

# Natomas High

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Natomas Unified
<b>Phone Number</b>	(916) 567-5400
<b>Superintendent</b>	Chris Evans
<b>E-mail Address</b>	<a href="mailto:cevens@natomasunified.org">cevens@natomasunified.org</a>
<b>Web Site</b>	<a href="http://natomasunified.org">http://natomasunified.org</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Natomas High
<b>Street</b>	3301 Fong Ranch Rd.
<b>City, State, Zip</b>	Sacramento, Ca, 95834-1719
<b>Phone Number</b>	916-641-4960
<b>Principal</b>	Mr. Scott Pitts, Principal
<b>E-mail Address</b>	<a href="mailto:spitts@natomasunified.org">spitts@natomasunified.org</a>
<b>Web Site</b>	<a href="https://natomasunified.org/nhs/">https://natomasunified.org/nhs/</a>
<b>County-District-School (CDS) Code</b>	34752833430584

*Last updated: 1/26/2018*

### School Description and Mission Statement (School Year 2017-18)

Natomas High is a comprehensive, AP Capstone, neighborhood school that uses Advanced Placement courses, CTE Pathways, and campus programs to support students to graduate College and Career Ready. With Safety, Optimism, Achievement, and Respect, the Nighthawk Way is to connect each student with a sense of belonging and support on campus to graduate empowered to choose the future, and SOAR into it with success!

At NHS, students have the opportunity to earn an AP Capstone diploma, take a variety of Advanced Placement courses, and experience Career Technical Education Pathways offered in Engineering, Health, Automotive, and Digital Media. A variety of campus programs, including traditional athletics, music, and student activities, are leveraged to provide student connections and create belonging on campus.

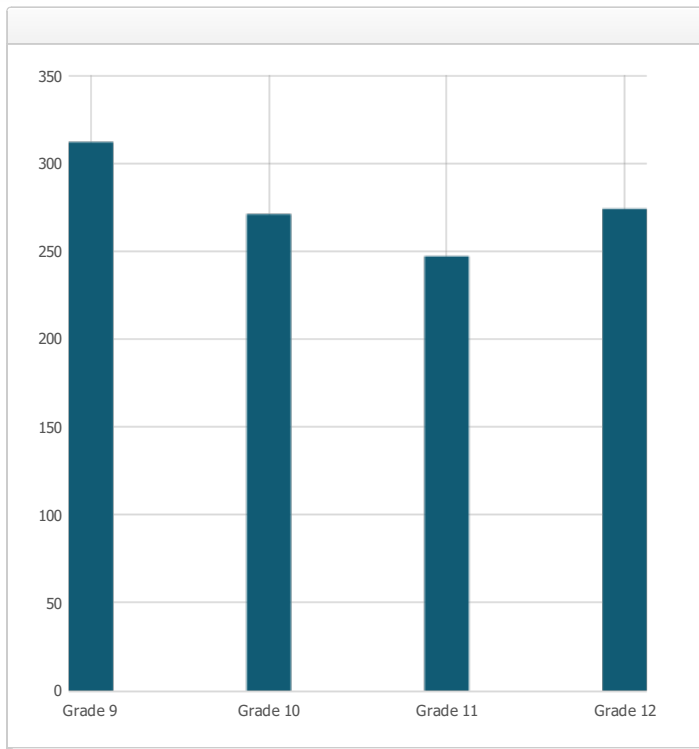
With a College and Career Center at the heart of the campus, support for students within the school day is provided through college-focused programs such as EAOP, Educational Talent Search (ETS), and Improve Your Tomorrow (IYT), as well as peer mentoring programs such as Link Crew and Conflict Resolution. Further support for student success is offered beyond the school day through opportunities in Homework Center, Peer Tutors, and ACT Preparation Courses. With a belief that the achievement gap can and must be eliminated, universal access for students to college and career readiness is provided, as in each student taking within the school day both the PSAT and ACT College Admission Test once through the course of high school at NHS .

A positive behavior intervention and support (PBIS) school focus on Safety, Optimism, Achievement, and Respect (SOAR) is embedded in school systems and student recognition, as demonstrated in the weekly student produced news program, "NTV", which carries the messages crafted by the Stakeholders of Natomas High School, and through celebration of "Top Hawk" Honor Roll and Academic Improvement. With a core value of being committed, collaborative, caring, and exemplary, staff regularly collaborate in the use of CCSS-aligned curriculum, data-driven instruction, and assessment for learning in support of student success. With an understanding that "our diversity is our strength", NHS prides itself in acceptance and recognition of culture, background, and differences of each of our students that collectively make up the Nighthawk Family.

*Last updated: 1/25/2018*

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	312
Grade 10	271
Grade 11	247
Grade 12	274
<b>Total Enrollment</b>	<b>1104</b>



Last updated: 11/28/2017

### Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	21.0 %
American Indian or Alaska Native	0.6 %
Asian	9.2 %
Filipino	1.5 %
Hispanic or Latino	56.9 %
Native Hawaiian or Pacific Islander	1.5 %
White	5.5 %
Two or More Races	3.6 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	68.3 %
English Learners	16.8 %
Students with Disabilities	14.9 %
Foster Youth	0.5 %

