



DISTRICT PROGRESS REPORT

Spring 2018

Message from the Superintendent

This is Natomas Unified's second District Progress Report. That title is important because the data you see in this report are more like a progress report we had when we were in school than a final transcript. We will prepare a new report twice a year, as new data become available. In this report you will see some new data since we published our first District Progress Report in the fall of 2017.

We have been committed to sharing our progress, transparently with our entire community, and this report is no different. In these pages, we show where we are succeeding, where we are making progress, and where we need to improve. Although this report is only prepared twice a year, know that we review data regularly in principal meetings, staff meetings, and within the Boardroom. We are pleased to celebrate good news and we also take actions to address the areas of need. I am proud of our efforts and our great staff, strong Board leadership, and a wonderful community. We also have more work to do and the sense of urgency to prepare all of our students to graduate as college and career ready, productive, responsible, and engaged global citizens.

In the future, additional measures of success will be added focusing on elementary student success as well as measures of district operations. I hope you will find this report as valuable as I do, and use it as a tool to talk with your teachers and school principal about what this means for your students and our community.

- Chris Evans, Superintendent

Message from the Board President

As a Board, we know that one of our most important roles is to monitor progress toward meeting our district goals. I am, therefore, pleased to share with our Natomas Community our second District Progress Report. You will see data for more than 20 different measures of student success. We know that student success is not just measured by test scores, so you will also see data about high school completion; school climate and culture; college access and readiness; and finally, measures of global citizenry. We remain committed to the transparency and accountability with which you have entrusted us. Our kids and families deserve nothing less.

- Scott Dosick, NUSD Board President



BOARD OF TRUSTEES

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Vice President

B. Teri Burns
Clerk

Micah Grant
Member

Lisa Kaplan
Member

SUPERINTENDENT
Chris Evans

Natomas Unified School District Successes

Building on a commitment to excellence and achievement, the District Progress Report measures our progress over time to achieve our district vision and goals. Over the past six years, some of our successes include:

- Increased enrollment to over 15,000 students
- Increased graduation rates and lowered dropout rates
- Became a Sacramento County leader in the percentage of graduates meeting requirements to enroll in the University of California or California State University systems
- Became the first school district countywide to offer an International Baccalaureate continuum from Transitional Kindergarten through 12th grade
- Expanded Career Technical Education opportunities, including Culinary Arts, Auto Technology, Broadcast Media, and Emergency Medical Technician
- Expanded access to Gifted and Talented Education (GATE)
- Won national recognition by the College Board for Advanced Placement (AP) course access and success
- Launched the academically rigorous AP Capstone Diploma program at Natomas High School
- Received statewide recognition by the California Department of Education for exemplary practices at multiple schools
- Implemented a California Early College Academy, which allows high school students to earn college credits at American River College while attending high school
- Won voter passage of Measure J, a \$129 million school bond directed to fund campus construction, renovation, security and other projects
- Opened the B. Teri Burns Health Clinic at Natomas High School to provide basic care, vaccinations, flu shots, and informational workshops
- Launched an elementary school sports program to promote student engagement, school spirit, health and wellness
- Launched a free, on-campus ACT college admissions test program for all eleventh graders, and a free, on-campus PSAT test program for all tenth graders
- Received statewide awards for best practices in Constituent and Customer Services, Nutrition Services, and K-12 Continuum of Social-Emotional Support for students' behavioral and mental health needs

VISION

All NUSD students
graduate as college
and career ready,
productive,
responsible, and
engaged global
citizens

NUSD has the highest A-G rate in Sacramento County, and the highest A-G rate for Asian, African American, Hispanic/Latino, white, English learners, and low income students.

The District Progress Report is a snapshot of our efforts to prepare all of our students to graduate as college and career ready, productive, responsible, and engaged global citizens. It keeps us focused on supporting all our students with attention on specific groups of students, and it provides consistency and reassurance that these priorities will be monitored and our progress will be shared regularly.

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

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

This report is a tool for parents, teachers, students, and community members to monitor our performance and our progress. Continuous Improvement does not mean that scores will improve every year. There may be little growth some years, significant improvement other years, and some years there may be declines in our performance. Successful school districts, just like successful companies, may have years without growth, or even declines. Like other successful organizations, we can learn from mistakes, celebrate successes, and make continuous improvement over time.

With that in mind, the metrics on the following pages provide both a snapshot of current data, as well as progress over time. Each metric has an identified target and some of the actions that are currently in progress to support students in that area of work.

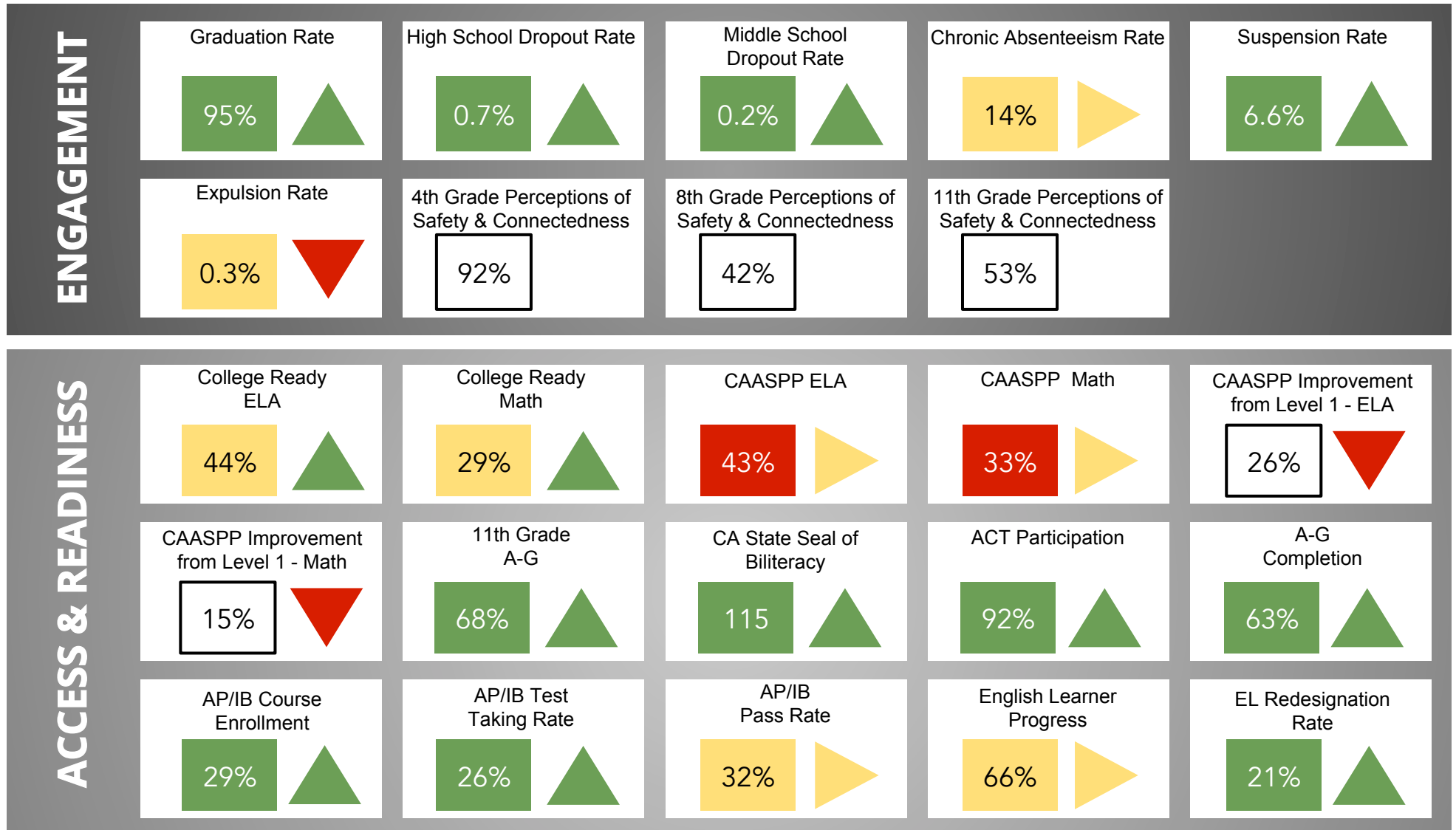
The District Progress Report communicates what matters most for our system-wide performance and improvement. Each year, we will measure our performance and progress on important indicators of student engagement and college/career access and readiness. The metrics below are aligned to our Vision, Core Beliefs, and Goals as well as California performance targets. On the following pages, each metric is defined and data is presented showing the current performance, progress over three years (when available), and results for some of our important student groups. Metrics which have been updated since the last DPR are written in **bold** below.

ENGAGEMENT

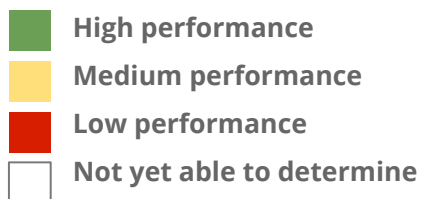
- Graduation (p.6)
- **High School Dropout (p.7)**
- **Middle School Dropout (p.8)**
- **Chronic Absenteeism (p.9)**
- **Suspension (p.10)**
- **Expulsion (p.11)**
- Student Perceptions of Safety and Connectedness - Grade 4 (p.12)
- Student Perceptions of Safety and Connectedness - Grade 8 (p.13)
- Student Perceptions of Safety and Connectedness - Grade 11 (p.14)

ACCESS AND READINESS

- College Readiness English Language Arts (p.15)
- College Readiness Math (p.16)
- CAASPP Achievement English Language Arts (p.17)
- CAASPP Achievement Math (p.18)
- CAASPP Improvement English Language Arts (p.19)
- CAASPP Improvement Math (p.20)
- 11th Grade A-G (p.21)
- California State Seal of Biliteracy (p.22)
- ACT Participation (p.23)
- **A-G Completion (p.24)**
- **AP/IB Course Enrollment (p.25)**
- AP/IB Test Taking (p.26)
- AP/IB Pass (p.27)
- English Learner Progress (p.28)
- English Learner Redesignation (p.29)

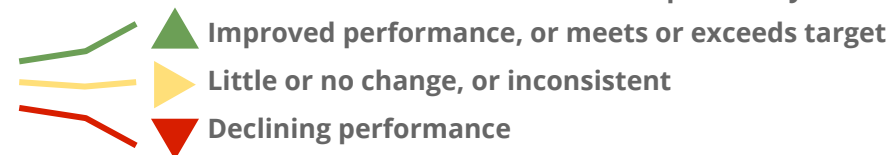


Current Performance Indicators

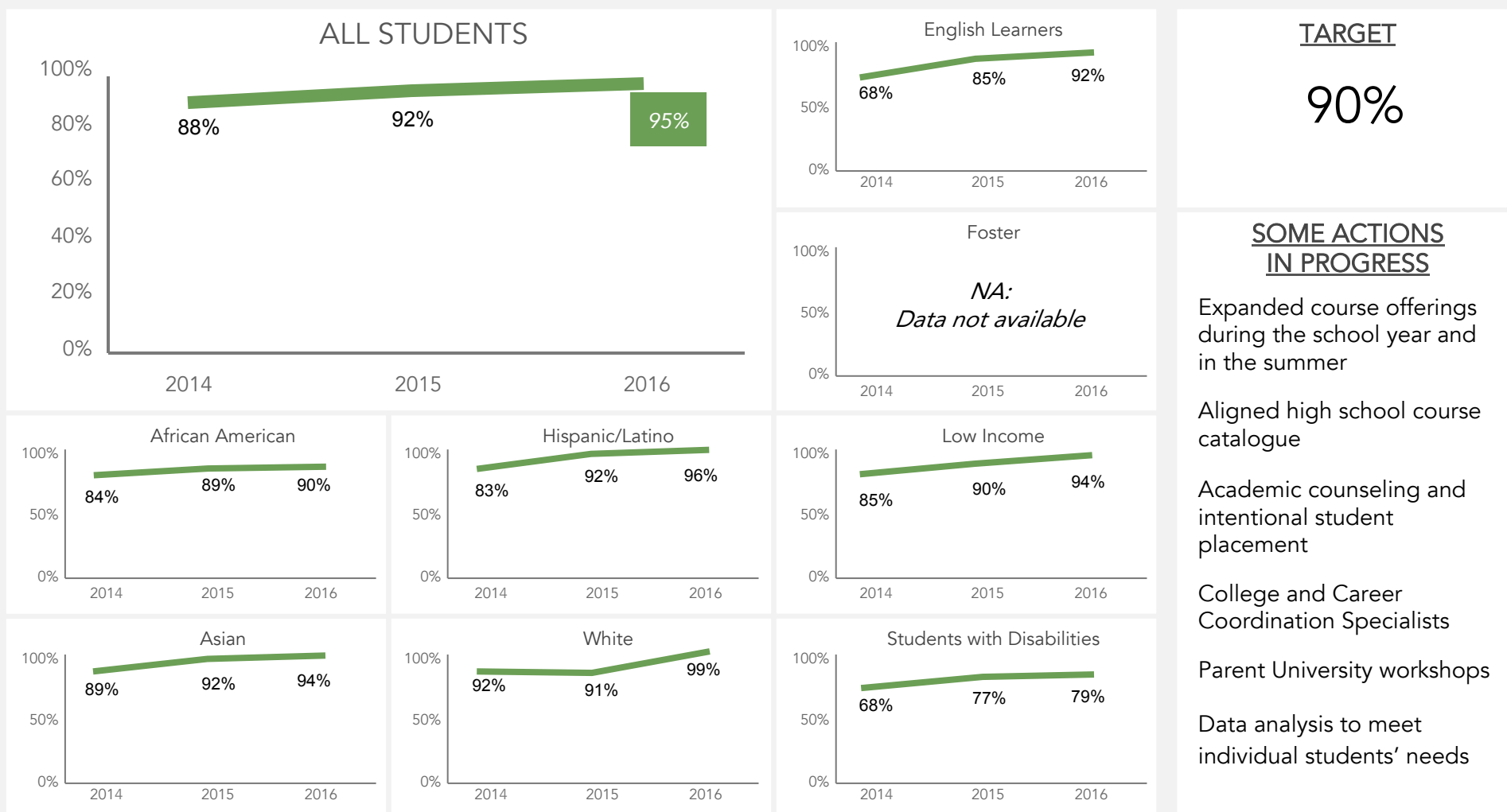


Trend Indicators (arrows and lines designate change over time)

