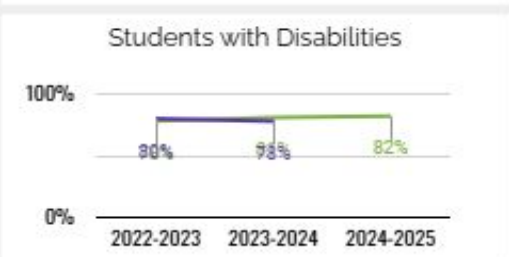
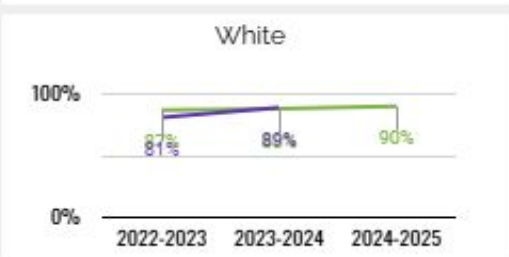
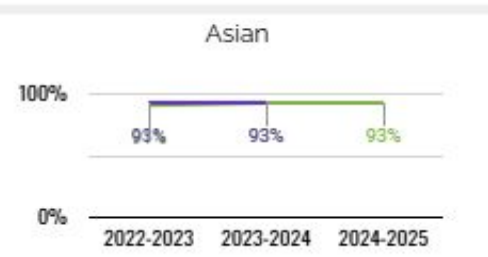
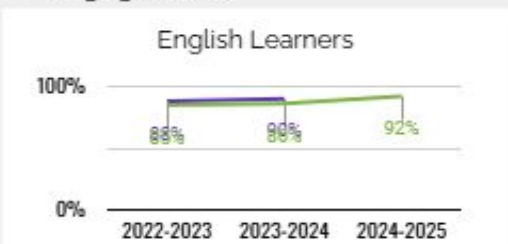
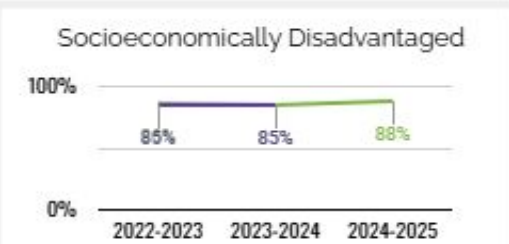
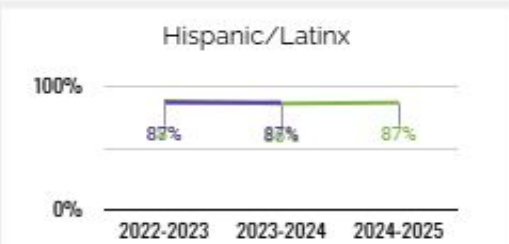
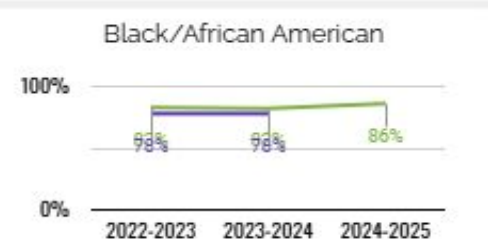
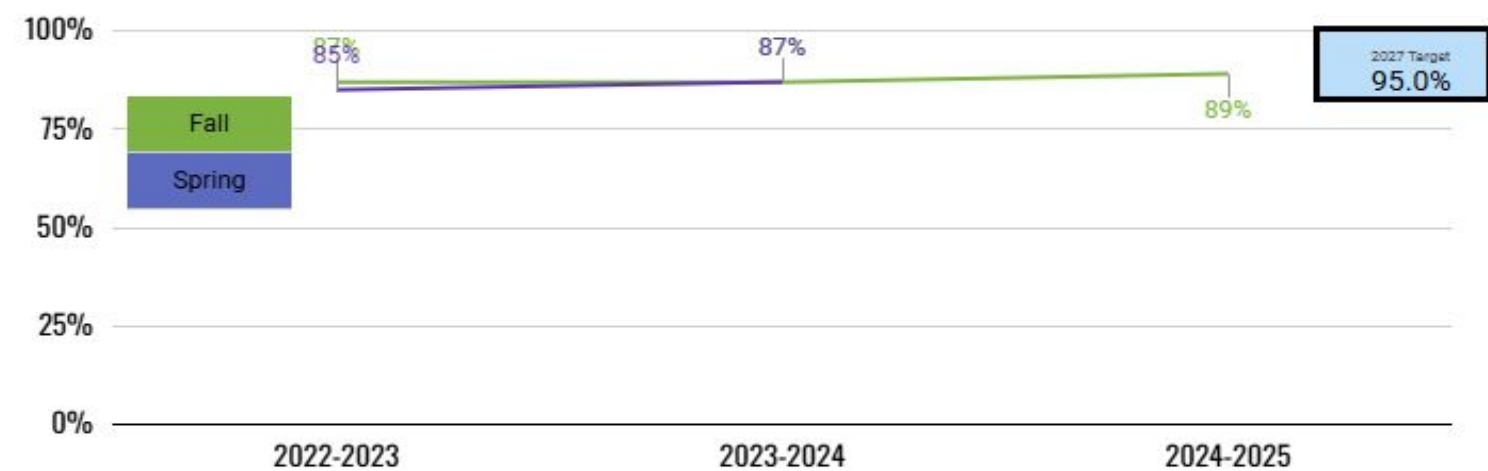
STUDENT PERCEPTIONS OF CONNECTEDNESS - GRADE 8