Last updated: 11/28/2017

## A. Conditions of Learning

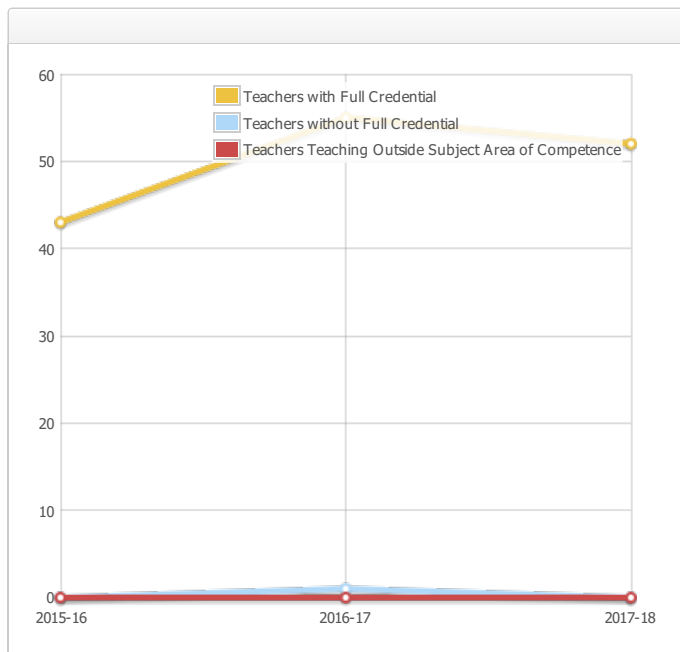
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

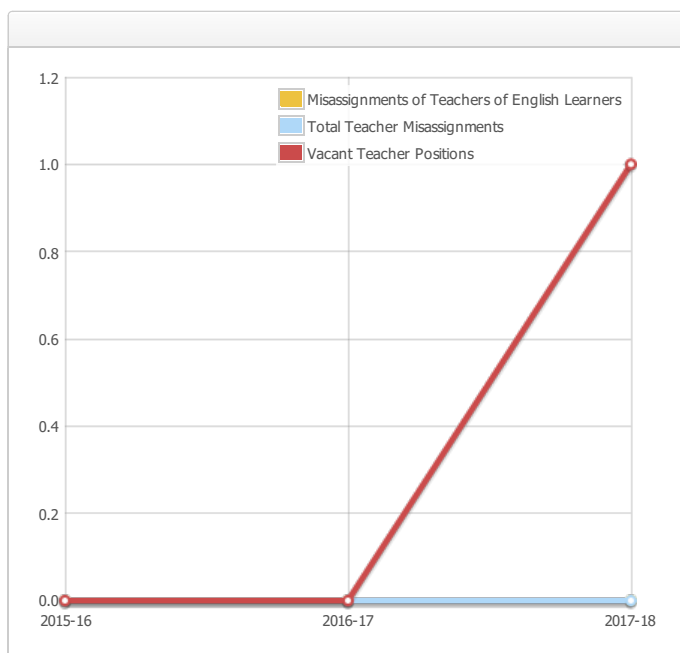
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	43	55	52	504
Without Full Credential	0	1	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2



Last updated: 1/29/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/29/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Natomas Unified held a public hearing on September 27, 2017 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams v. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected: September 2017

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Study Sync - McGraw Hill 2016 Expository Reading and Writing - CSU Press 2015	Yes	0.0 %
Mathematics	Algebra 1 - McDougal Littell 2002 Algebra 2 - McDougal Littell 2004 Geometry - Prentice Hall 2004 PreCalculus - Harcourt Brace 2005 Calculus - Cengage Learning 2017 Integrated I, II & III - Houghton Mifflin 2015	Yes	0.0 %
Science	Hole's Essentials of Anatomy & Physiology - Glencoe 2007 Biology - McDougal Littell 2007 Campbell Biology - Pearson 2016 Earth Science - Holt, Rinehart & Wilson 2007 World of Chemistry - McDougal Littell 2007 Life Science - Prentice Hall 2001 Chemistry in the Community - W.H. Freeman 2011 Conceptual Physics - Prentice Hall 2009	Yes	0.0 %
History-Social Science	US Government :Democracy in Action - Glencoe McGraw Hill 2007 American Government: Istitution & Policies - Houghton Mifflin 2002 Concepts & Choices - McDougall Littell 2007 The American Reconstruction to the 21st Century- McDougall Littell 2005 Liberty, Equality, Power: A History of the American People - Thomson Wadsworth 2007 Geography Alive! - TCI 2006 Modern World History - McDougal Littell 2001	Yes	0.0 %
Foreign Language	Expresate 1, 2, & 3 - Holt, Reinhart, & Wilson 2008 Imagina: Espanol Sin Barreras - Vista Highler Learning 2008 Nuevas Vistas - Holt, Reinhart, & Wilson 2008 Discovering French - McDougal Littell 2008 Une Fois Pour Toutes - Longman 1992 Imaginez: Le Francais Sans Frontieres - Vista Higher Learning 2008	Yes	0.0 %
Health	Glencoe Health & Human Sexuality - Glencoe McGraw Hill 2003	Yes	0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/8/2018

## School Facility Conditions and Planned Improvements

Natomas High School was built in 1997 and shares its campus with Natomas Gateways Middle School which opened in 2014. The campus consists of 27 classrooms, 42 portables, 32 Special Ed rooms, and 7 Admin/Library/Multipurpose buildings. The physical plant of Natomas High School is simply beautiful. The 60+ acres boasts a park-like setting and includes two softball fields, two baseball fields, two soccer fields, newly renovated all-weather track and field/football stadium, and swimming pool complex. The Natomas High School community prides itself on its well-maintained performing arts center and Black Box theater, outdoor amphitheater, dance room, two gyms, recently renovated – state of the art weight room, full kitchen and multipurpose room. The academic settings of Natomas High School are well maintained and create an excellent learning environment for students including chemistry and physics labs, library media center, dedicated Math and English computer labs, as well as four multi-use computer labs, a fully functional TV production studio and an Engineering Lab. Recently the entire Science and Career Tech Classroom were renovated with new equipment and technology.

Natomas High has 6 dedicated custodial staff members. They are responsible for ensuring that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

The school is in good repair with no urgent or emergency issues.

Current projects include lighting and hvac system updates. The deferred maintenance plan is being updated.