No arrow or line means there was no data in the previous year to compare

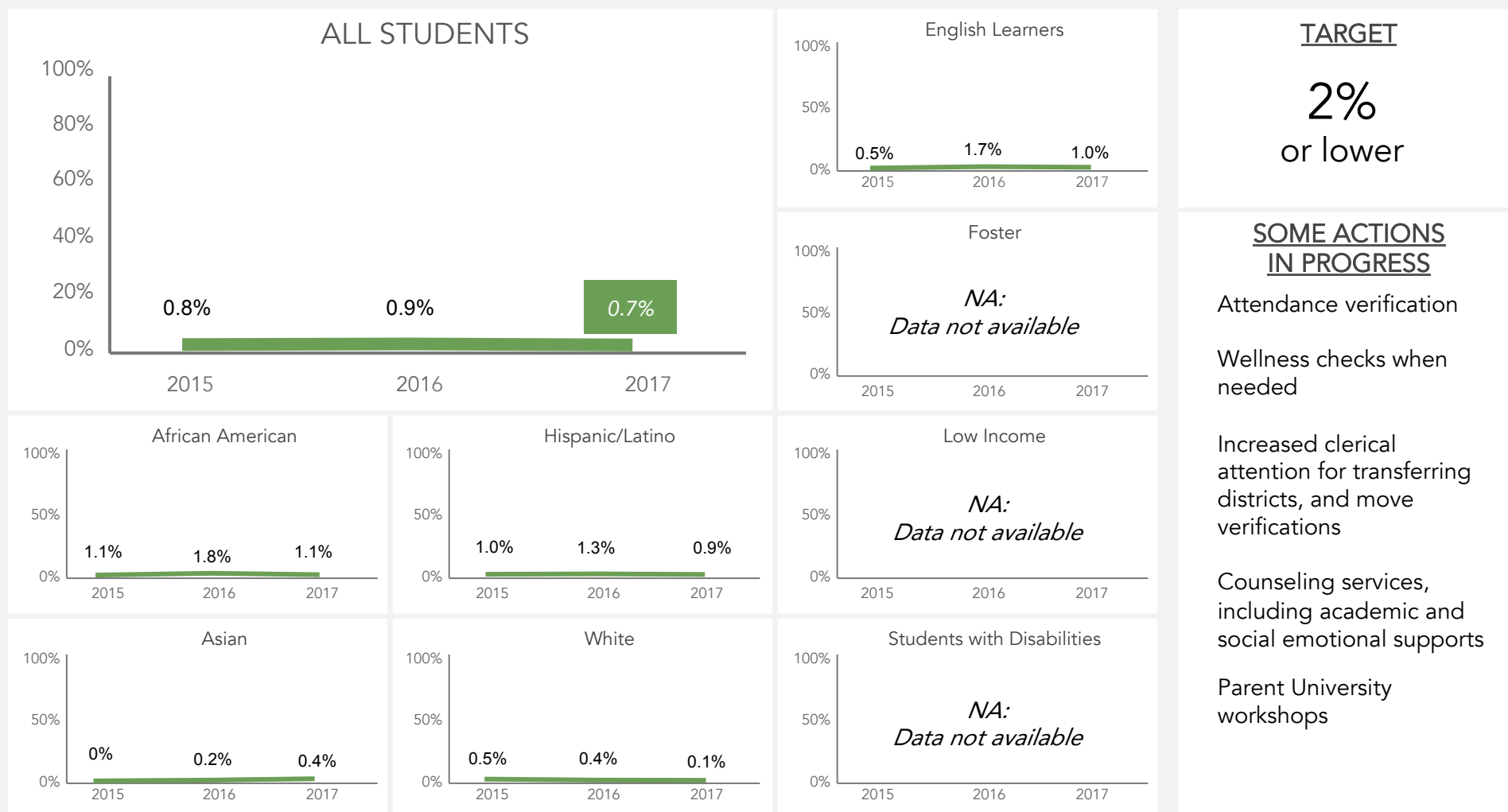


Graduation Rate is the percent of students who graduate divided by the total number of students who began 9th grade four years earlier. NUSD has a high graduation rate - above the county and state averages - and NUSD has increased the graduation rate more than 10% over the past five years. The State of California reports graduation rates the following year (2017 rates are not yet available) on two different websites. On the Dataquest website, the 2016 graduation rate is reported and includes charter schools, but the California School Dashboard website reports the 2015 graduation rate for only Inderkum and Natomas High Schools. The data below is based on all NUSD schools, including charter schools and Discovery High School, our continuation high school.



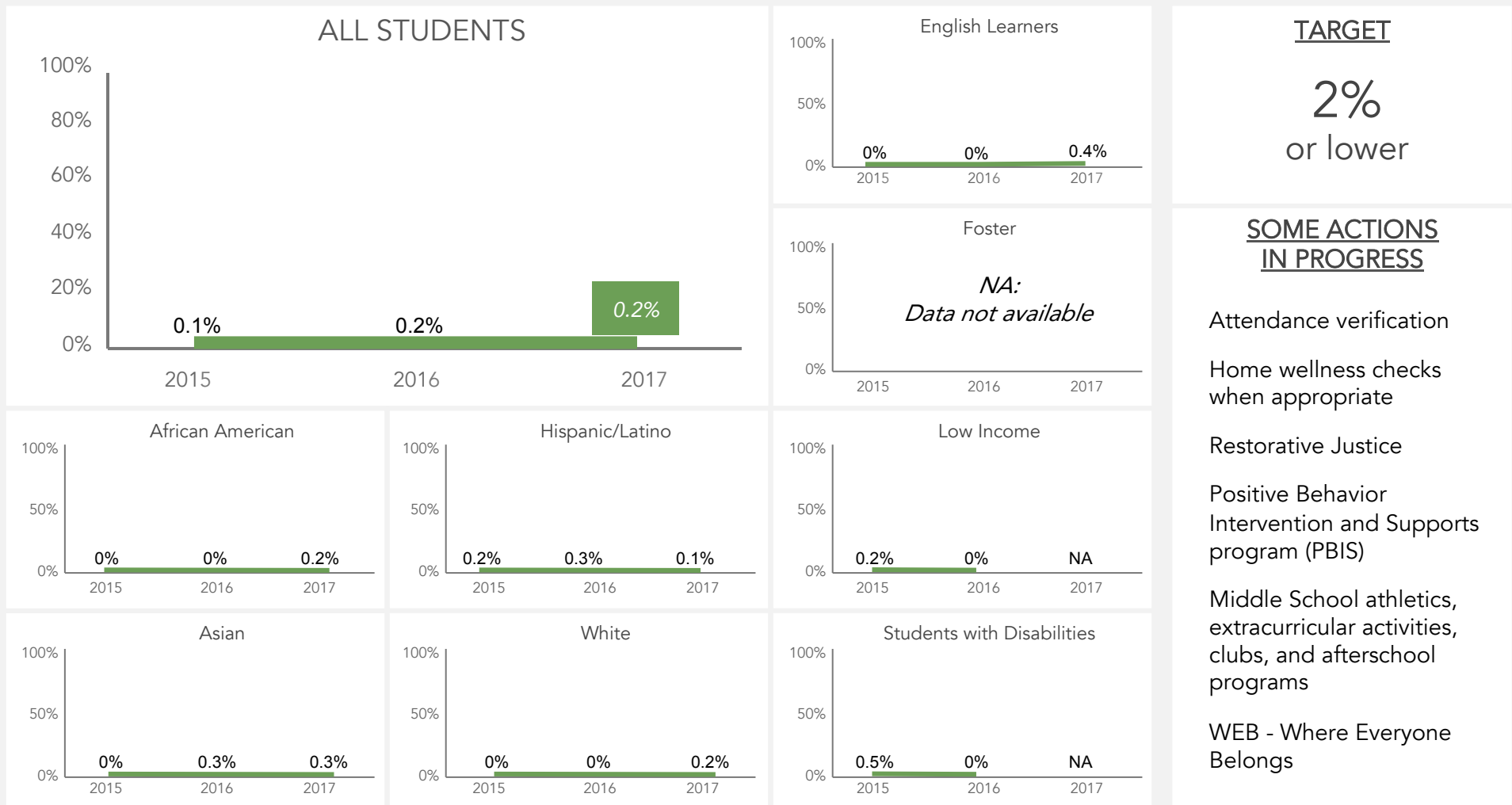
Note: NA means no data are reported on the CDE website.

High School Dropout Rate is the percent of students in grades 9-12 who drop out during a school year divided by the number of students enrolled in grades 9-12 the first week of October that school year. Having a high graduation rate and a low dropout rate is an important indicator of academic success as well as the school climate. Natomas is working hard to further reduce the number of students who dropout, however, there were only 2 dropouts per thousand students in 2016-2017, a significant decrease from the 15 students per thousand who dropped out 10 years earlier in 2006-2007.



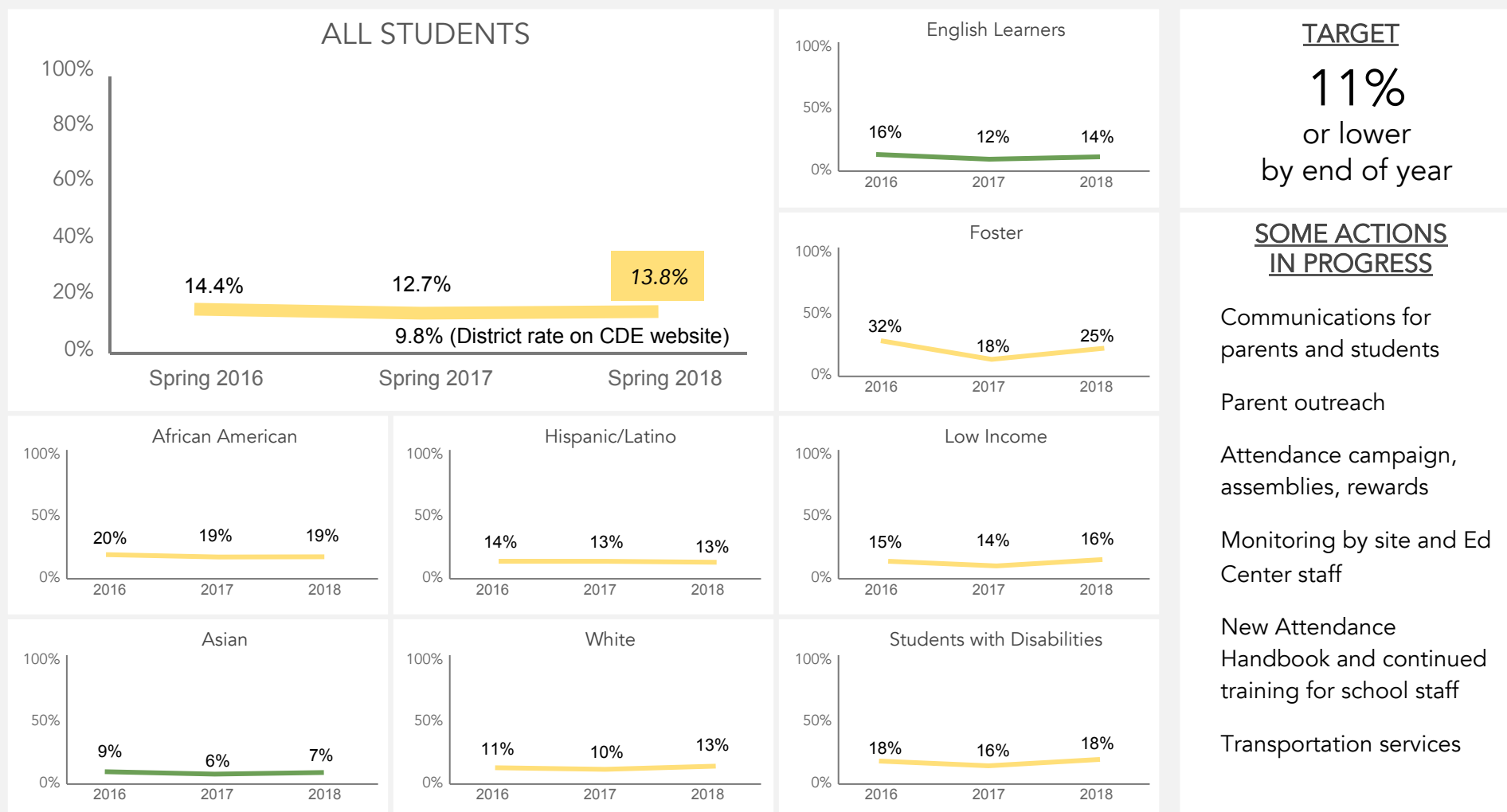
Note: NA means no data are reported on the CDE website.

Middle School Dropout Rate is the percent of students in grades 7 and 8 who drop out during a school year divided by the number of students enrolled in grades 7 and 8 the first week of October that school year. Each year, very few students drop out of middle school, but it is still an important statewide indicator and requirement to monitor as part of our Local Control and Accountability Plan. The NUSD middle school dropout rate at 0.2%, is lower than the California state rate of 0.3%.



Note: NA means no data are reported on the CDE website. In previous years, student group data may have been available for some student groups.

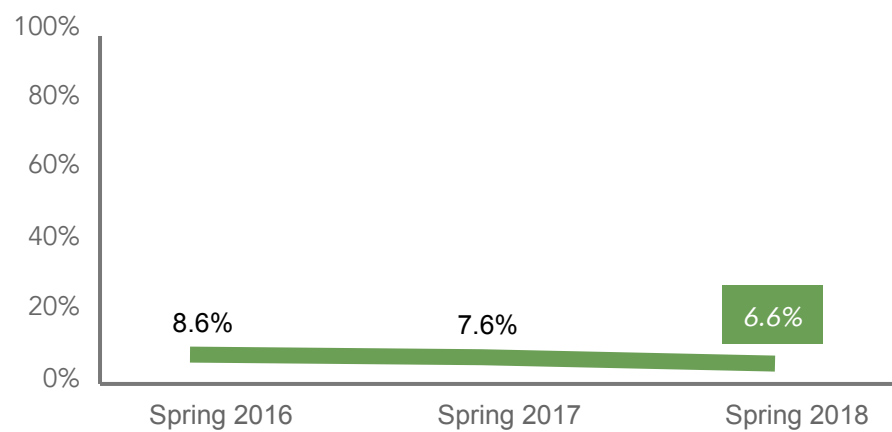
Chronic Absenteeism Rate is the percent of students who missed more than 10% of their enrolled school days, regardless of the reason. Unlike other metrics in this report that are reported annually, NUSD has real-time, chronically absent student data, which can be viewed on a daily basis. NUSD has been monitoring chronic absenteeism for three years internally. This is the first year that the State of California published chronic absenteeism data for school districts and the first year we will be able to compare our rate to others to determine what high, medium, or lower performance means on this metric.



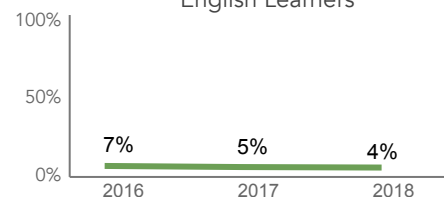
Note: Data on this page does not include results from NUSD independent charter schools; but does include all students, regardless of their current enrollment status.

Suspension Rate is the total number of students suspended during the school year divided by the cumulative enrollment. The suspension rate varies in part because of high mobility and transiency and because the rate is based on the number of individual students suspended, not the total number of suspensions. The State of California reports suspension rate data on the California School Dashboard for the 2016-2017 school year. NUSD has more current data available and is reporting predicted suspension rates for the 2017-2018 school year here, anticipating that the State will release these data 6-12 months from now.