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

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

Additional Actions

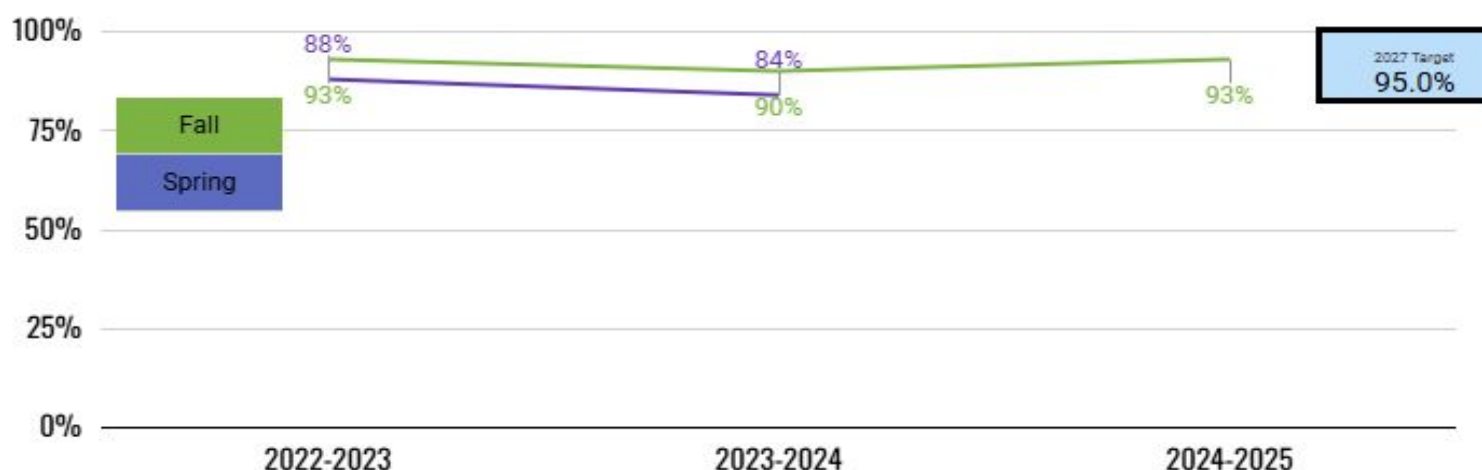
- Restorative Practices
- Social Emotional Support program
- Positive Behavior Interventions and Supports (PBIS)
- Responsive Classroom
- Elementary athletics
- School based assemblies, activities, and programs, including after school
- Annual student focus groups and climate survey to gather student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