### CLASSROOM CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

Wastebaskets, paper shredder receptacles, and pencil sharpeners should be empty.  
 Wastebasket liners should be clean and free of tears.  
 Easily accessible tops of desks, shelves, and other furnishings should be dust-free.  
 Doors, door frames, door glass, partition glass, and light switch plates should be free of handprints, dirt, and smudges.  
 Window ledges should be reasonably free of dust and debris.  
 Easily accessible carpet and/or floor areas should be free of dust, dirt, and debris.  
 Difficult areas should be reasonably or somewhat free of dust and dirt.  
 All carpet and/or floor areas should be free of dust, dirt, debris, gum, and stains.  
 Air intake and exhaust vents or registers should be reasonably free of dust.  
 No lights should be burned out.  
 Lower, easily accessible windows should be reasonably free of dirt and spots.  
 Window blinds should be reasonably dust free.  
 Wash whiteboard and bulletin boards.

### OFFICE, CONFERENCE, AND STAFF ROOM CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

Wastebaskets, paper shredder receptacles, and pencil sharpeners should be empty.  
 Wastebasket liners should be clean and free of tears.  
 Easily accessible tops of desks, shelves, and other furnishings should be dust-free.  
 Difficult areas should be reasonably or somewhat dust-free.  
 Telephones should be free of hand marks and oil.  
 Reception or service countertops should be free of marks, handprints, and dust.  
 Doors, door frames, door glass, partition glass, and light switch plates should be free of handprints, dirt, and smudges.  
 Window ledges should be reasonably free of dust and debris.  
 Easily accessible carpet and/or floor areas should be free of dust, dirt, and debris.  
 Difficult areas should be reasonably or somewhat free of dust and dirt. All carpet and/or floor areas should be free of dust, dirt, debris, gum, and stains.  
 Air intake and exhaust vents or registers should be reasonably free of dust.  
 Magazines, books, and informational pamphlets in waiting areas should be arranged in a neat and orderly fashion.  
 No lights should be burned out.  
 All drinking fountains and sinks should be free of dirt, debris, calcium spots, or build-up. Fixtures should shine.  
 Thresholds and entry areas should be free of dirt and dust.  
 Conference tables should be free of marks and smudges. Tops should shine.  
 High or difficult to dust areas should be reasonably or somewhat dust free.  
 Lower, easily accessible windows should be reasonably free of dirt and spots.  
 Window blinds should be reasonably dust free.  
 Upholstered furniture should be free of dust and stains.

### SHOP AND ART ROOM CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

All pencil sharpeners should be empty.  
 Wastebaskets and trash cans should be empty, and trash liners should be without tears and soil-free.  
 The area around wastebaskets and trash cans should be free of dirt, grease, paint, and marks.  
 Sinks, faucets, and easily accessible surrounding areas should be free of dirt, stains, grease, paint, and debris.  
 Sinks and faucets should be reasonably shiny.  
 Towel and soap dispensers should be reasonably full (at least enough supply for the next school day).  
 Dispensers should be free of dirt, dust, prints, grease, paint, and marks.  
 All easily accessible horizontal surfaces should be reasonably dust free. It should be noted that shop equipment is maintained by students and teaching staff.  
 All accessible floor areas should be free of dirt, dust, grease, paint, and debris, including the edges, corners, and areas around desks, chairs, and benches.  
 All floor areas should be free of chewing gum.  
 All floor areas should be free of spills and spots.  
 Doors, door frames, light switch plates, cabinets, and the area around the pencil sharpeners should be free of dirt, prints, marks, grease, and paint.

White boards should be free of chalk dust.  
 Thresholds and entryways should be free of dirt, dust, and debris.  
 All air intake and exhaust vents and registers should be reasonably free of dust.  
 All lights should be working. There should be no flickering lights.  
 If requested or scheduled, the chalkboard should be free of writing, chalk dust, and handprints.  
 All lower, easily accessible window ledges should be free of dust, dirt, and dead insects.  
 All lower, easily accessible windows should be reasonably clean.  
 High or difficult to reach areas should be somewhat dust-free.

#### SIDEWALKS, WALKWAYS, RAMPS, STEPS, AND OTHER AREA CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

These areas should be free of trash and debris.  
 These areas should be reasonably free of gum.  
 These areas should be reasonably free of stains and spills.  
 The edges and corners of buildings and raised walkways should be reasonably free of dirt, sand, dead grass, and debris.  
 The areas under open ramps should be somewhat free of debris.  
 Easily accessible areas under ramps should be free of paper and trash.  
 Areas adjacent to closed ramps should be free of trash, dirt, and debris.  
 Steps should be free of trash, dirt, and debris. Corners and edges of steps should be free of build-up.

#### CAFETERIA CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

Trash/Recycling cans should be empty, re-lined with new liners and free of stains, liquid, and debris inside and out.  
 Cafeteria tabletops should be free of food, liquid, and debris.  
 Table frames should be reasonably free of dust, stains, and marks.  
 The walls should be free of food, liquid, stains, handprints, and marks.  
 All accessible floor areas should be free of food, liquid, debris, and dirt. Floors should be free of haze and mop-stroke marks. There should be a reasonable shine to the floor.  
 The edges and corners of floors should be free of any dust, dirt, or buildup.  
 The drinking fountains, fixtures, and surrounding wall area should be free of dust, dirt, stains, marks, and debris. Drinking fountains and fixtures should be reasonably shiny.  
 Stage floors, steps, and handicap lift should be free of dirt, food, trash, debris, and liquid.  
 Doors, door frames, switch plates, and surrounding areas should be free of handprints, marks, and dirt.  
 Partitions and door glass should be free of handprints, marks, smudges, food, and liquid.  
 All lights should be working. There should be no flickering lights.  
 All exit lights should be operational.  
 Thresholds and entry areas should be free of dirt, dust, and stains.  
 There should not be any gum or buildup in these areas.  
 Air intake and exhaust vents should be reasonably dust free.