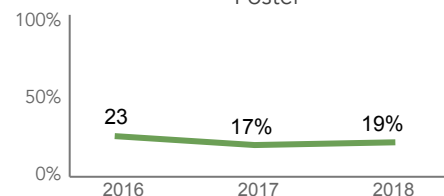
ALL STUDENTS



English Learners



Foster

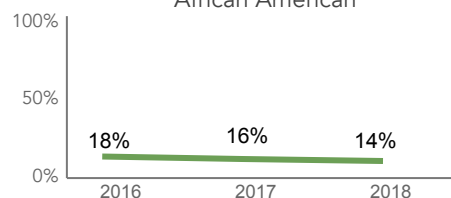
TARGET

7.6%
or lower

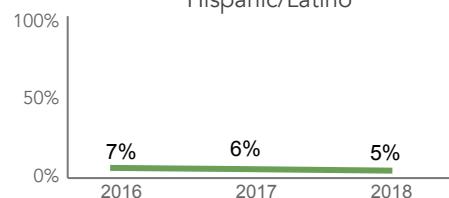
SOME ACTIONS
IN PROGRESS

Restorative Justice
Social emotional learning skills programs
After-school programs
Positive Behavior Interventions and Supports (PBIS)
For more information about how the district is addressing student suspensions, see the NUSD LCAP on our district website.

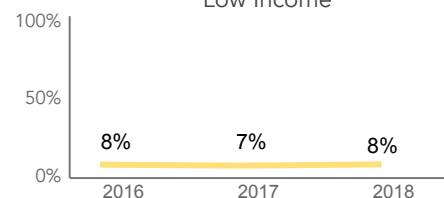
African American



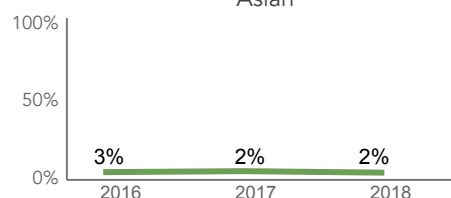
Hispanic/Latino



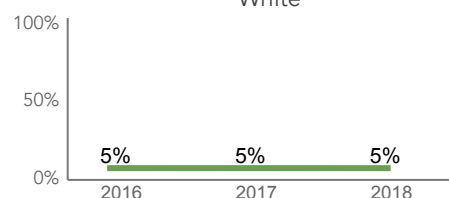
Low Income



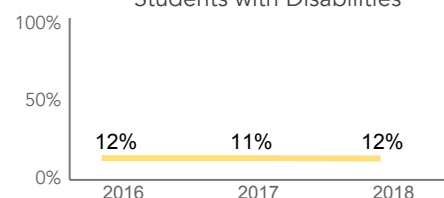
Asian



White



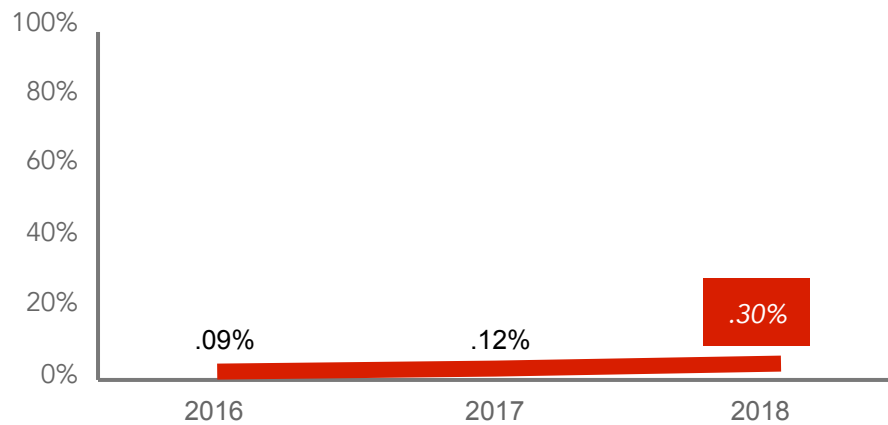
Students with Disabilities



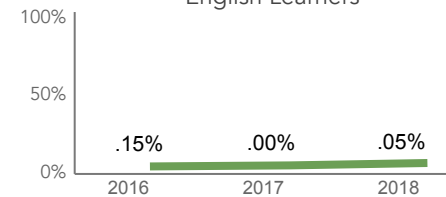
Note: Spring 2018 Data is an estimate as of April 23, 2018. Data on this page does not include results from NUSD independent charter schools.

Expulsion Rate is the total number of students expelled during the school year divided by the cumulative enrollment. Natomas Unified remains committed to maintaining safe schools. Disciplinary actions, including expulsions are, at times, required or necessary. It is not the district's goal to eliminate expulsions. It is the hope, that when viable, alternatives can be utilized, such as the Promise Program that was implemented in 2014. With an increase in expellable offenses by students in 2017-2018, NUSD is predicting an increase in the official expulsion rate for this school year which will be published by the State next year.

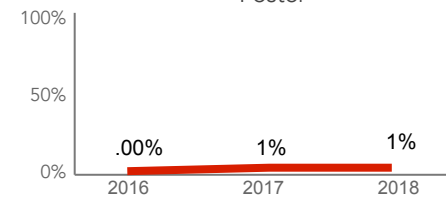
ALL STUDENTS



English Learners



Foster



TARGET

Below
0.15%

SOME ACTIONS IN PROGRESS

Promise Program

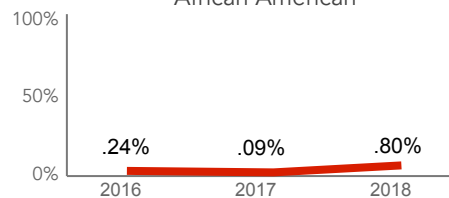
Restorative Justice
program

Positive Behavior
Interventions and Supports
(PBIS)

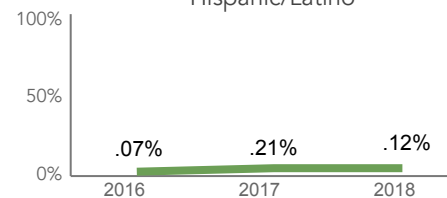
Social Emotional Support
services

School athletics,
extracurricular activities,
clubs and afterschool
programs

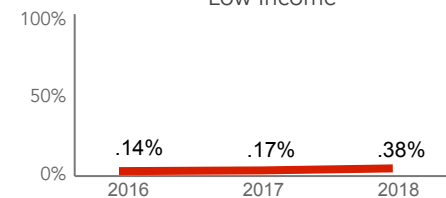
African American



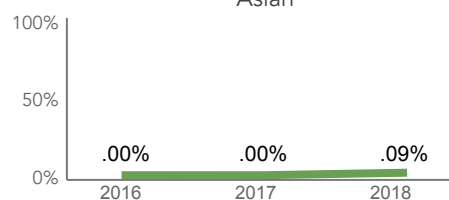
Hispanic/Latino



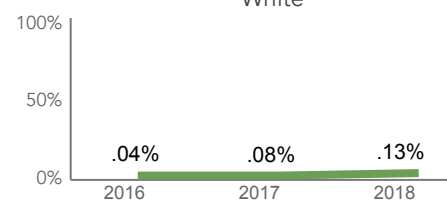
Low Income



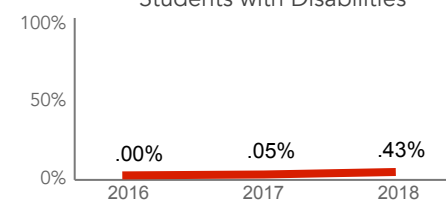
Asian



White



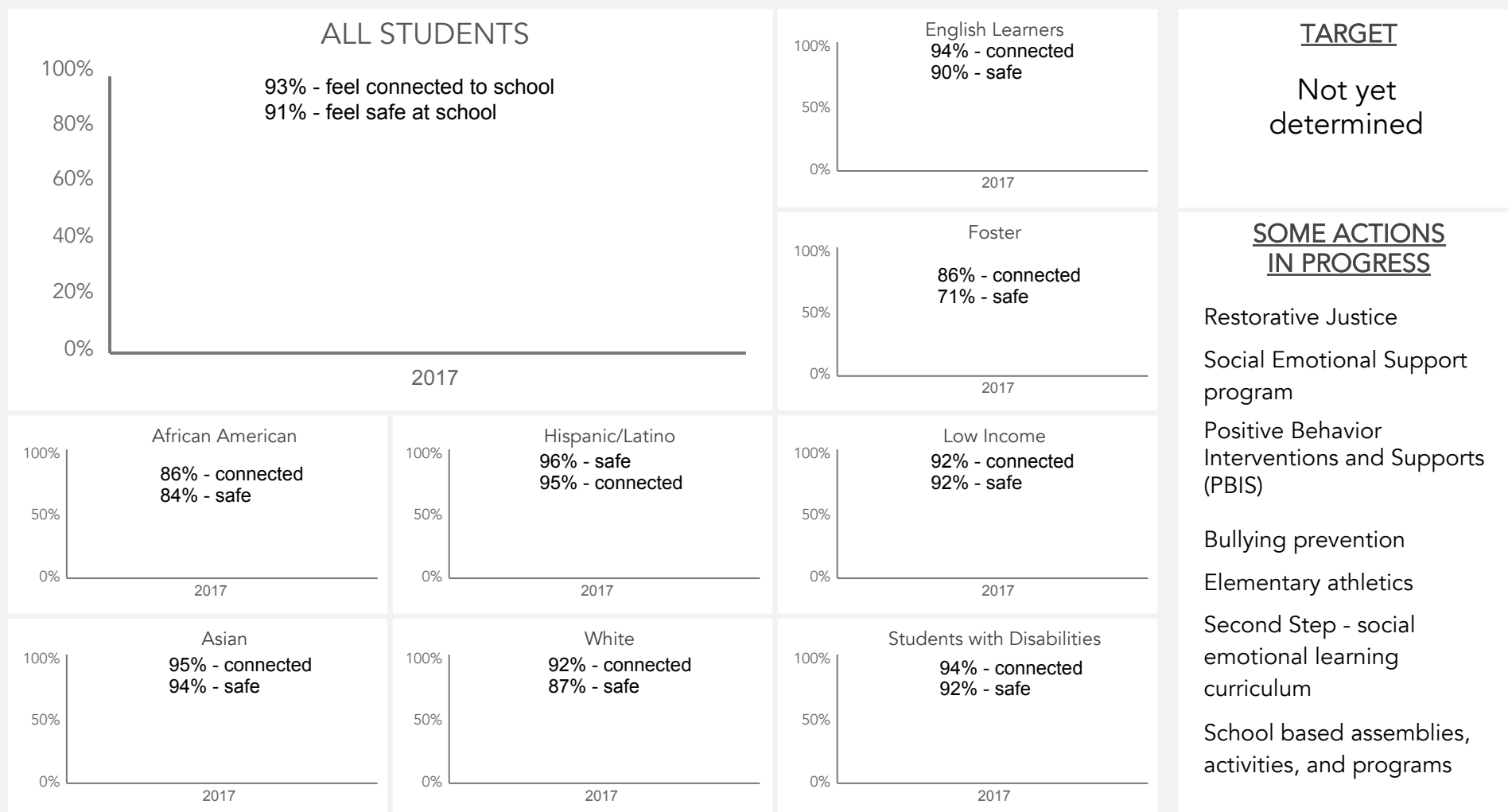
Students with Disabilities



Note: Spring 2018 Data is an estimate as of April 23, 2018.

STUDENT PERCEPTIONS OF SAFETY AND CONNECTEDNESS - GRADE 4

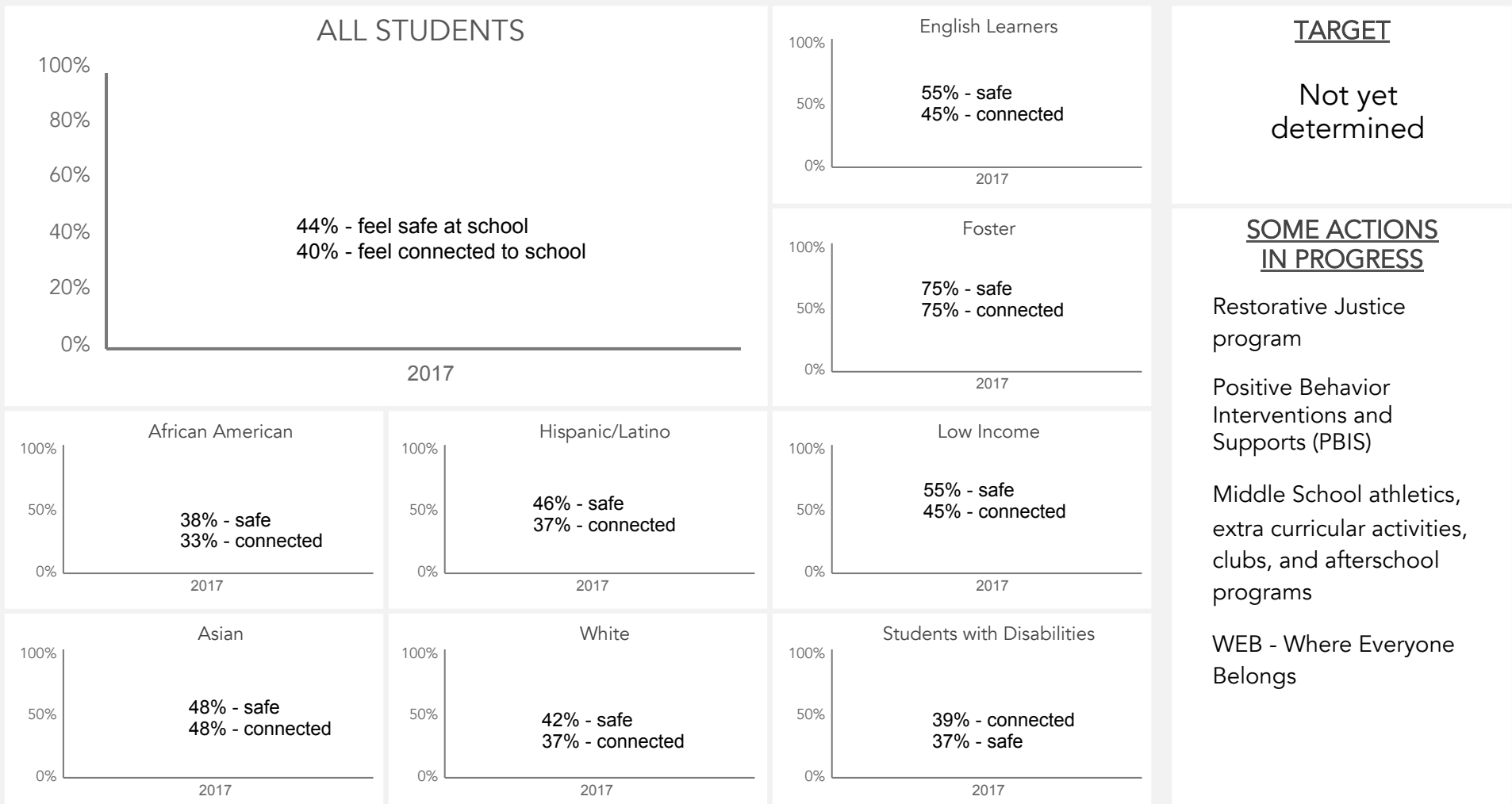
Student perceptions of safety and connectedness is the total number of students who feel safe and part of their school divided by the number of students who responded to the survey. Included responses at elementary grades are "Yes, some of the time," "Yes, most of the time," "Yes, all of the time." NUSD surveys students at multiple grade levels to see where more direct support is needed for safety and connectedness. These survey questions are part of a Social Emotional Climate Culture survey used across the state by large urban districts in the CORE Collaborative. This survey was used for the first time in 2017-2018.