STUDENT PERCEPTIONS OF SAFETY - GRADE 11

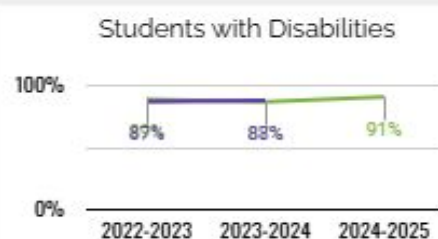
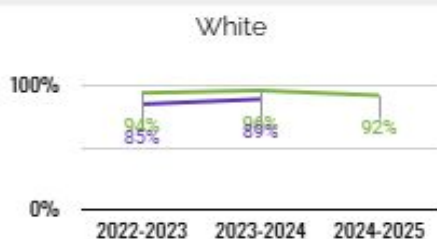
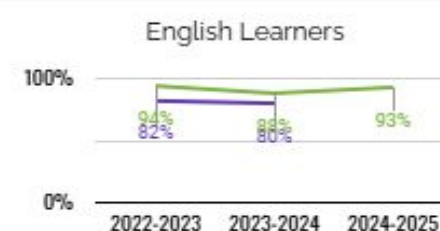
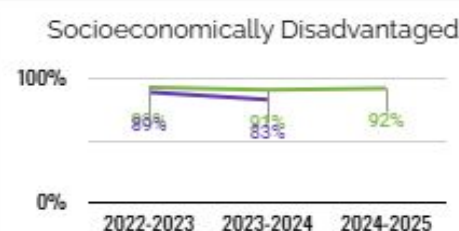
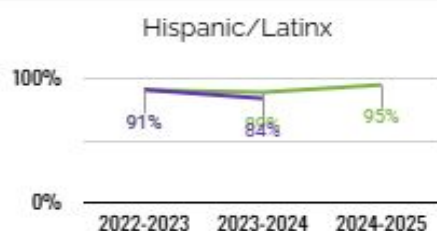
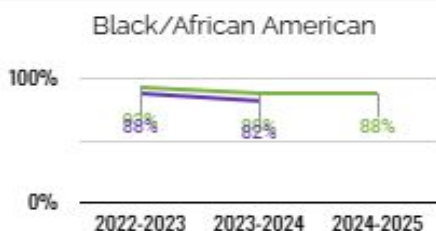
Student Perceptions of Safety is an important indicator of a positive school climate. This metric is measured using the CoVitality Social Emotional Health Survey. This survey is administered twice annually, once in the Fall and once in the Spring. Student Perceptions of Safety is calculated by dividing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

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



Additional Actions

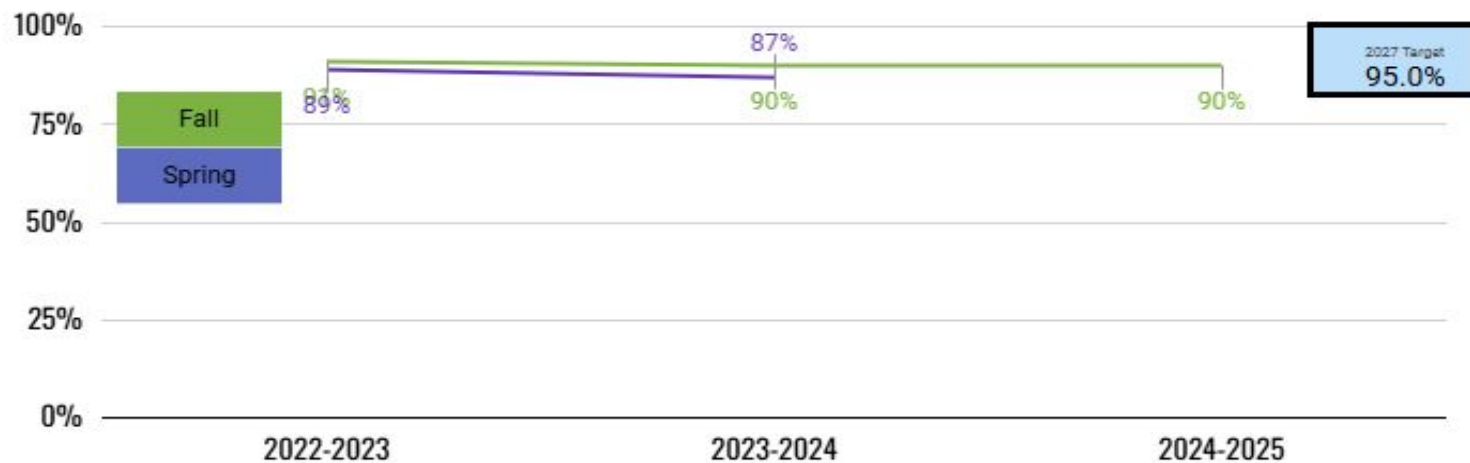
- Expanded Safety and Safe Schools Department
- Assistant Principals at our K-8s and social workers and psychologists at our schools
- Facility improvements including updated procedures for visitors, new fencing, new cameras, and safety materials
- Increased campus safety staffing
- Restorative Practices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