Last updated: 1/31/2018

## School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Counter tops showing signs of wear/ repair as part of routine maintenance
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

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## Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Good
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*Last updated: 1/31/2018*



## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	40%	37%	44%	43%	48%	48%
Mathematics (grades 3-8 and 11)	21%	11%	35%	33%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 11/21/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	226	211	93.45%	36.15%
Male	113	102	90.43%	36%
Female	113	109	96.49%	28%
Black or African American	51	44	86.54%	32%
American Indian or Alaska Native	--	--	--	
Asian	24	24	100.00%	42%
Filipino	--	--	--	
Hispanic or Latino	126	121	96.03%	35.00%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	166	156	94%	38%
English Learners	40	37	92%	
Students with Disabilities	34	28	82%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 12/11/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	226	213	94.32%	11.11%
Male	113	103	91%	12%
Female	113	110	97.37%	
Black or African American	51	45	88.46%	
American Indian or Alaska Native	--	--	--	
Asian	24	24	100.00%	33%
Filipino	--	--	--	
Hispanic or Latino	126	122	97%	
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	166	157	95%	11.39%
English Learners	40	38	95.00%	
Students with Disabilities	34	28	82%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 12/11/2017*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	36.0%	28.0%	54.0%	51.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 12/12/2017*

**Career Technical Education Programs (School Year 2016-17)**

Natomas High School offers four CTE pathways, all taught by CTE-credentialed instructors: Auto (Automotive Engine Repair and Automotive Service Technician), Digital Photography (Beginner, Intermediate and Advanced), Health (Emergency Medical Technician), and Engineering (Introduction, Principles of Engineering, and Engineering Design and Research). Automotive Service Technician is currently articulated with post-secondary. The remaining three pathways are working toward articulation with post-secondary institutions. The students at this campus are representative of our extremely diverse district, and these pathways provide relevance to a broad range of industries. Beyond receiving industry certification by passing an exam, students will learn skills that will help them seamlessly transition to higher education and the relevant industries.

NUSD has a district-wide CTE advisory committee that is represented by industry partners from Hospitality, Automotive, Digital Media, Engineering, and Culinary Arts, in addition to having parent, student and district representatives.

For more information on our Digital Media Pathway, Engineering Pathway, Health Pathway, and our transportation Pathway, see the brochures on the next pages.

*Last updated: 1/30/2018*

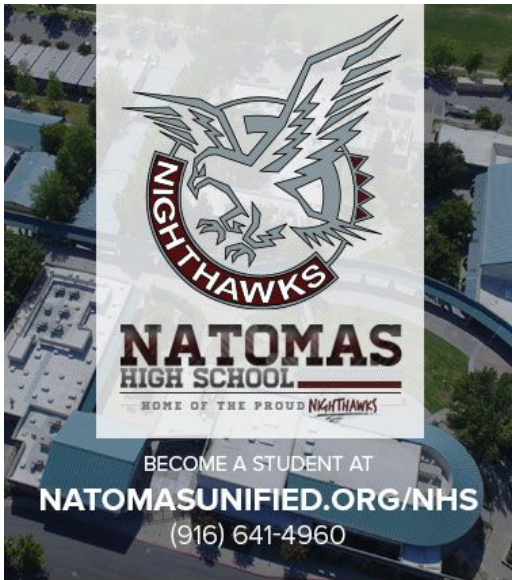
**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	359
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	88.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	20.0%

*Last updated: 12/18/2017*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	97.6%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	36.8%



## PATHWAYS & PROGRAMS



ENGINEERING



HEALTH PATHWAY



AP CAPSTONE



ACTION CIVICS



# Natomas High School: Digital Media Pathway

## WHAT IS THE DIGITAL MEDIA PATHWAY

Are you an artistic person? Do you enjoy photography or designing your own graphics? Do you enjoy using state of the art digital photography and filming equipment? If any of this has interested you then you need to become an Digital Media Pathway student at Natomas High School.

## WHAT CAN I EXPECT

Students in the Digital Media Pathway will take courses in Digital Media while taking their core classes (English, history, science, and math). The Digital Media Pathway provides students with the ability to gain and master skills in computer graphics, digital photography, graphic design, digital filmmaking, media arts, photography, and digital photo illustration. Students gain hands-on experience by working with professional digital media equipment, learning about industry standard techniques, career strategies and the importance of job performance, and developing and editing NTV productions. Students gain practical knowledge in composition, subject treatment, interaction of light and shadow, photojournalism, creativity, image editing software and output. Courses also introduces the aesthetic and technical theories and techniques of photography. To become a Digital Media Pathway student you must be enrolled at Natomas High School and meet with your counselor to enroll in Digital Media courses.

## Questions?

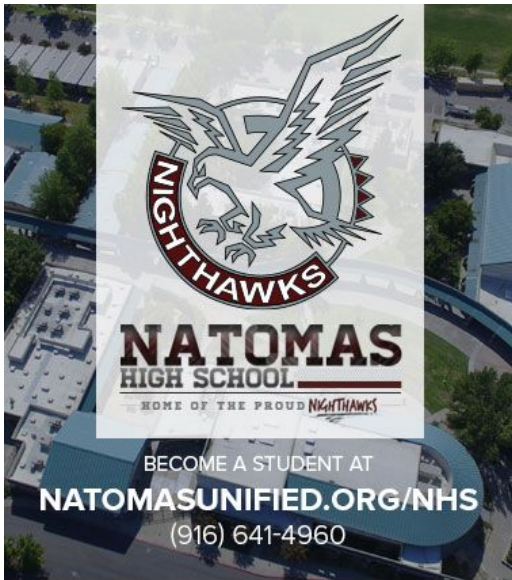
Call us at (916) 928-5200

Or visit <https://natomasunified.org/nhs>

**WHAT DOES THE DIGITAL MEDIA PATHWAY LOOK LIKE?**

GRADE LEVEL	COURSES	DOES IT MEET GRADUATION REQUIREMENTS	DOES IT MEET UC/CSU 'a-g' REQUIREMENTS	DOES IT QUALIFY FOR COLLEGE CREDIT
SOPHOMORE	Digital Photography	VAPA CREDIT	'f'	
JUNIOR	Intermediate Digital Photography	TECHNOLOGY CREDIT		
SENIOR	Advanced Digital Photography	ELECTIVE CREDIT		

\*Students who choose to join the Digital Media Pathway will need to select Digital Media courses in MYAP during their Freshman school year, if accepted they will take courses at NHS, and will continue with a traditional 6 period day through their Sophomore, Junior, and Senior years.