Note: The Climate and Culture Survey was given for the first time in 2017. Data on this page does not include results from NUSD independent charter schools.

STUDENT PERCEPTIONS OF SAFETY AND CONNECTEDNESS - GRADE 8

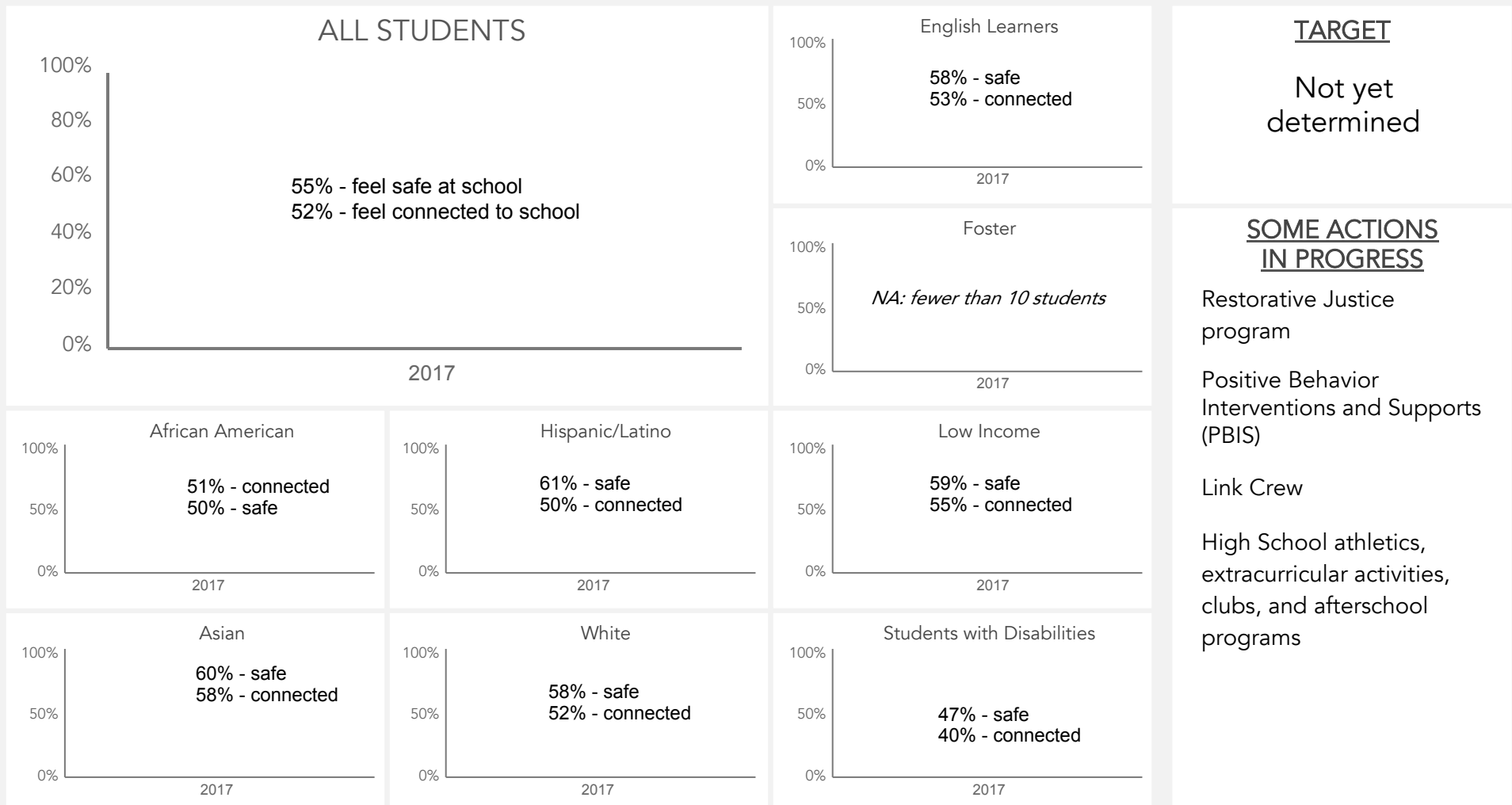
Student perceptions of safety and connectedness is the total number of students who feel safe and part of their school divided by the number of students who responded to the survey. Included responses are "Strongly Agree" or "Agree" at secondary grades. Natomas Unified surveys students at multiple grade levels to see where more direct support is needed for safety and connectedness. These two survey questions are part of a Social Emotional Climate Culture survey used across the state by large urban districts in the CORE Collaborative. This survey was used for the first time in 2017-2018.



Note: The Climate and Culture Survey was given for the first time in 2017. Data on this page does not include results from NUSD independent charter schools.

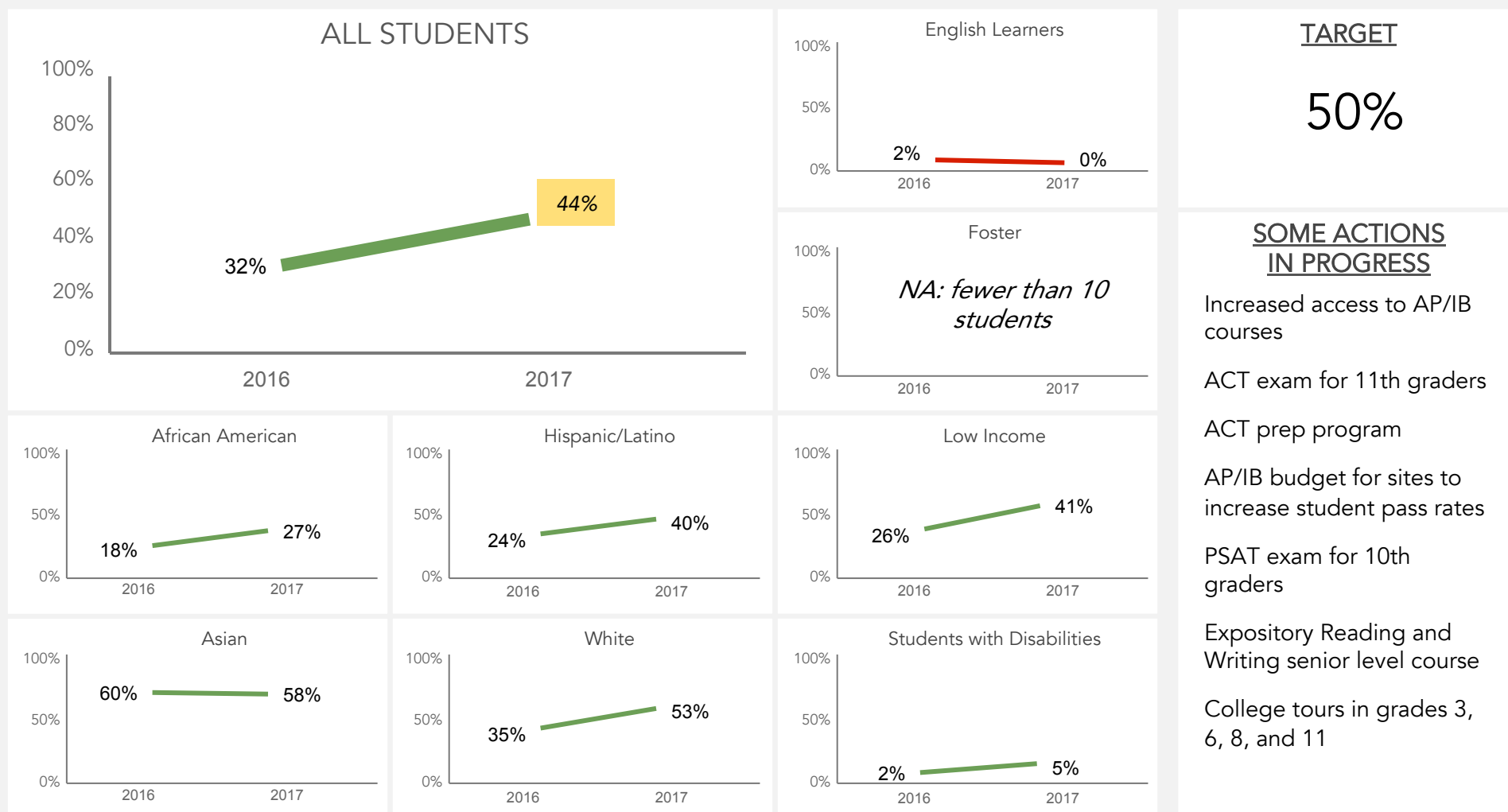
STUDENT PERCEPTIONS OF SAFETY AND CONNECTEDNESS - GRADE 11

Student perceptions of safety and connectedness is the total number of students who feel safe and part of their school divided by the number of students who responded to the survey. Included responses are "Strongly Agree" or "Agree" at secondary grades. Natomas Unified surveys students at multiple grade levels to see where more direct support is needed for safety and connectedness. These two survey questions are part of a Social Emotional Climate Culture survey used across the state by large urban districts in the CORE Collaborative. This survey was used for the first time in 2017-2018.



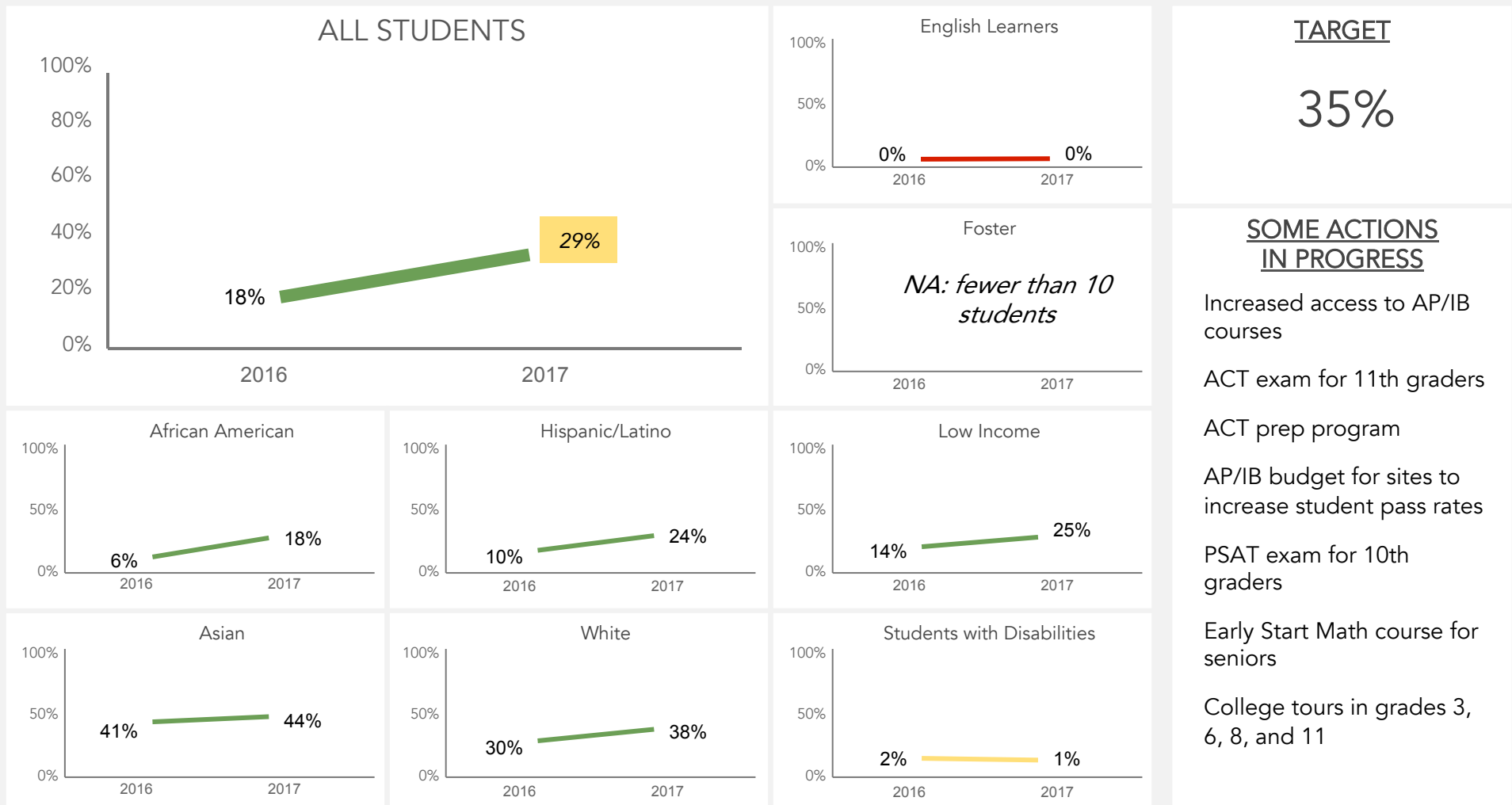
Note: The Climate and Culture Survey was given for the first time in 2017. Data on this page does not include results from NUSD independent charter schools.

College Ready is the total number of graduates who completed 11th and 12th grade in NUSD and met the California State University (CSU) benchmark for college readiness in English or Math using CAASPP, ACT, Advanced Placement, and senior English courses divided by the total number of students who completed both 11th and 12th grade in NUSD. NUSD uses the CSU measure of readiness which is higher than the ACT or College Board's own benchmarks. (*continued on next page)



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

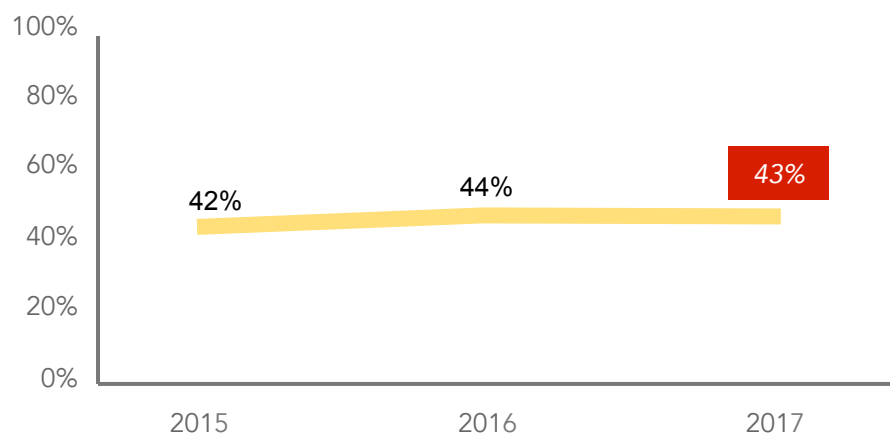
In fact, this benchmark is higher than California's K-12 benchmark because a student who "meets standards" on the 11th Grade CAASPP test is not "ready" for college according to California's higher education system. Higher expectations ensure that our students can go to college without remediation. Through the intentional actions and hard work by our students, teachers, counselors, and site leaders, we increased the percent of students meeting the benchmark as juniors from 18% in ELA and 6% in math to 44% in ELA and 29% in math by the time they completed their senior year.