STUDENT PERCEPTIONS OF SAFETY - GRADE 4

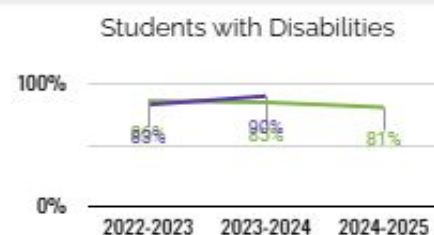
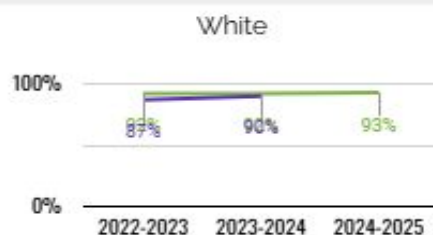
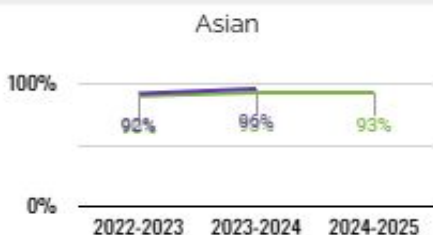
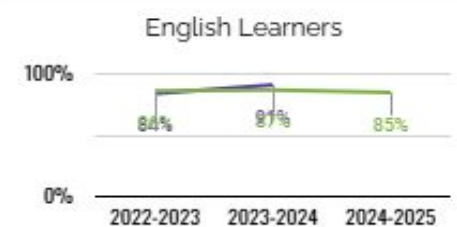
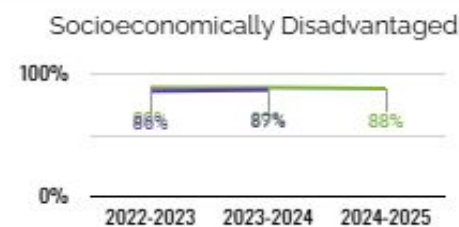
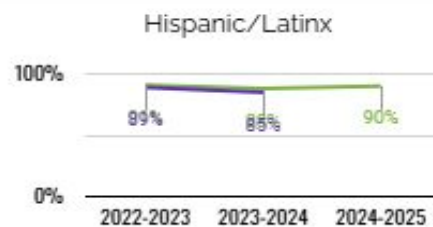
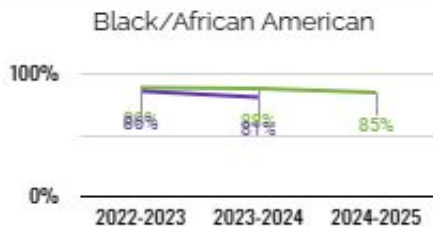
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*This includes students who responded either 'Strongly Agree,' 'Agree,' or a neutral response to the statement 'I feel safe at this school.'



Additional Actions

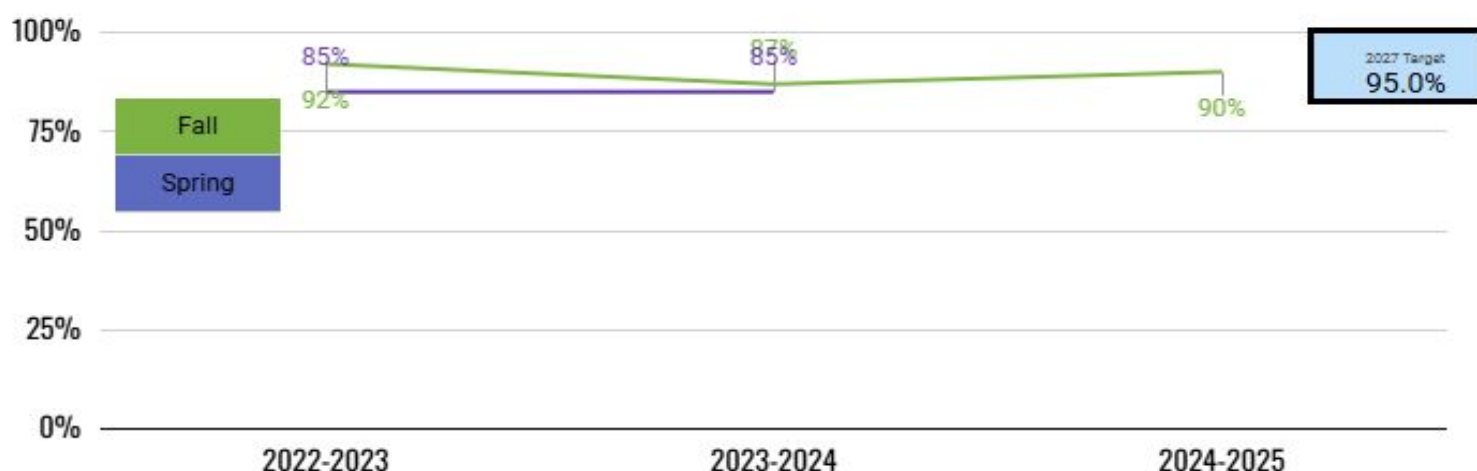
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STUDENT PERCEPTIONS OF SAFETY - GRADE 8