## PATHWAYS & PROGRAMS



ENGINEERING



HEALTH PATHWAY



AP CAPSTONE



ACTION CIVICS



# Natomas High School: Engineering Pathway

## WHAT IS ENGINEERING

Do you like working with on hands-on projects? Do you ever wonder how things work? Do you wonder how things were designed and who designed them? Do you like designing and seeing your ideas come to life? Did you know that engineers make interactive television possible? Engineering is a blend of science and technology focused on the design, building, and use of engines, machines, and structures. If any of this has interested you then you need to become an Engineering Pathway student at Natomas High School.

## WHAT CAN I EXPECT

Students in the Engineering Pathway will take courses in Engineering while taking their core classes (English, history, science, and math). Each Engineering course is taught in a state of the art facility that was recently redesigned to allow for building and manufacturing of projects, classroom instruction, robotics testing, and computer design technologies. Throughout the Engineering courses students will complete integrated projects, attend Engineering related field trips and work with community mentors to learn more about the Engineering industry. All Engineering courses allow students to learn and apply the design process, acquire strong teamwork and communication proficiency and develop organizational, critical thinking and problem solving skills. Students use the same industry leading 3D design software used by companies like Intel and Pixar. To become an Engineering students you must be enrolled at Natomas High School and meet with your counselor to enroll in Engineering courses.

## Questions?

Call us at (916) 928-5200

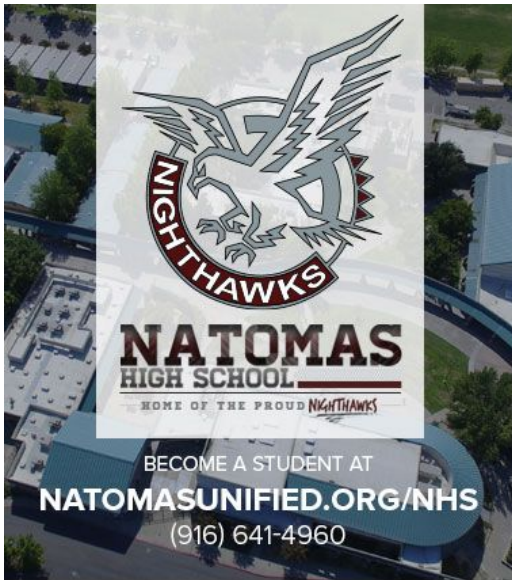
Or visit <https://natomasunified.org/nhs>

**WHAT DOES THE ENGINEERING PATHWAY LOOK LIKE?**

<b>GRADE LEVEL</b>	<b>COURSES</b>	<b>DOES IT MEET GRADUATION REQUIREMENTS</b>	<b>DOES IT MEET UC/CSU 'a-g' REQUIREMENTS</b>	<b>DOES IT QUALIFY FOR COLLEGE CREDIT</b>
SOPHOMORE	Intro to Engineering	ELECTIVE CREDIT	'g'	
JUNIOR	Principles of Engineering	ELECTIVE CREDIT	'g'	
SENIOR	Engineering, Research, and Development	LABORATORY SCIENCE	'd'	

\*Students who choose to join the Engineering Pathway will need to select Engineering courses in MYAP during their Freshman school year, if accepted they will take courses at NHS, and will continue with a traditional 6 period day through their Sophomore, Junior, and Senior years.





## PATHWAYS & PROGRAMS



ENGINEERING



HEALTH PATHWAY



AP CAPSTONE



ACTION CIVICS



# Natomas High School: Health Pathway

## WHAT IS THE HEALTH PATHWAY

Do you enjoy watching TV shows like Trauma: Life in the E.R., Save My Life, or Gold Coast Medical? Do you wonder how the human body works? Is science one of your favorite classes? Do you naturally want to come to the rescue when someone is in need? If any of this has interested you then you need to become a Health Pathway student at Natomas High School.

## WHAT CAN I EXPECT

Students in the Health Pathway will take courses in Health while taking their core classes (English, history, science, and math). Each Health course is taught in a state of the art facility that was recently redesigned to allow for classroom instruction, simulation testing, and safety training. Throughout the Health courses students will attend Health related field trips, complete clinical hours at the B. Teri Burns Health Clinic on Natomas High School's campus, and work with community mentors to learn more about the Health industry. Health students will learn about the Health industry, learn about the human body, health and wellness, first aid, CPR, and medical terminology. During the senior year of the Health Pathway students will complete the Emergency Medical Technician (EMT) course and be eligible to become an EMT and be hired, as long as they pass the EMT exam. All students who complete the Health Pathway will be ready to continue onto higher education or enter into their entry level career in the Health Industry. To become a Health student you must be enrolled at Natomas High School and meet with your counselor to enroll in Health courses.