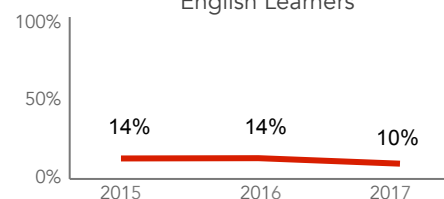
Note: Data on this page does not include results from NUSD independent charter schools.

CAASPP Achievement is the total number of students who met or exceeded grade level standards on the CAASPP ELA test in the spring of the previous school year divided by the total number of students who took the CAASPP ELA test during the spring the previous school year. NUSD is implementing a high quality academic program for all students at every school, aligning effective teaching with standards-based curriculum, and assessments that inform student learning. NUSD began training teachers on Common Core State Standards (CCSS) in 2013 and adopted new CCSS aligned English textbooks in 2015. (**continued on next page*)

ALL STUDENTS



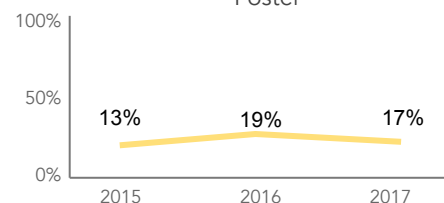
English Learners



TARGET

45%

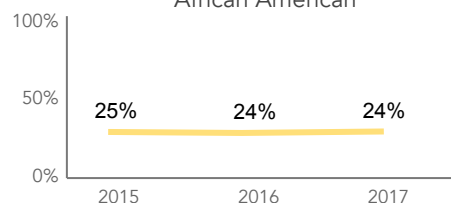
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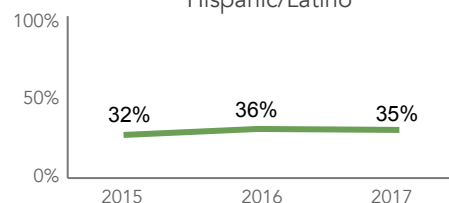
SOME ACTIONS IN PROGRESS

CCSS Professional Development; Early release days; SDAIE job-embedded training for MS and HS teachers; job-embedded PD by Teachers on Special Assignment; Increased instructional minutes; Special Education inclusion model; Continued support for EL teachers; Extended day supports for Teachers for English Learners and summer school for EL students
For additional actions, see our LCAP on our district website.

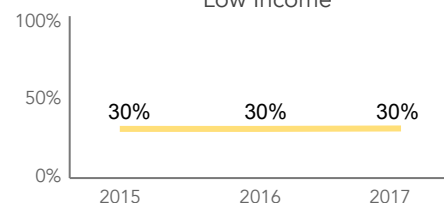
African American



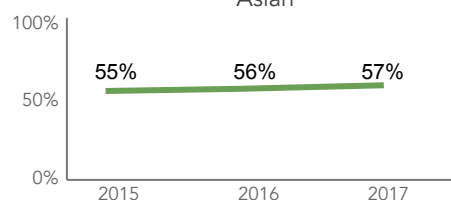
Hispanic/Latino



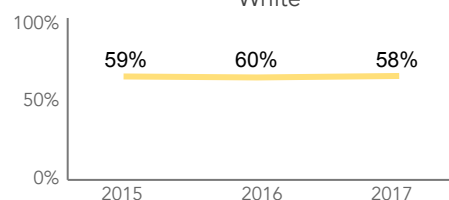
Low Income



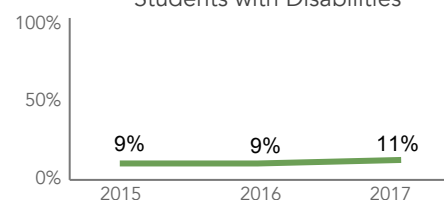
Asian



White



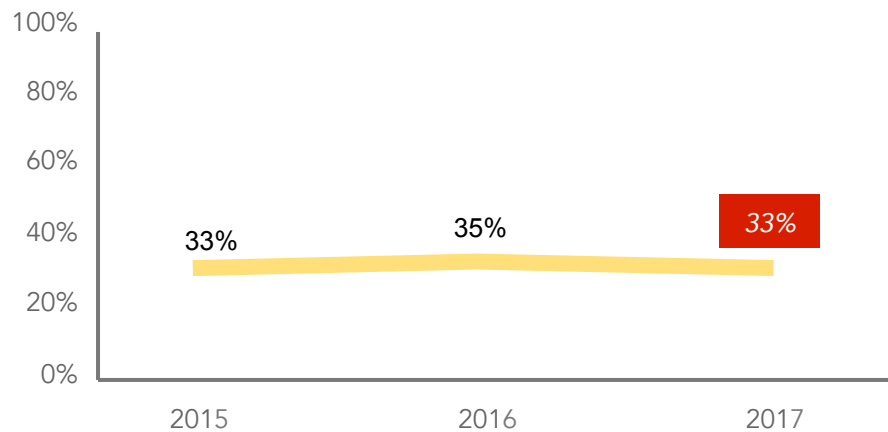
Students with Disabilities



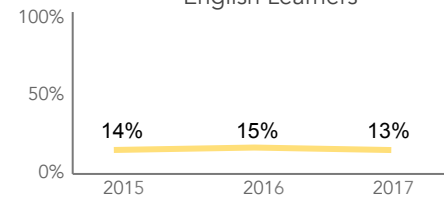
CAASPP Achievement is the total number of students who met or exceeded grade level standards on the CAASPP Math test in the spring of the previous school year divided by the total number of students who took the CAASPP Math test during the spring the previous year.

*NUSD adopted CCSS aligned textbooks in 2016. This work is especially complicated in Natomas because of the high mobility rate of our students (1 in 2 third graders attended kindergarten in our district, 4 in 5 sixth graders attended fifth grade in our district, and 3 in 4 ninth graders stayed at the same high school through their senior year). This work, building an aligned instructional system, is important work for our staff to undertake to improve student achievement in NUSD.

ALL STUDENTS



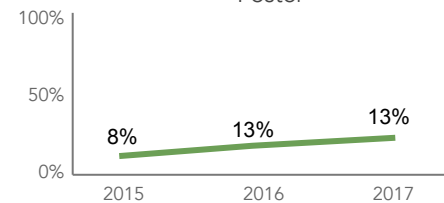
English Learners



TARGET

35%

Foster

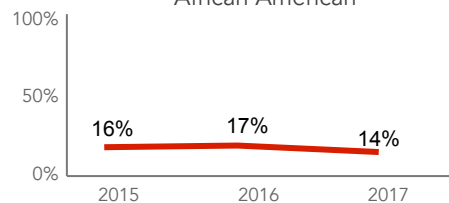


SOME ACTIONS IN PROGRESS

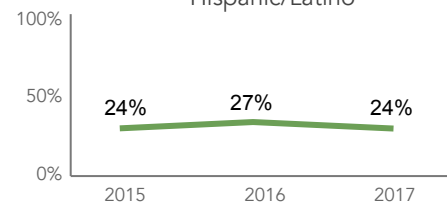
CCSS Professional Development; Early release days; SDAIE job-embedded training for MS and HS teachers; job-embedded PD by Teachers on Special Assignment; Increased instructional minutes; Special Education inclusion model; Continued support for EL teachers; Extended day supports for Teachers for English Learners and summer school for EL students

For additional actions, see our LCAP on our district website.

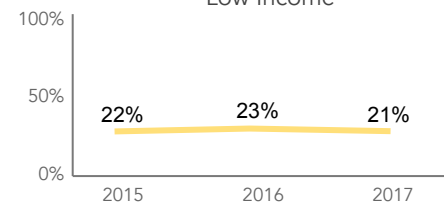
African American



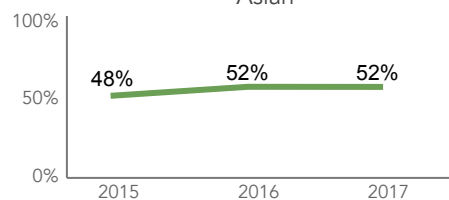
Hispanic/Latino



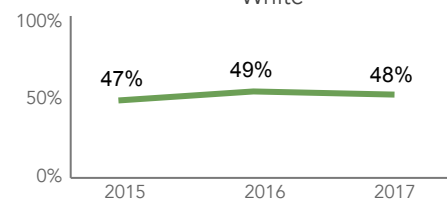
Low Income



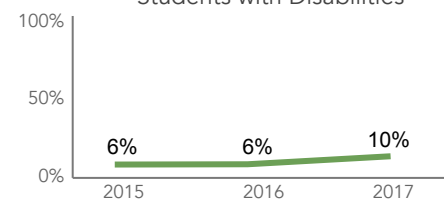
Asian



White



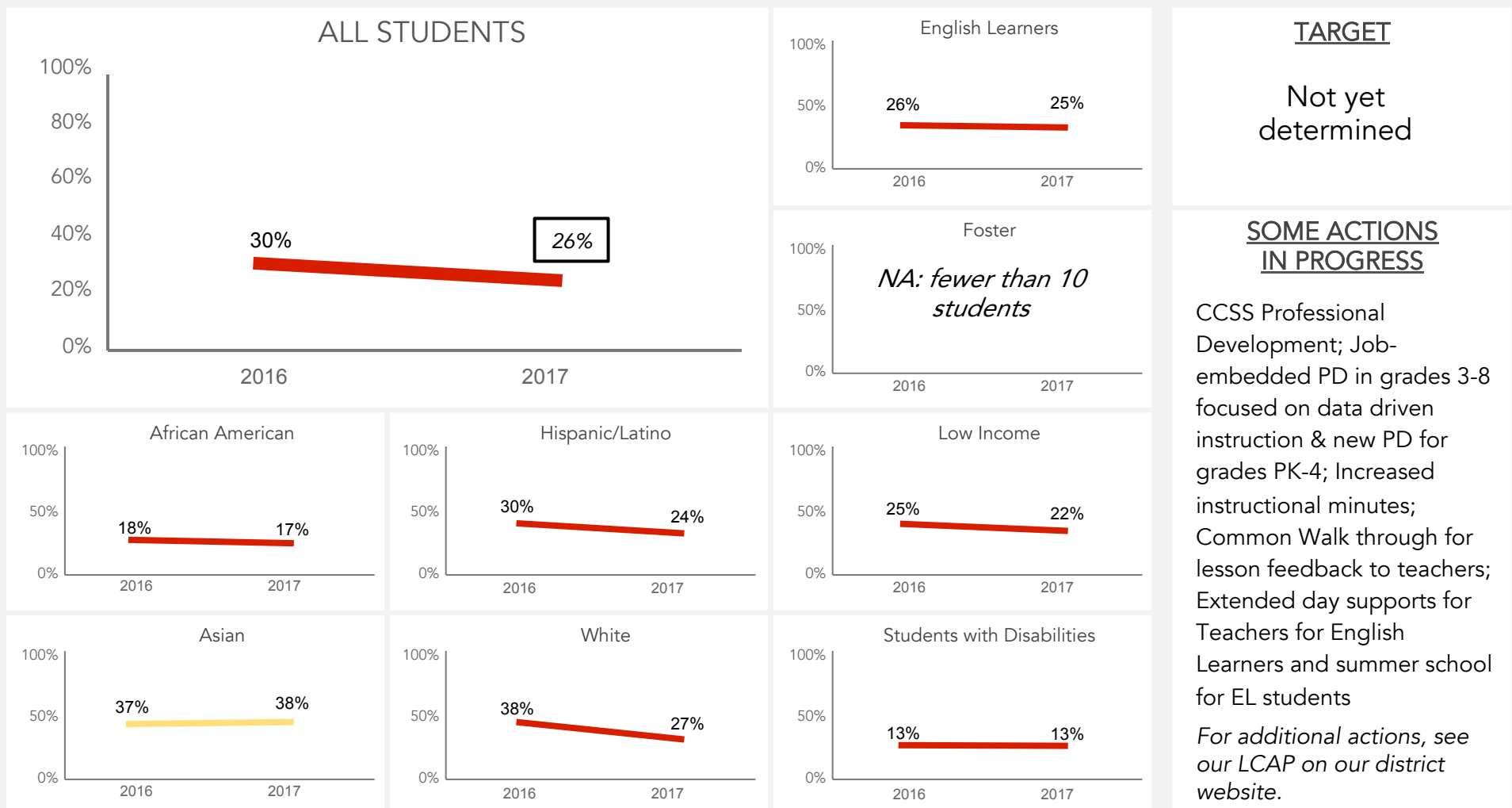
Students with Disabilities



CAASPP IMPROVEMENT ENGLISH LANGUAGE ARTS INCREASING FROM LEVEL 1 TO LEVEL 2, 3, OR 4

19

CAASPP Improvement is 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 divided by the total number of students who scored at level 1 on the CAASPP ELA test two years ago. This metric was created to ensure we monitor the progress of students who score at the lowest CAASPP level to spotlight the needs of these students.

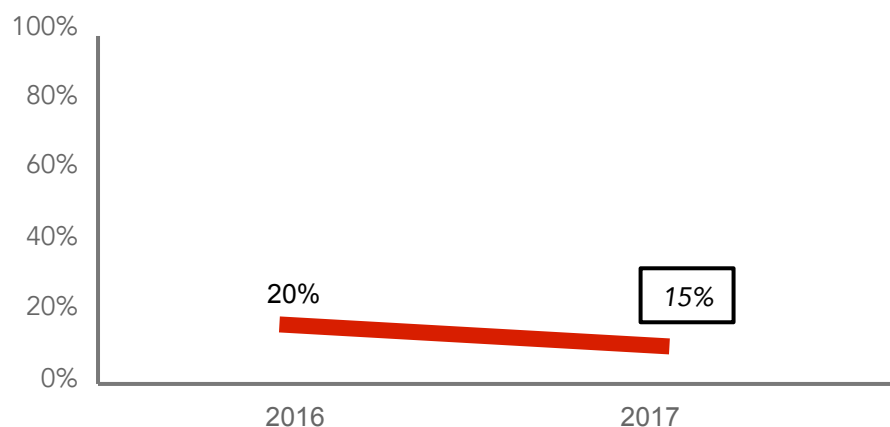


CAASPP IMPROVEMENT MATH

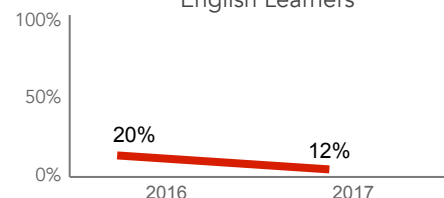
INCREASING FROM LEVEL 1 TO LEVEL 2, 3, OR 4

CAASPP Improvement is 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 divided by the total number of students who scored at level 1 on the CAASPP Math test two years ago. This metric was created to ensure we monitor the progress of students who score at the lowest CAASPP level to spotlight the needs of these students.