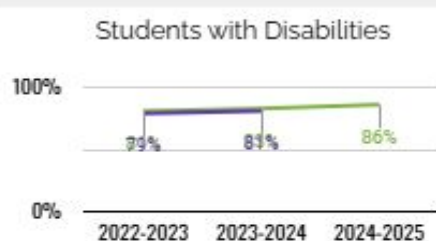
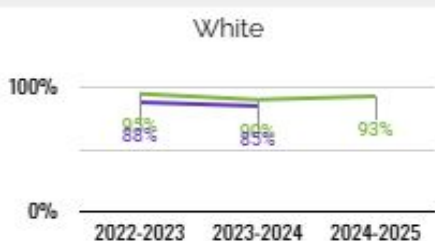
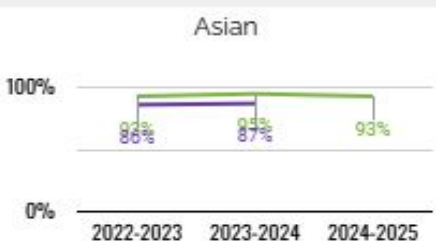
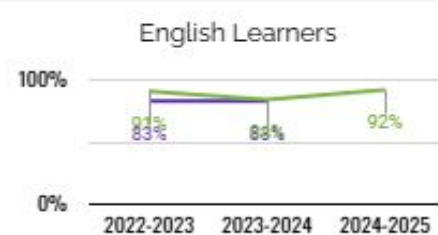
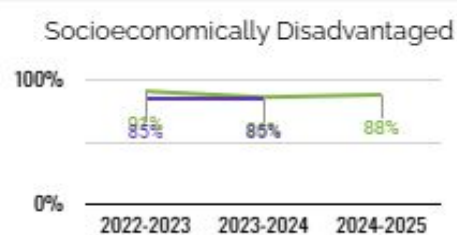
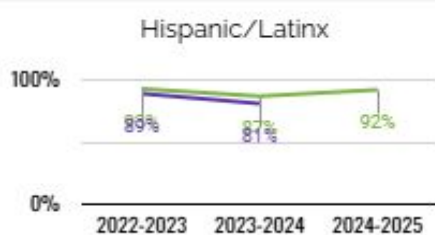
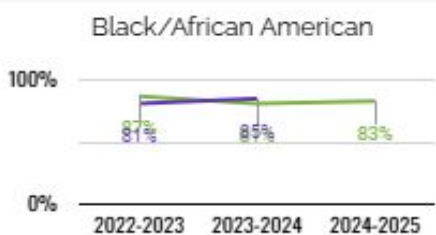
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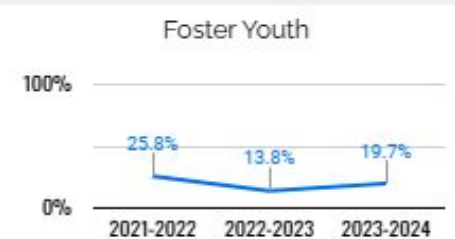