## Questions?

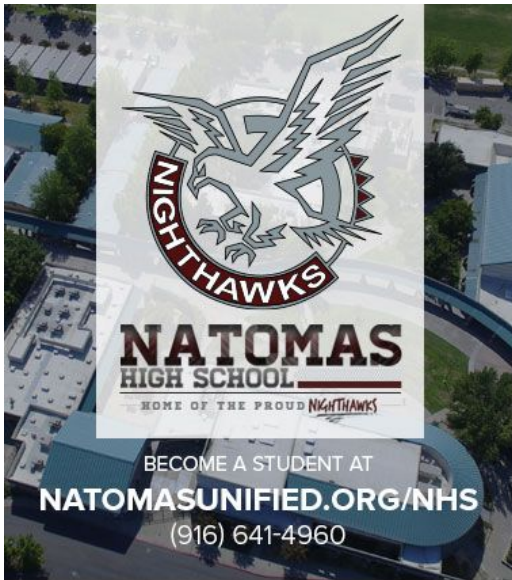
Call us at (916) 928-5200

Or visit <https://natomasunified.org/nhs>

**WHAT DOES THE HEALTH PATHWAY LOOK LIKE?**

<b>GRADE LEVEL</b>	<b>COURSES</b>	<b>DOES IT MEET GRADUATION REQUIREMENTS</b>	<b>DOES IT MEET UC/CSU 'a-g' REQUIREMENTS</b>	<b>DOES IT QUALIFY FOR COLLEGE CREDIT</b>
JUNIOR	Anatomy and Physiology	SCIENCE	'd'	
SENIOR	Emergency Medical Technician	ELECTIVE CREDIT	'g'	3 units at ARC

\*Students who choose to join the Health Pathway will need to select Health courses in MYAP during their Freshman school year, if accepted they will take courses at NHS, and will continue with a traditional 6 period day through their Sophomore, Junior, and Senior years.



## PATHWAYS & PROGRAMS



ENGINEERING



HEALTH PATHWAY



AP CAPSTONE



ACTION CIVICS



# Natomas High School: Transportation Pathway

## WHAT IS THE TRANSPORTATION PATHWAY

Do you wonder how engines work? Do you working with your hands? Do you enjoy using mathematical skills and apply them to hands-on projects? If any of this has interested you then you need to become an Health Pathway student at Natomas High School.

## WHAT CAN I EXPECT

Students in the Transportation Pathway will take courses in Transportation while taking their core classes (English, history, science, and math). The Transportation Pathway provides students with the essential skills required to secure an entry-level position with the automotive field and/or foundational knowledge necessary to transition into a post-secondary program in automotive technology. Students gain hands-on experience by working with professional automotive equipment and diagnostic tools, learning about industry standard safety rules, service information, career strategies and the importance of job performance. Topics covered include engine operation, electrical systems, fuel injection, computer systems, brake and basic engine repair. Transportation courses are articulated with American River College's Automotive Program, which allows students to earn postsecondary credit while enrolled in this high school pathway. To become a Transportation Pathway student you must be enrolled at Natomas High School and meet with your counselor to enroll in Transportation courses.

## Questions?

Call us at (916) 928-5200

Or visit <https://natomasunified.org/nhs>

**WHAT DOES THE TRANSPORTATION PATHWAY LOOK LIKE?**

GRADE LEVEL	COURSES	DOES IT MEET GRADUATION REQUIREMENTS	DOES IT MEET UC/CSU 'a-g' REQUIREMENTS	DOES IT QUALIFY FOR COLLEGE CREDIT
JUNIOR	Automotive Engine Repair	ELECTIVE CREDIT		
SENIOR	Auto Service Technician	ELECTIVE CREDIT		3 units at ARC

\*Students who choose to join the Transportation Pathway will need to select Transportation courses in MYAP during their Freshman school year, if accepted they will take courses at NHS, and will continue with a traditional 6 period day through their Sophomore, Junior, and Senior years.

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	24.3%	18.3%	23.7%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/12/2017

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

#### Opportunities for Parental Involvement (School Year 2017-18)

As a comprehensive neighborhood school, Natomas High values and encourages parent involvement at the highest degree possible. While all parents and community members are invited to participate in School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC), Back-to-School Night, Open House, Multicultural Night, and Homecoming, there are several specific parent/community organizations that benefit Natomas High School and enhance Natomas High School's mission.

A Parent/Teacher/Student Association (PTSA) has been launched and meets regularly in order to raise money and volunteer hours to support various programs on campus. This organization also serves as a source of information to parents and community members regarding what is happening at Natomas High School. The Natomas Athletic Booster organization is specifically geared to supplement the Athletic program at NHS. This group of parents and community members fundraise and volunteer hours in order to provide personnel and monetary assistance to sports programs. Such assistance includes replacement of equipment, support for tournaments, and purchasing of uniforms.

The Natomas Band Booster organization supplements needs of the Music program at NHS. This group of parents and community members fundraise and volunteer hours in order to provide support and monetary assistance to the Nighthawk music programs. Such assistance includes support for equipment, performances, community events, and uniforms. These parent/community organizations are essential to the identity and operation of Natomas High School.

All parents/guardians are encouraged to stay updated with the happenings of the campus through the following:

- A Weekly "Nighthawk CAW!" Sunday evening phone / email communication is used to provide updates on items connected with school.
- Information on school programs and events, as well as copies of the "Nighthawk CAW!", can be accessed on the website – <http://natomasunified.org/nhs/>.
- Information on school programs and events may also be accessed by contacting our front office at 916-641-4960.