ALL STUDENTS



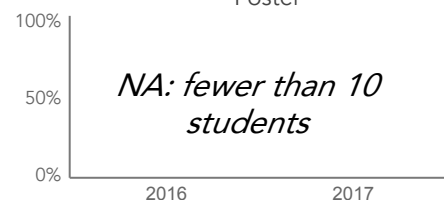
English Learners



TARGET

Not yet determined

Foster



SOME ACTIONS IN PROGRESS

Go Math Curriculum

CCSS Professional Development

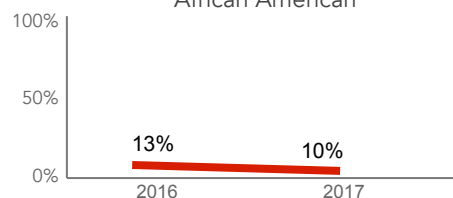
Job-embedded PD in grades 3-8 focused on data driven instruction & new PD for grades PK-4

Increased instructional minutes

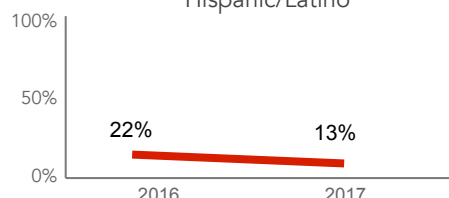
Common walk-through for lesson feedback to teachers

For additional actions, see our LCAP on our district website.

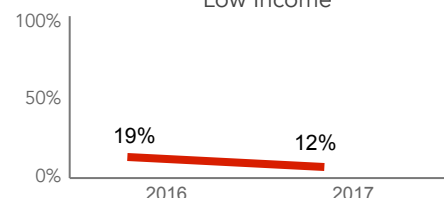
African American



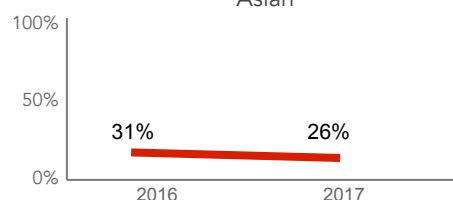
Hispanic/Latino



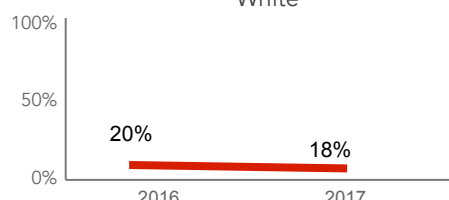
Low Income



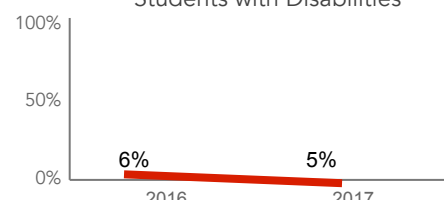
Asian



White

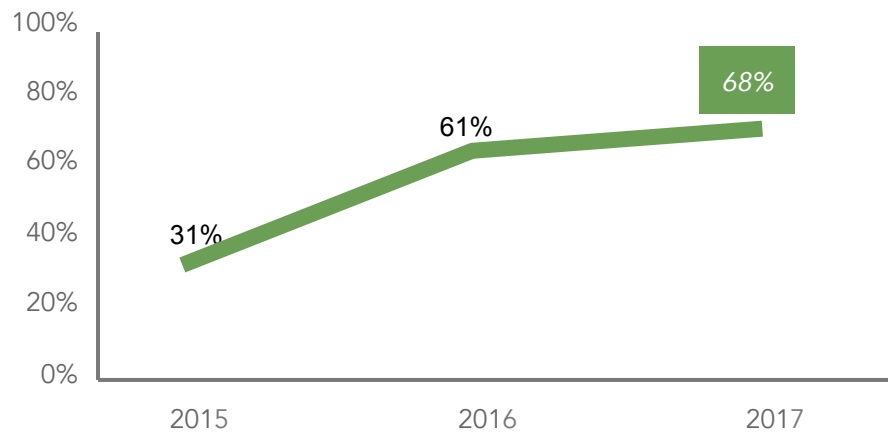


Students with Disabilities

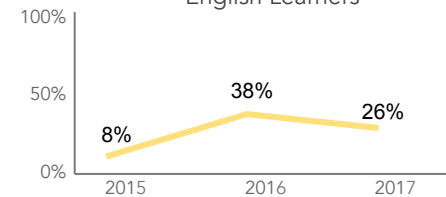


11th Grade A-G is the total number of 12th grade students who completed 11 or more A-G courses before the start of 12th grade divided by the total number of students enrolled in 12th grade the first week of October that year. College access begins long before graduation and NUSD is monitoring our students'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

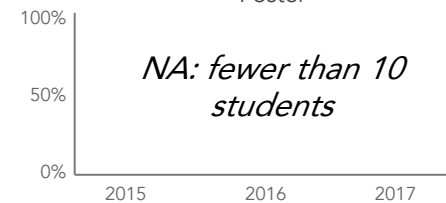
ALL STUDENTS



English Learners



Foster

TARGET

70%

SOME ACTIONS
IN PROGRESS

Expanded course offerings including online, summer school, and middle school courses

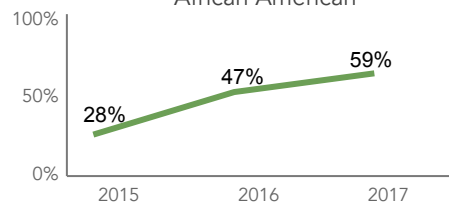
Aligned Course Catalogue

College/Career Counseling services & College and Career Specialists

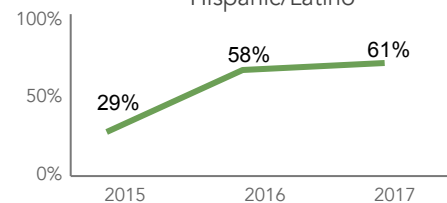
Parent University workshops

Data analysis to meet each student's individual needs

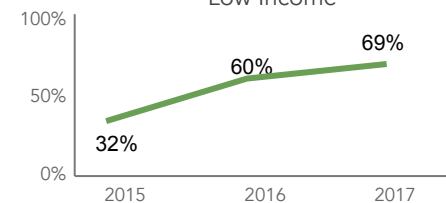
African American



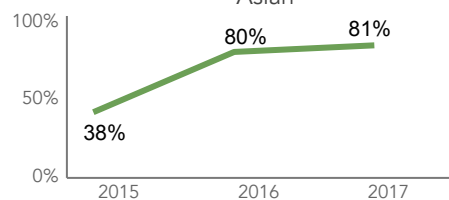
Hispanic/Latino



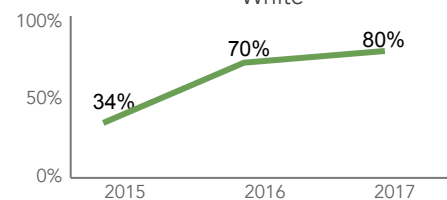
Low Income



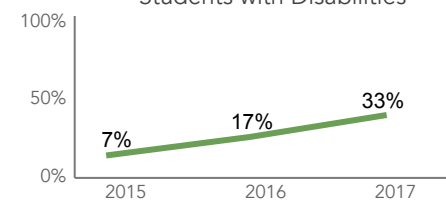
Asian



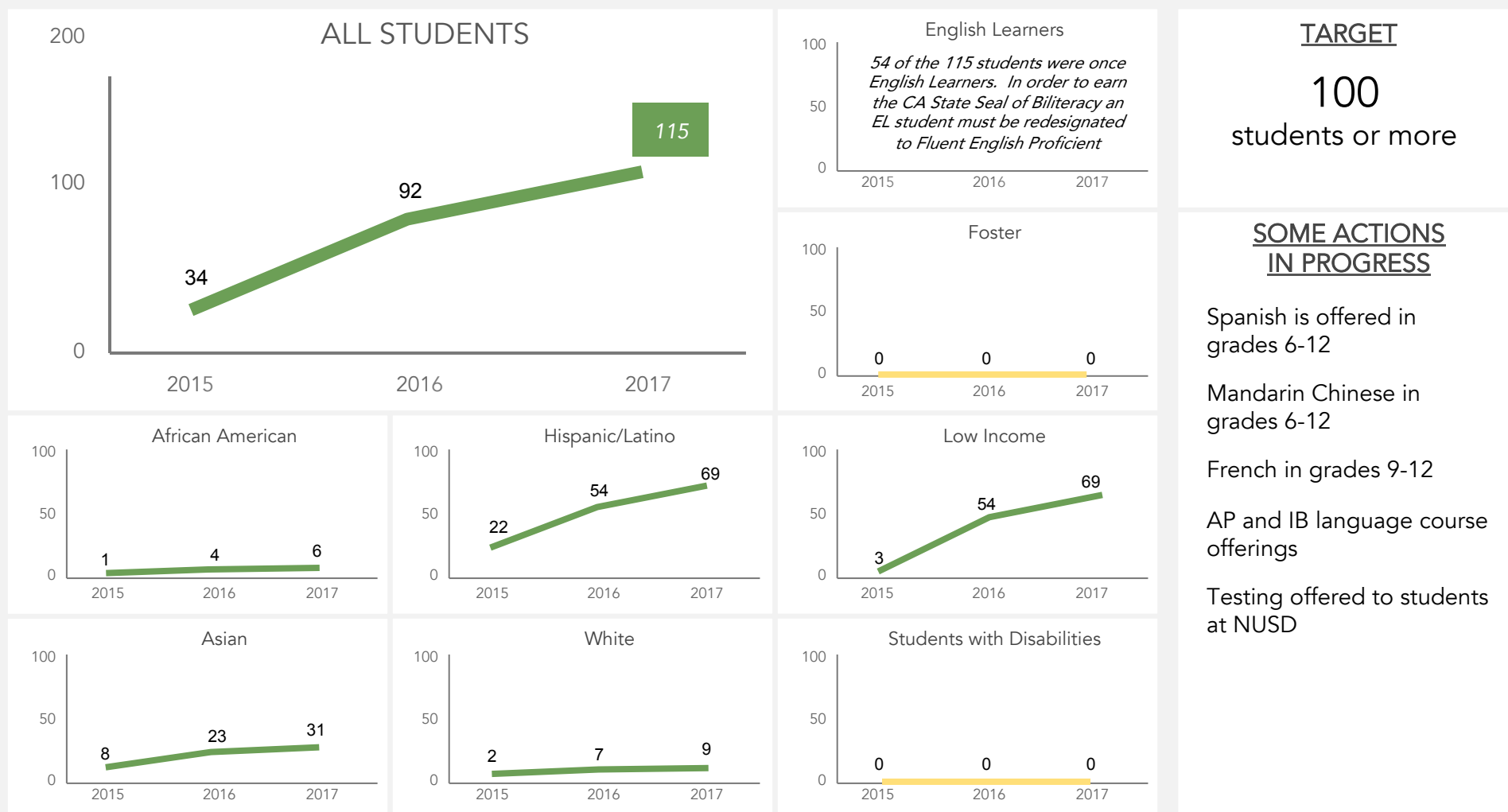
White



Students with Disabilities



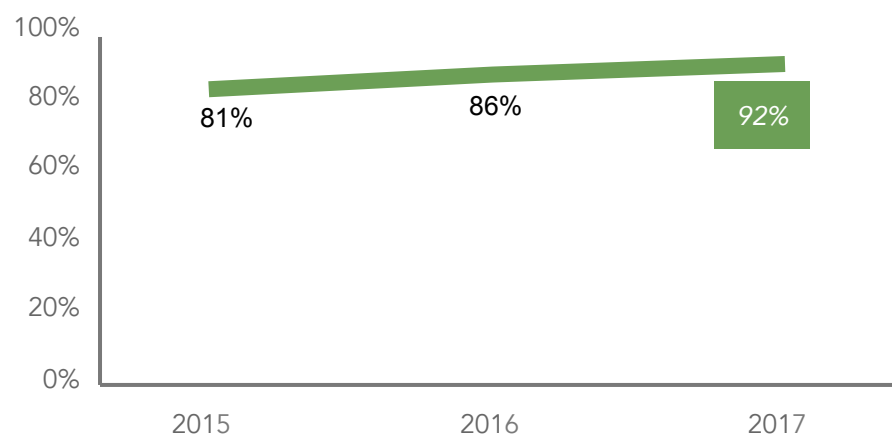
California State Seal of Biliteracy is the total number of graduates from the previous school year who earned the CA State Seal of Biliteracy. One way to demonstrate college and career readiness is by demonstrating a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. There is no state dashboard or report to compare NUSD results with other school districts, but the dramatic increase in the number of students earning the California State Seal of Biliteracy is a result of a district-wide commitment to support students.



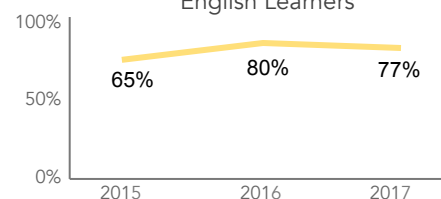
Note: Data on this page does not include results from NUSD independent charter schools.

ACT Participation is the total number of 11th grade students who took the ACT test during the school day divided by the total number of 11th grade students enrolled on test day. NUSD provides this unique opportunity for our students to take the ACT free of charge, during the school day. By expanding access, more students can demonstrate that they are ready for college on this exam. Prior to this program, 169 students took the ACT in 2014. Four years later, in 2017, nearly 800 students took the test. Expanding access means that 212 students met the ACT benchmark on the ELA test, up from 86 students in 2014.