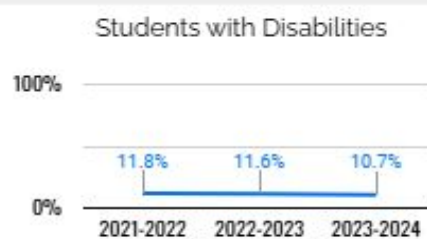
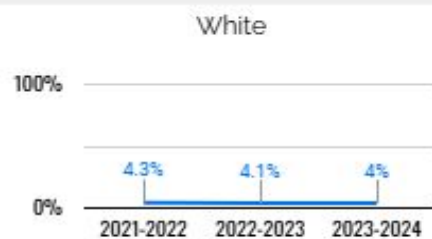
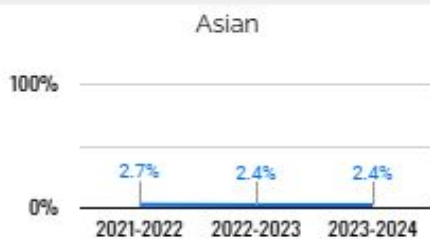
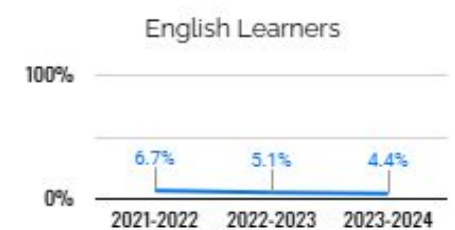
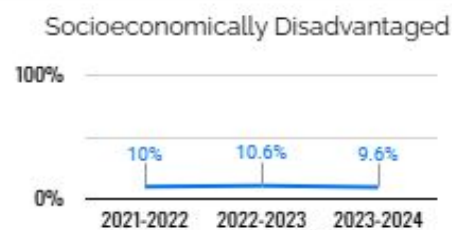
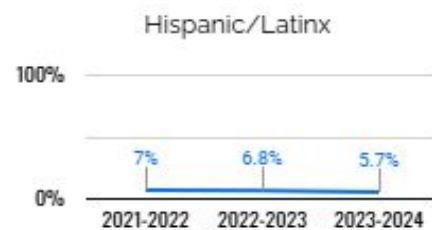
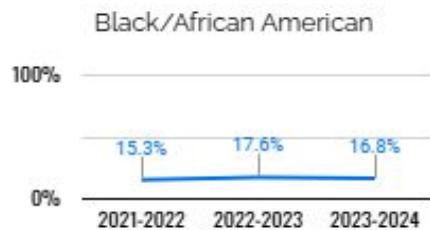
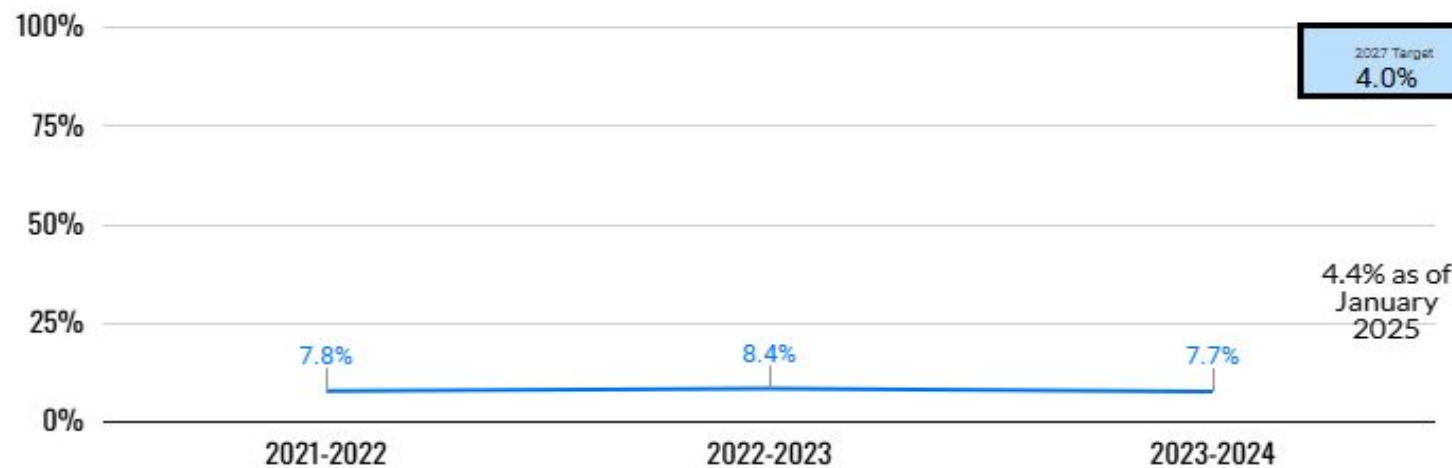