### State Priority: Pupil Engagement

*Last updated: 1/25/2018*

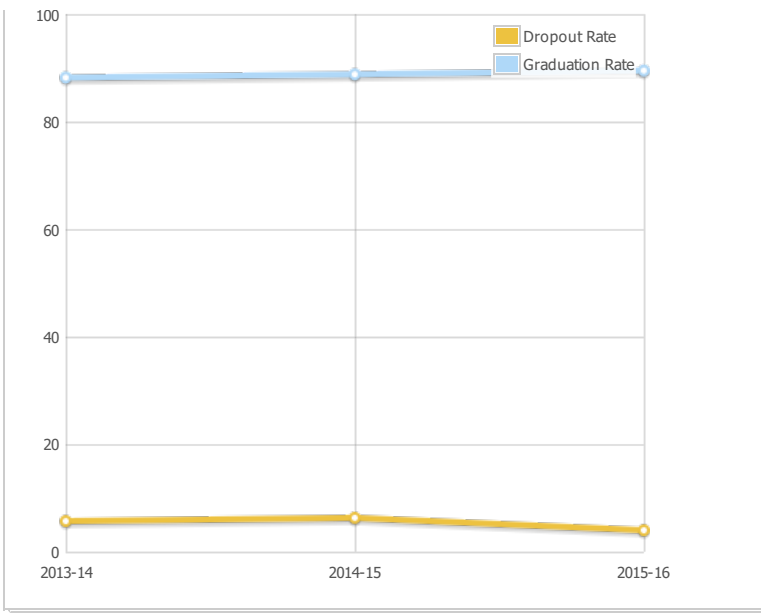
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	5.7%	6.3%	4.0%	7.9%	4.0%	3.2%	11.5%	10.7%	9.7%
Graduation Rate	88.2%	88.8%	89.5%	87.5%	91.6%	94.7%	81.0%	82.3%	83.8%

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



*Last updated: 11/20/2017*

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	90.2%	89.4%	87.1%
Black or African American	95.5%	86.0%	79.2%
American Indian or Alaska Native	0.0%	0.0%	80.2%
Asian	81.0%	94.4%	94.4%
Filipino	80.0%	97.3%	93.8%
Hispanic or Latino	89.2%	86.2%	84.6%
Native Hawaiian or Pacific Islander	100.0%	86.4%	86.6%
White	100.0%	92.2%	91.0%
Two or More Races	90.0%	89.8%	90.6%
Socioeconomically Disadvantaged	100.0%	93.3%	85.5%
English Learners	60.7%	65.8%	55.4%
Students with Disabilities	58.6%	81.0%	63.9%
Foster Youth	66.7%	75.0%	68.2%



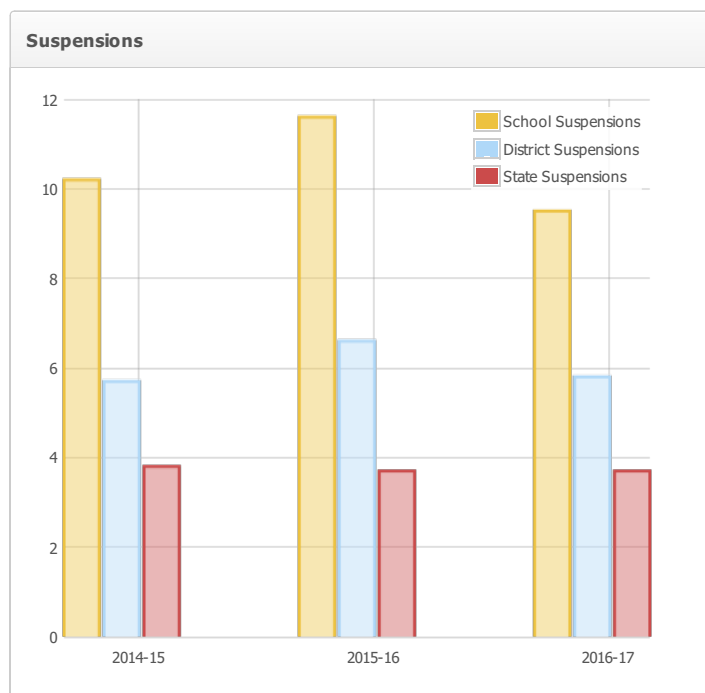
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	10.2%	11.6%	9.5%	5.7%	6.6%	5.8%	3.8%	3.7%	3.7%
Expulsions	0.3%	0.1%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 12/19/2017

## School Safety Plan (School Year 2017-18)

All comprehensive School Safety Plans are in compliance with Senate Bill 187, and the NHS Safety Plan outlines site procedures taken to keep all Nighthawks safe. These procedures include plans outlined for fire drills, lock down drills, behavioral protocols, and NUSD/NHS Incident Command Systems. In January 2018, representatives of students, staff and community reviewed the safety plan and presented it to the Natomas High School Site Council for approval. Natomas High School practices fire, evacuation, and lockdown drills so students and staff are familiar with the procedures outlined in the Safety Plan. Natomas High School strives to create a daily learning environment that is safe and respectful for all stakeholders. In this pursuit, positive behavior interventions and supports (PBIS) are embedded across campus with a focus upon Safety Optimism Achievement and Respect. Each year, NHS uses a Link Crew Program to teach systems of safety and provide all 9th grade students with a peer mentor. A Conflict Resolution Program on campus teaches interpersonal skills to navigate social interactions, as well as providing peer lessons, small-group support, and peer mediations to positively resolve interpersonal conflicts. A Multi-Tiered System of Support (MTSS) team uses data to match individual and campus needs to programmatic assets of student intervention and support. Social-emotional support for students are provided through a system of counseling by school guidance counselors, a school psychologist, marriage and family counseling interns, and Mission Possible. Perceptions of safety and social-emotional support are monitored through survey data.

Last updated: 1/25/2018

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	50.0%

*Last updated: 11/28/2017*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	14	13	13	24.0	17	15	13	20.0	31	15	14
Mathematics	28.0	8	5	18	28.0	6	9	16	23.0	6	3	7
Science	26.0	10	6	14	29.0	6	9	16	25.0	11	10	16
Social Science	27.0	8	10	14	26.0	8	15	12	22.0	19	8	20

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/28/2017

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	368.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other	0.6	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/2/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8145.0	\$1800.0	\$6345.0	\$66670.0
District	N/A	N/A	\$6973.0	\$68710.0
Percent Difference – School Site and District	N/A	N/A	-9.4%	-3.0%
State	N/A	N/A	\$6574.0	\$74476.0
Percent Difference – School Site and State	N/A	N/A	-3.6%	-11.1%

Note: Cells with N/A values do not require data.