ALL STUDENTS



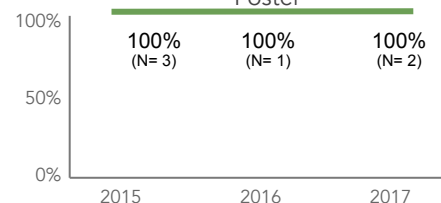
English Learners



TARGET

90%

Foster



SOME ACTIONS IN PROGRESS

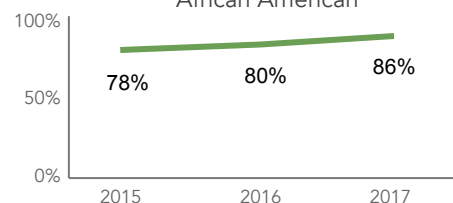
Providing ACT free of charge for all 11th grade students

Opportunity for seniors to retake ACT if missed junior test

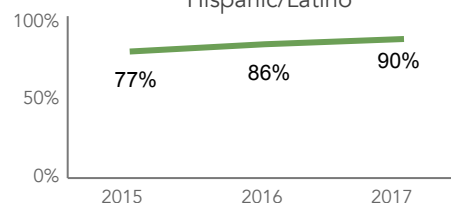
Letters to parents informing them about opportunity and value for college/career preparation

Principal communications

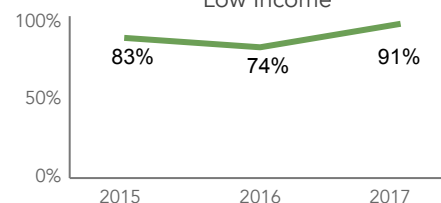
African American



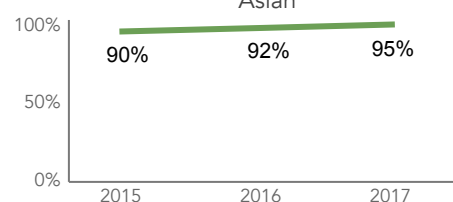
Hispanic/Latino



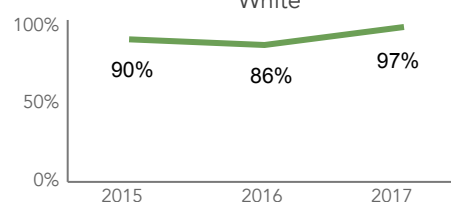
Low Income



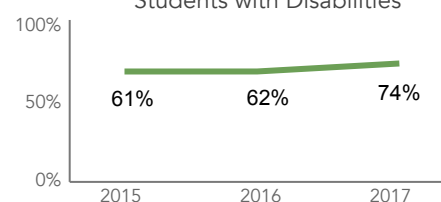
Asian



White



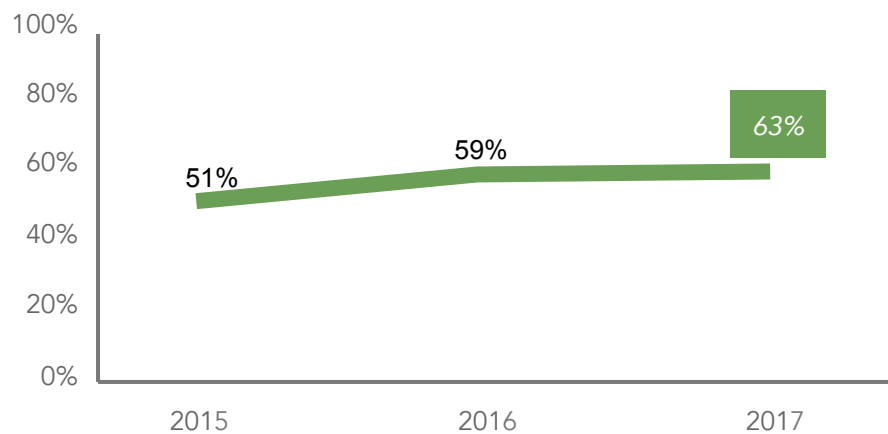
Students with Disabilities



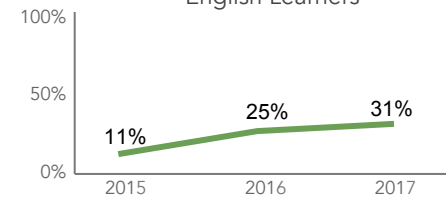
Note: Data on this page does not include results from NUSD independent charter schools.

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

ALL STUDENTS



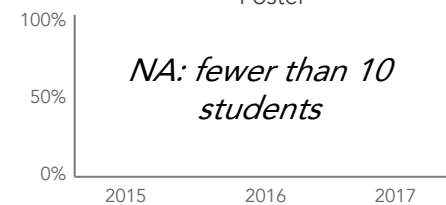
English Learners



TARGET

60%

Foster



SOME ACTIONS IN PROGRESS

Expanded course offerings including online, summer school, and middle school courses

Aligned Course Catalogue

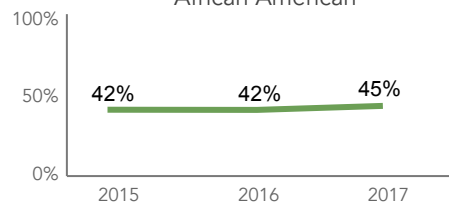
College/Career Counseling services

College and Career Specialists

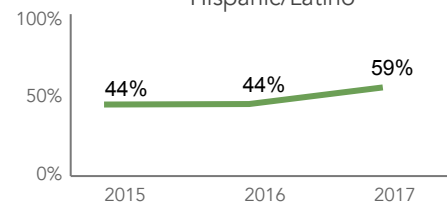
Parent University workshops

Data analysis to meet individual students' needs

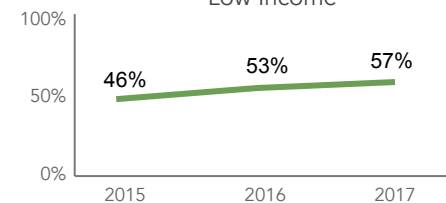
African American



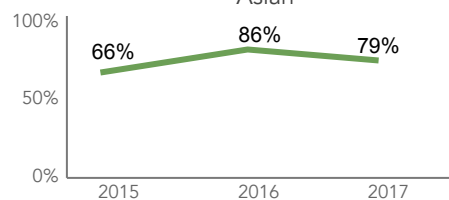
Hispanic/Latino



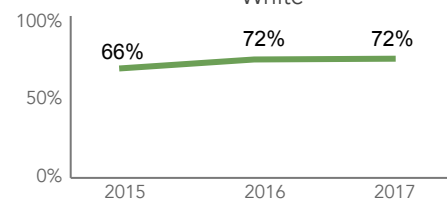
Low Income



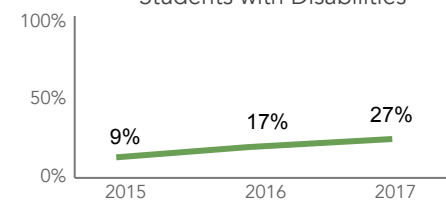
Asian



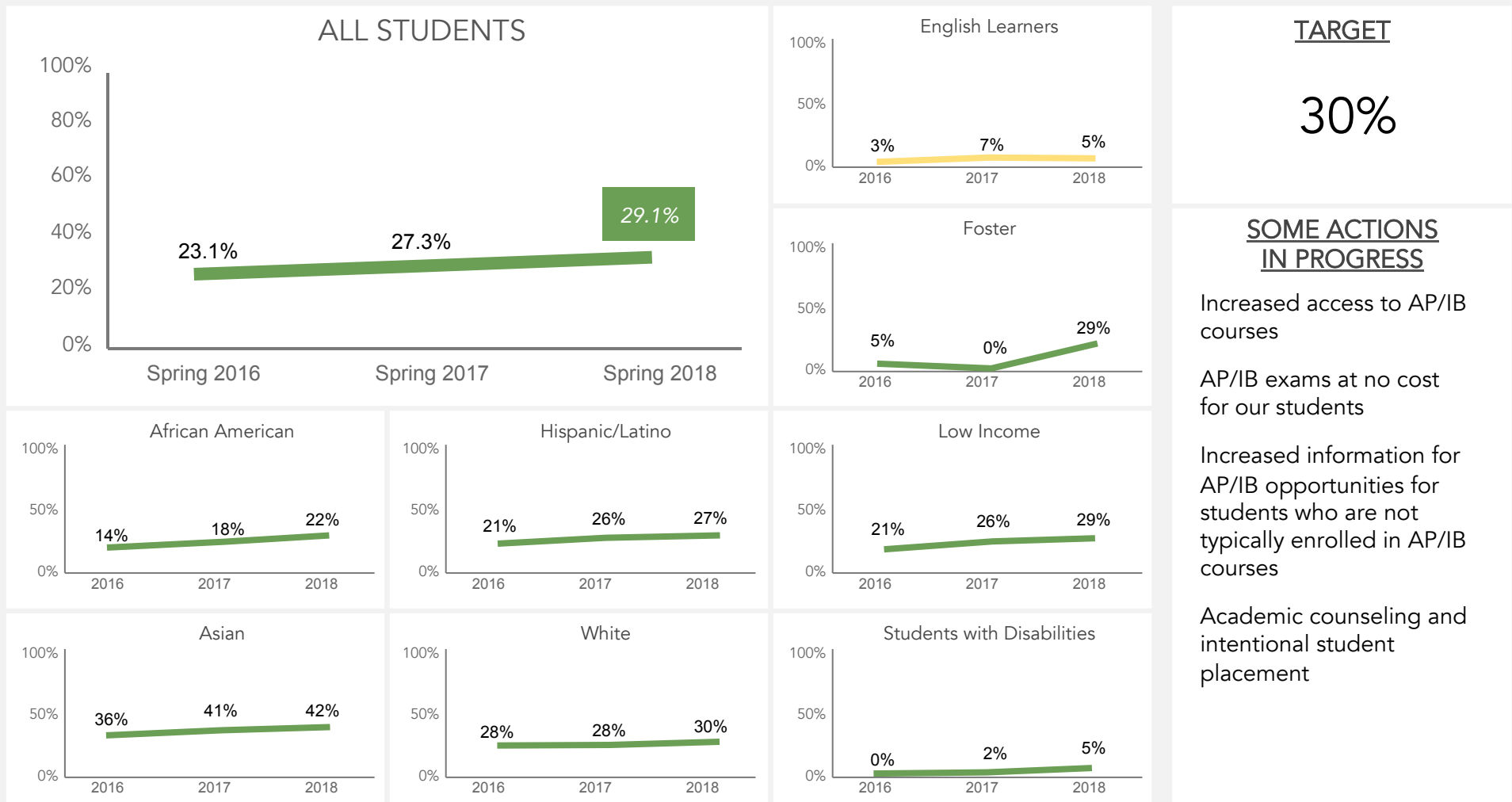
White



Students with Disabilities

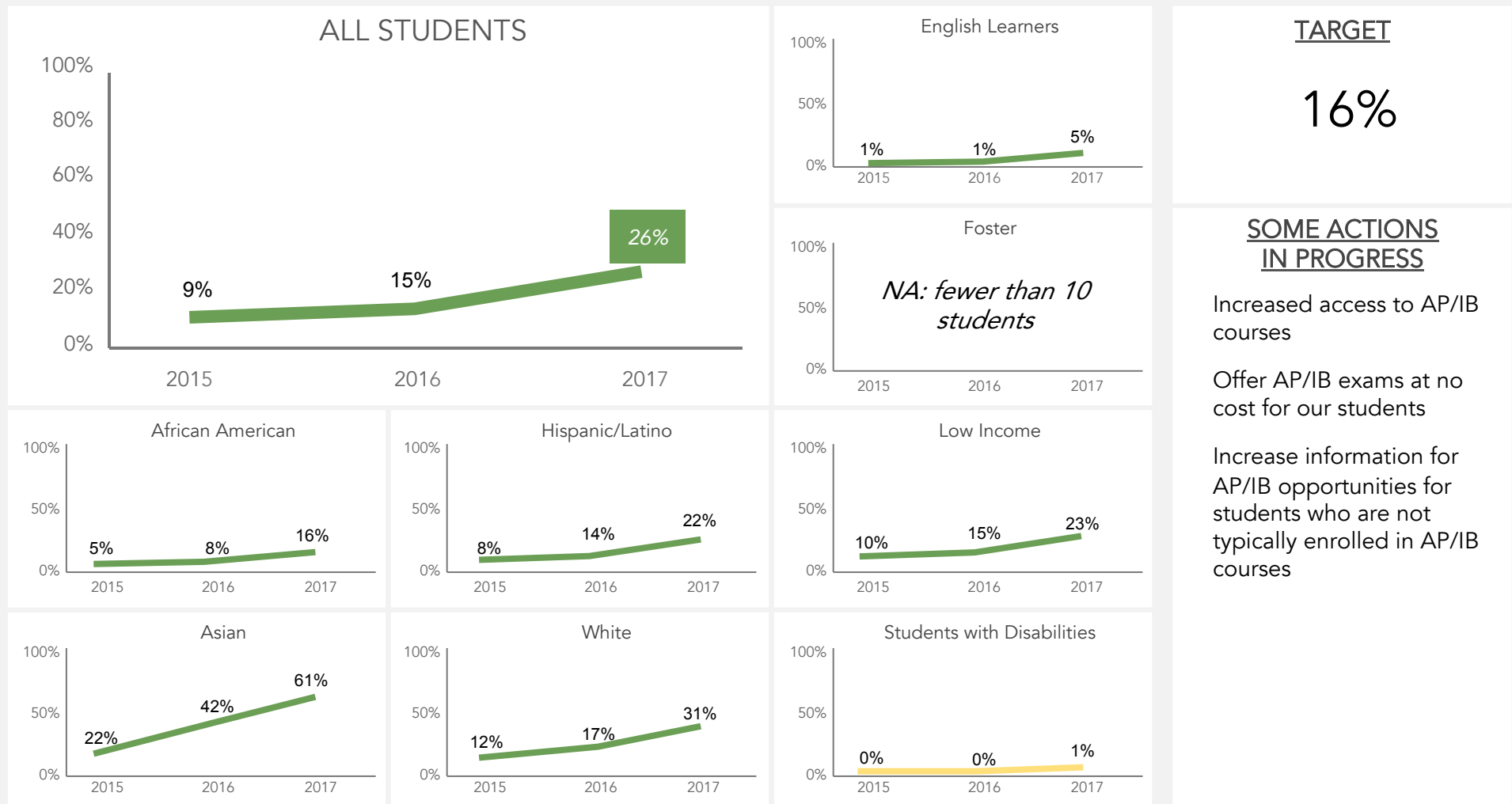


AP/IB Course Enrollment is the number of students taking at least one Advanced Placement (AP) or International Baccalaureate (IB) course divided by the total number of students enrolled in grades 9-12. Research shows that students who enroll in rigorous college level coursework, such as AP or IB, are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



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

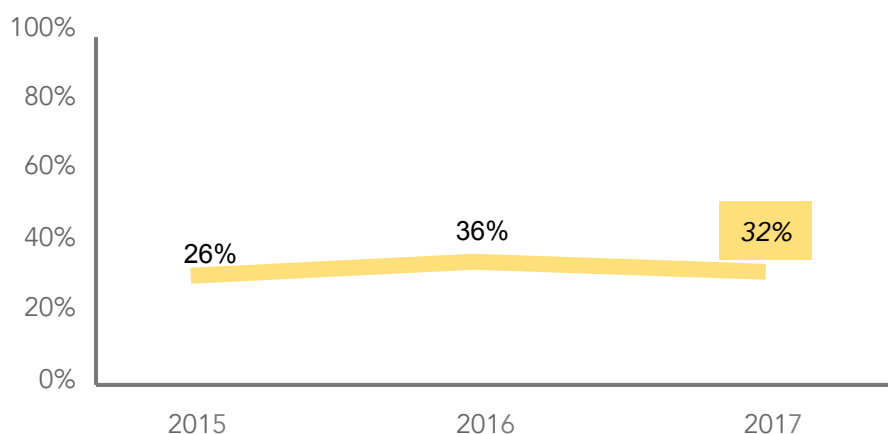
AP/IB Test Taking Rate is the total number of students taking at least one exam divided by the total number of students enrolled in grades 9-12 the first week of October that school year. This year, we saw a big increase in the number of students taking an exam. The Board of Education committed extra resources to ensure that all students who take an AP/IB class can also take the exam because NUSD pays for the AP/IB test fees. NUSD is also shrinking the gap on the percent of students enrolled in an AP/IB course and the percent taking the exam from a 12% gap in 2016 to a 5% gap in 2017.