SUSPENSION RATE

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

Additional Actions

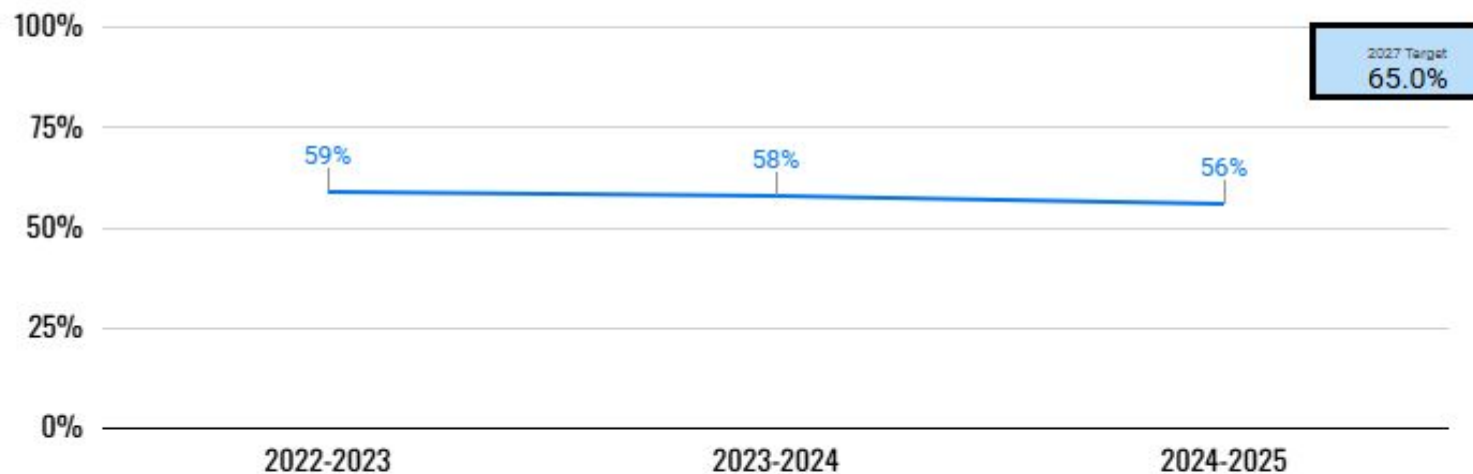
- Diversity, Equity and Inclusion training for staff to better connect with their students
- Restorative Practices with more work to be done
- School psychologists and social workers at our schools
- Athletics, extracurriculars, clubs, and afterschool programs to promote connectedness
- Promise Program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



VAPA PARTICIPATION RATE

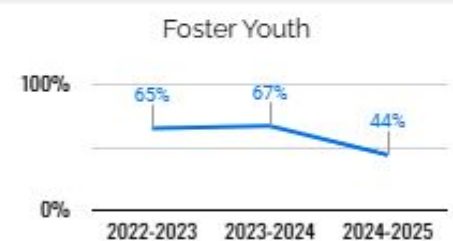
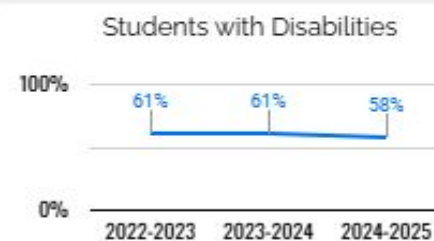
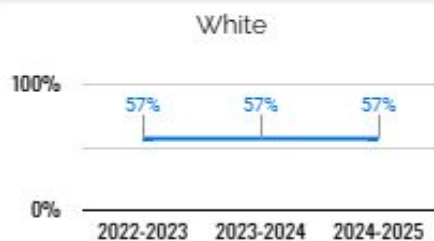
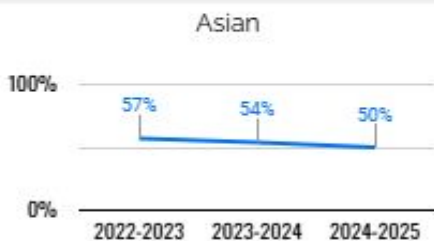
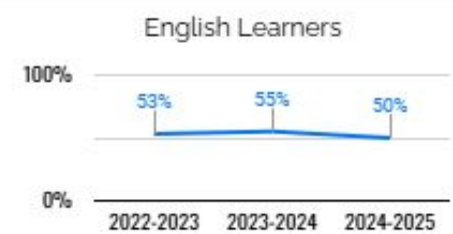
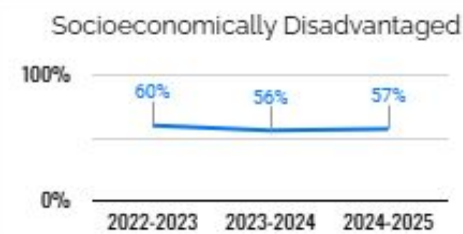
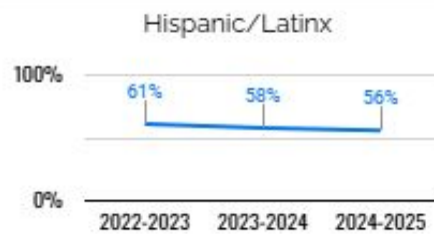
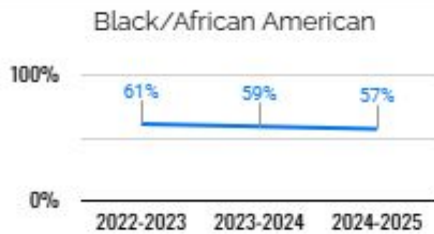
Visual and Performing Arts (VAPA) Participation Rate is an important indicator of student engagement. VAPA Participation Rate is calculated by dividing the total number of secondary school students enrolled in a VAPA course by the number of students enrolled in those schools.