Last updated: 12/19/2017

## Types of Services Funded (Fiscal Year 2016-17)

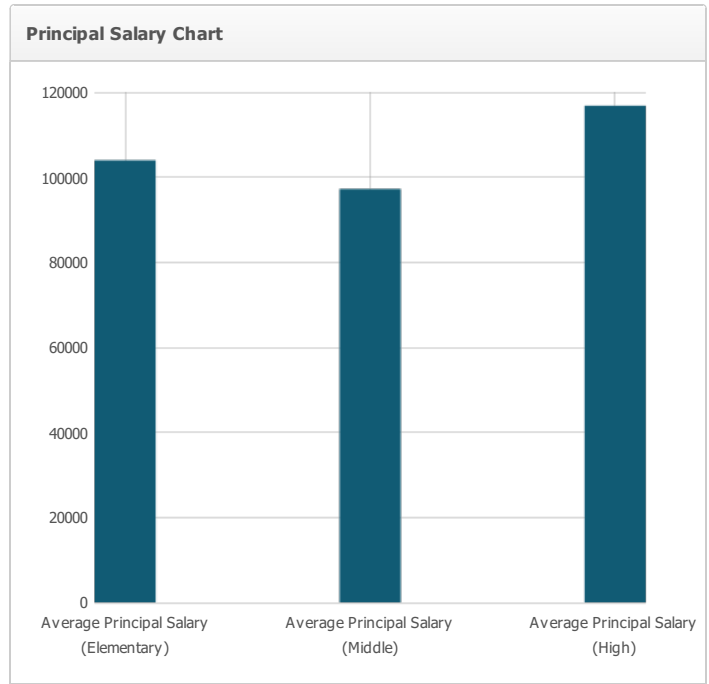
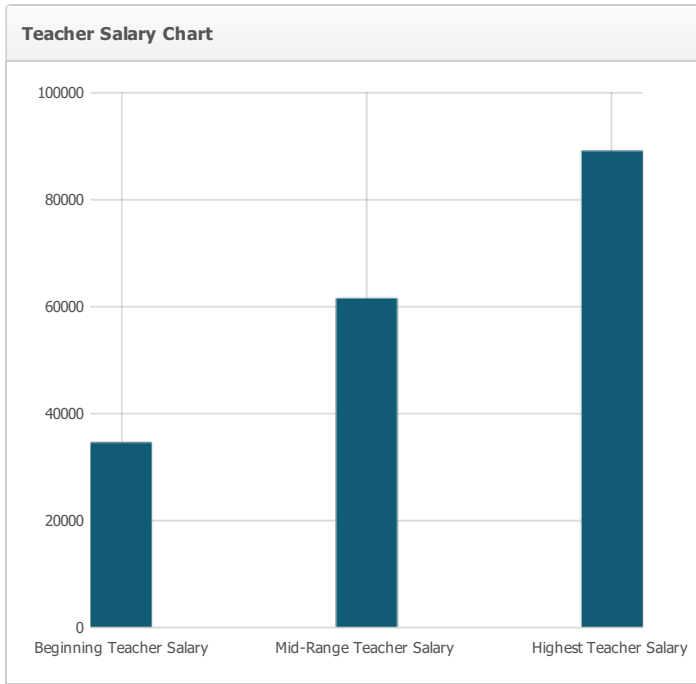
Natomas Unified School District offers a wide range of support services for students including academic guidance counseling, individual and small group counseling, a school psychologist, adapted physical education, workability, home and hospital teachers, and health assistants. Furthermore, Natomas High School funds APEX Learning for credit recovery, Professional Learning Community staff collaboration, after school homework center and tutorial support, ACT test preparation, Advance Placement test preparation, and PBIS supports.

Last updated: 1/25/2018

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,503	\$46,511
Mid-Range Teacher Salary	\$61,462	\$73,293
Highest Teacher Salary	\$89,038	\$92,082
Average Principal Salary (Elementary)	\$103,978	\$113,263
Average Principal Salary (Middle)	\$97,239	\$120,172
Average Principal Salary (High)	\$116,792	\$131,203
Superintendent Salary	\$213,210	\$213,732
Percent of Budget for Teacher Salaries	39.0%	36.0%
Percent of Budget for Administrative Salaries	7.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 12/19/2017

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	5	N/A
All Courses	15	23.0%

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

*Last updated: 12/28/2017*

**Professional Development**

Natomas High School, in collaboration with Natomas Unified School District, derived the 2017-2018 professional development focus areas from data from the California Department of Education Accountability Model and Dashboard, previous year's CAASPP results, CORE Survey results, and site metrics in attendance, behavior, and academics. The areas of focus in staff development are learning goals/targets and formative assessment in an aligned instructional system, data-driven instructional growth in professional development communities (PLC's), and formative feedback on instruction provided to teachers, as well as an implementation of PBIS systems and recognition. In the 2017-2018 school year, three full days, five early-release days, and weekly meetings are used for professional development and PLC collaboration, as well as release days for teachers to focus upon EL Instructional strategies, aligning instructional systems, and PBIS development. Teachers further attend conferences on advanced placement courses, Link Crew development, and other subject-specific areas of focus.

During the 2017-2018 school year, the Natomas High School has engaged in a WASC process of reflection to host a site visit and develop a new WASC plan. Further teacher leadership teams, including the Instructional Leadership Team (ILT), PBIS Team, and MTSS Team, meet regularly to review data, review site development goals, and provide support in professional development areas.

*Last updated: 1/25/2018*