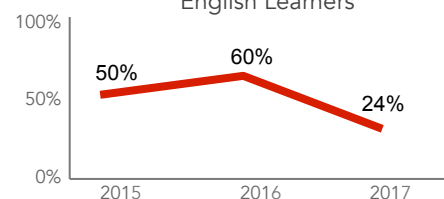
Note: Data on this page does not include results from NUSD independent charter schools.

AP/IB Pass Rate is the total number of students who pass an AP or IB exam divided by the total number of test takers. NUSD measures the student pass rate, rather than the test pass rate, because our intention is to give as many students as possible the opportunity to take an advanced course and pass a college level exam. In the 2017 school year, we expanded access to AP classes and testing in large numbers. It is normal when expanding access to see a slight drop in the overall pass rate. At both Leroy Greene Academy and Natomas High School, test taking as well as pass rates increased in 2017. The total number of English Learners passing an AP/IB exam has grown each of the past three years, but the number of test takers more than tripled in 2017, leading to a drop in the pass rate from 60% to 24%.

ALL STUDENTS



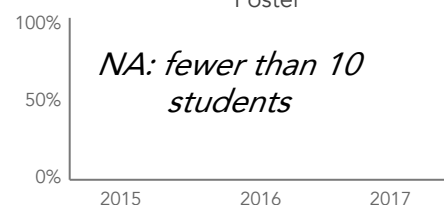
English Learners



TARGET

40%

Foster



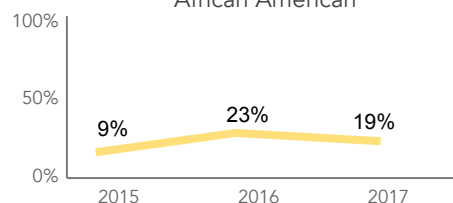
SOME ACTIONS IN PROGRESS

Increased access to AP/IB courses

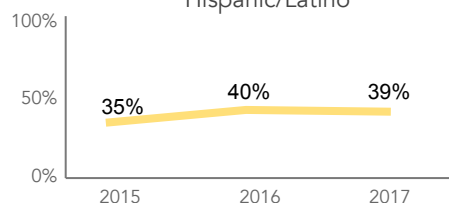
Offering AP/IB exams at no cost for our students

Increased co-curricular programs, such as study sessions and practice tests to prepare students

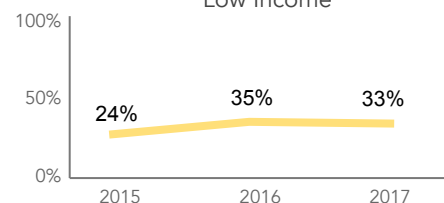
African American



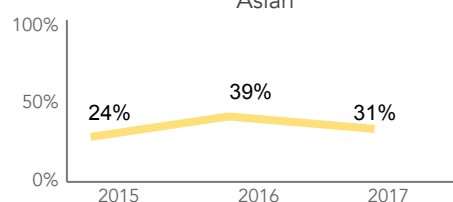
Hispanic/Latino



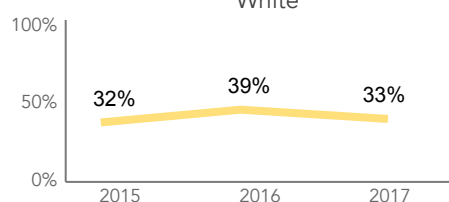
Low Income



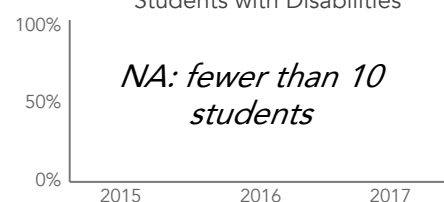
Asian



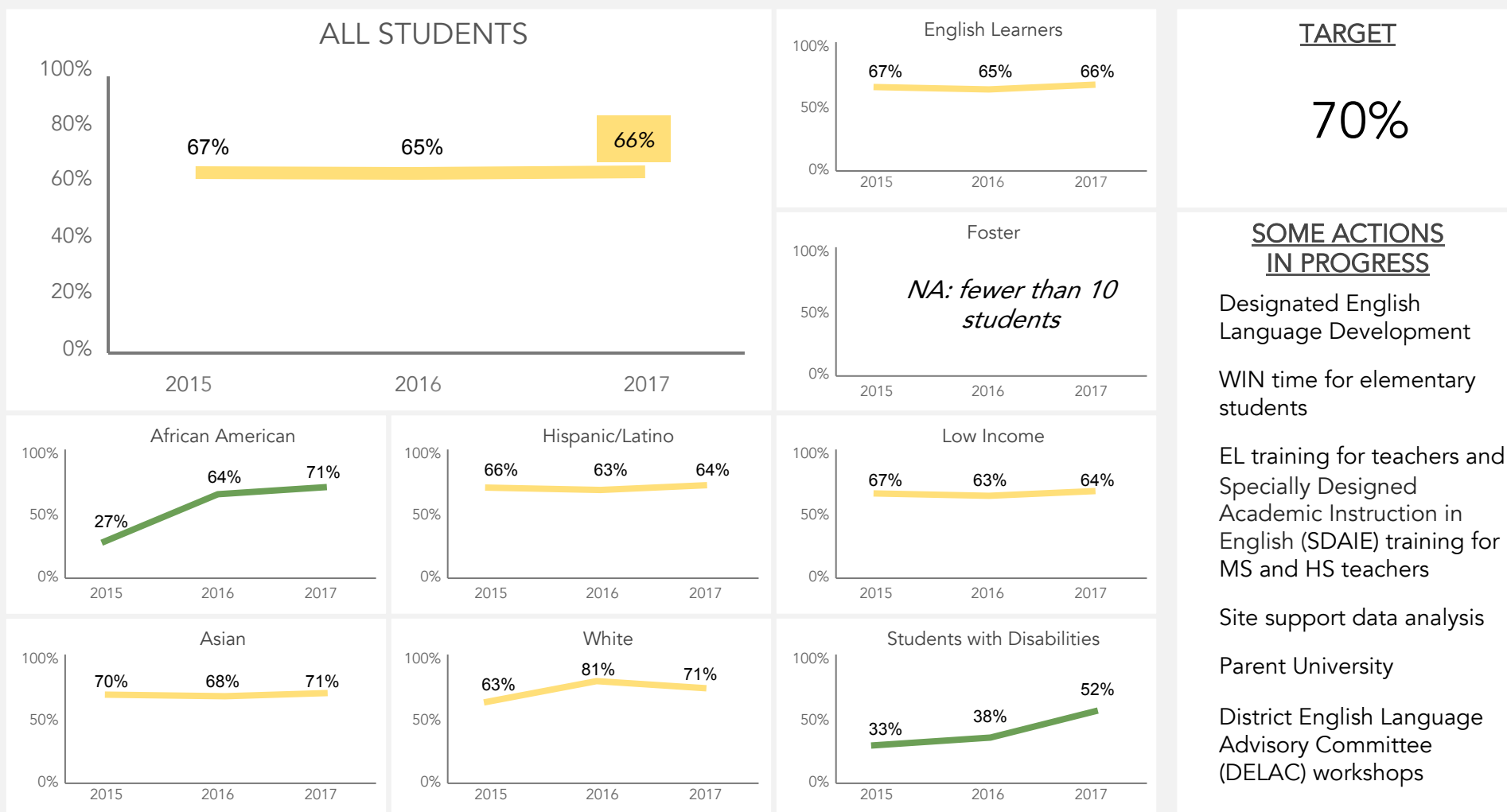
White



Students with Disabilities

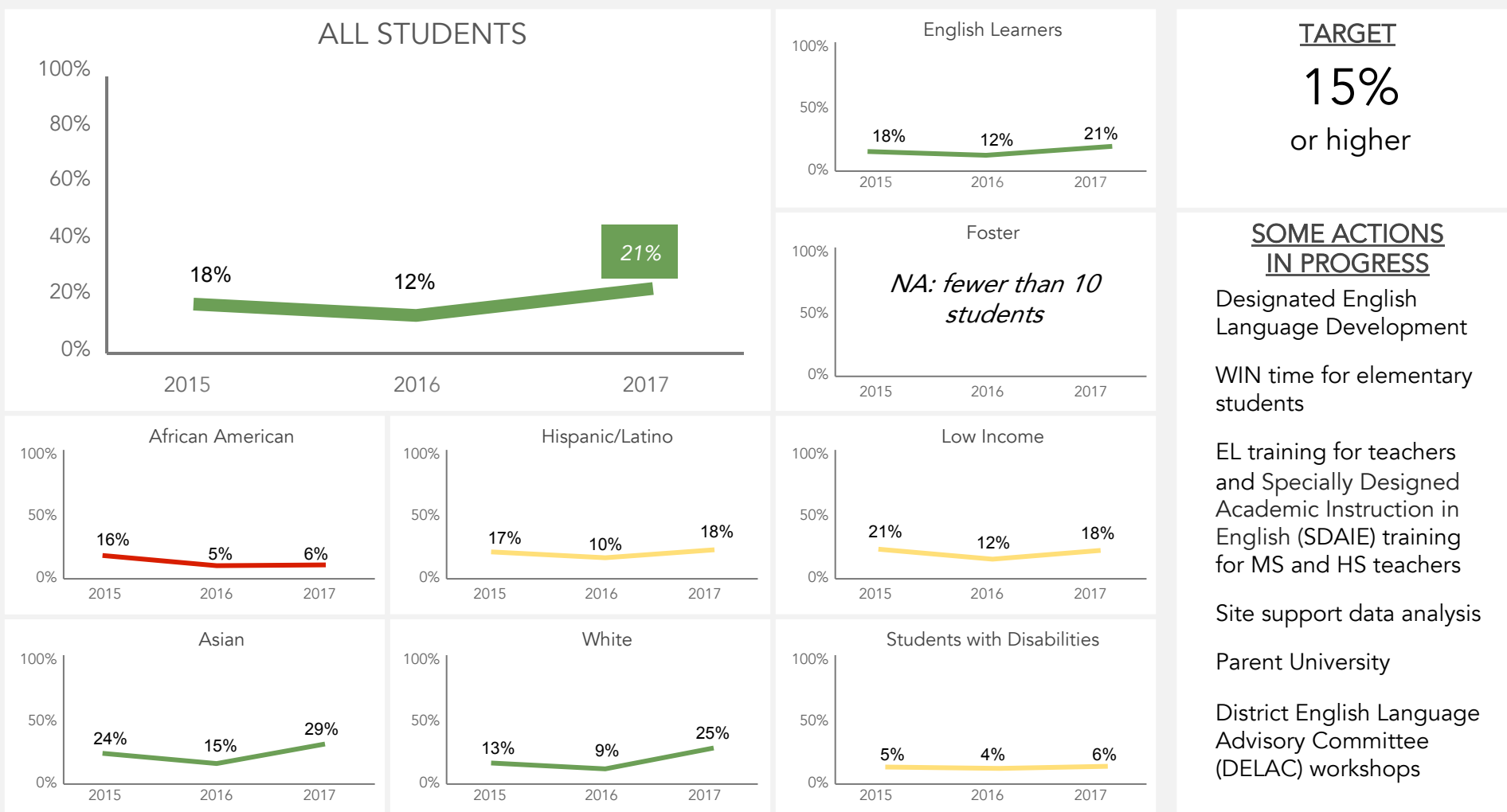


English Learner Progress is the total number of English Learners who improve one level or more on the Annual State test for English Learners or remain at one of the top two levels divided by the total number of English Learners who took the annual state test for English Learners. The State of California is changing annual tests from the CELDT to the ELPAC. NUSD will make this shift with our metrics in 2018 and 2019. The California State Dashboard reports EL Progress as a combination of test progress and redesignation rate, but NUSD reports these metrics separately.



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

English Learner Redesignation Rate is the total number of English Learner (EL) Students who were redesignated between the last two annual census dates (first week of October) divided by the total number of English Learners at the first of those two census dates. Know that after a student is redesignated, we continue to monitor their progress for four additional years, and provide support as needed. Some of the metrics in this report show lower performance for EL Students in part because once a student demonstrates higher academic performance they may also redesignate to Fluent English Proficient. Note that there are very few African American EL Students, fewer than 20 of the 2,000 EL students, therefore redesignation rates for that group can change dramatically from year to year.



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

- Throughout this report, on each of the metrics, some of the actions that are underway in NUSD to support our students, staff, and school are listed. For an explanation of how we're addressing metrics in red, and to view some other actions in place, review our most recent LCAP: www.natomasunified.org/lcflcap
- Current status indicators and colors for high, medium, and low performance were selected based on: 1) comparisons to State and other local districts, 2) using research in K-12 education, and/or 3) comparisons to previous performance in Natomas Unified School District.
- Unless otherwise noted on the bottom of individual pages, the data on those pages include results from all NUSD schools, including independent charter schools.
- Data in this report are drawn from the most up-to-date resources available in NUSD at the time of printing. The data in this report do not necessarily match data on the California School Dashboard or California Department of Education website because in some cases, those websites present data that are one or two years old, and may include charter school results.
- Data are presented for the four largest ethnic groups in NUSD: African American, Asian, Hispanic, & White.
- Some data charts may not add up to 100% because American Indian/Alaska Native, Native Hawaiian or Other Pacific Islander, Students with Two or More Races, and Students without a reported Race are included in the overall data but do not have individual graphs.
- Visit our website to learn more about the District Progress Report: www.natomasunified.org/dpr or our five year strategic plan called The NEXT 5: www.natomasunified.org/thenext5

Last year, our district launched an ambitious effort with our community to identify what is working, what is not, and where we need to go for the NEXT 5 years in Natomas Unified School District. There have been a lot of successes in NUSD, but there is still work to do. Today, we are proud to share our second District Progress Report which is like a checkup to see how we are doing along the way to achieve our district goals through 28 strategic directions.



This District Progress Report is a snapshot of our daily work as we prepare all of our students to graduate as college and career ready, productive, responsible, and engaged global citizens. It keeps us focused on supporting all of our students with particular attention on our English Learners, students of poverty, students of color, and foster students. It also provides consistency and reassurance that we will monitor our strategic directions, and share our progress twice a year.

www.natomasunified.org/dpr