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



Additional Actions

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



PERFORMANCE OVERVIEW

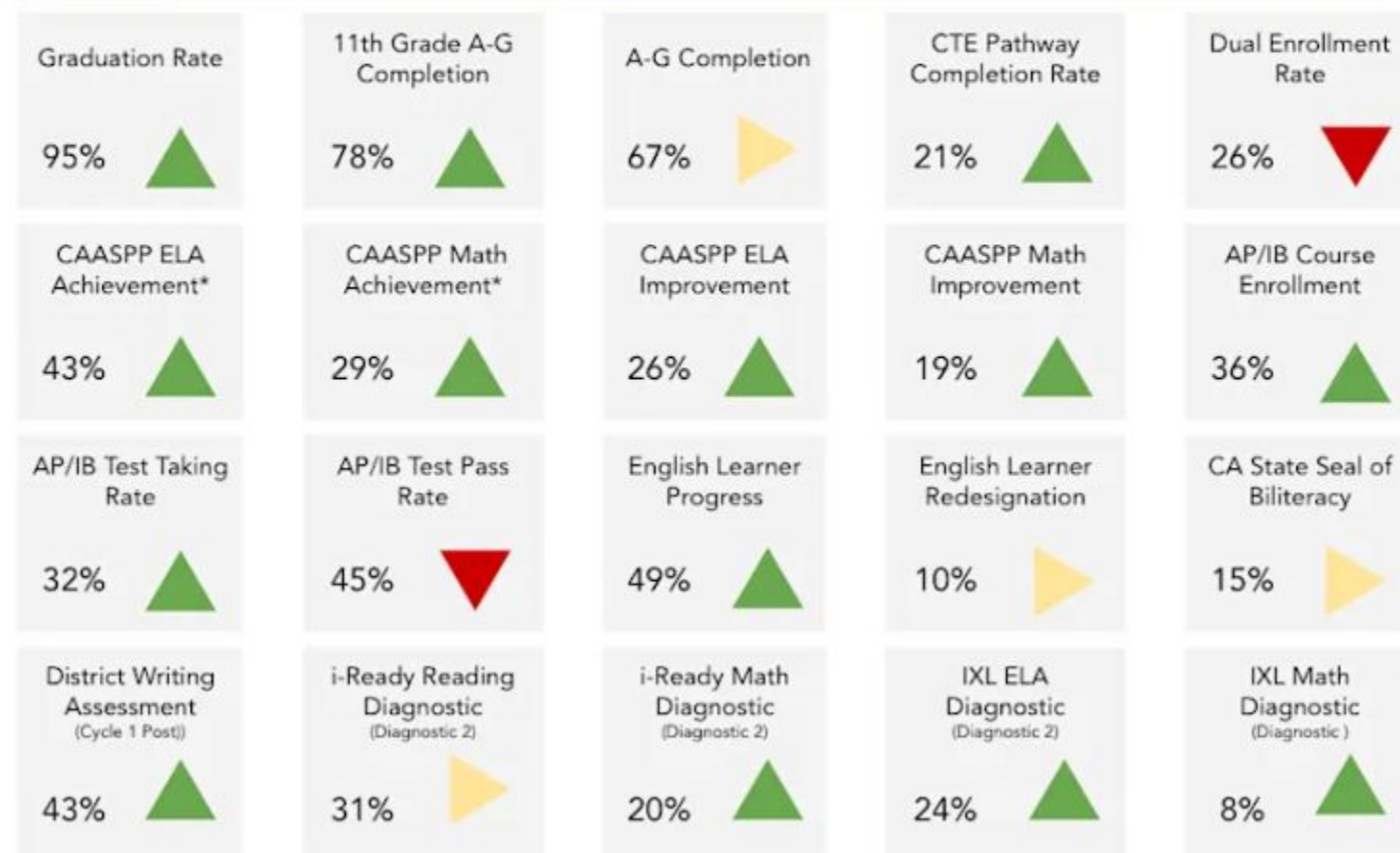
This performance overview provides the current status of each metric and a trend indicator. The trend indicators are colored triangles that indicate for each metric whether performance has improved and/or has met the target (GREEN), there is little or no change (YELLOW), or there is declining performance (RED).

Each of these is in reference to performance at a similar point in time during the prior year.

Performance Overview for Goal 1

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

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



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

Performance Overview for Goals 2 and 3

Performance Overview for Goal 2: Cultivate the Social-Emotional Well-Being of Each Student

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



Performance Overview for Goal 3: Create a Safe, Engaging Environment Where Students Connect to School

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





Cycle of Continuous
Learning & Improvement