

Natomas High

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education *Published during the 2018-19 School Year

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Natomas Unified
Phone Number	(916) 567-5400
Superintendent	Chris Evans
E-mail Address	cevans@natomasunified.org
Web Site	http://natomasunified.org

School Contact Information (School Year 2018—19)	
School Name	Natomas High
Street	3301 Fong Ranch Rd.
City, State, Zip	Sacramento, Ca, 95834-1719
Phone Number	916-641-4960
Principal	Scott Pitts, Principal
E-mail Address	spitts@natomasunified.org
Web Site	http://natomasunified.org/nhs/
County-District-School (CDS) Code	34752833430584

Last updated: 11/30/2018

School Description and Mission Statement (School Year 2018—19)

Natomas High School (NHS) 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!

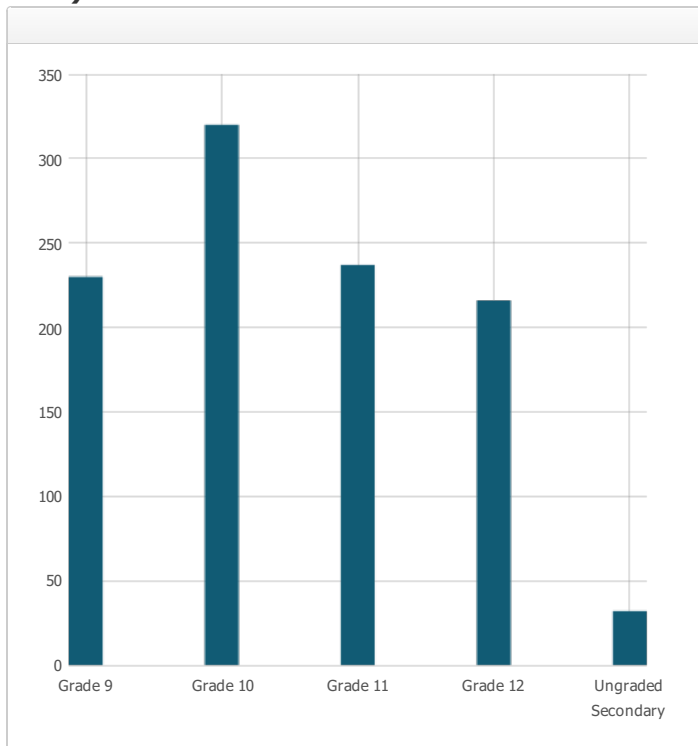
At NHS, students have the opportunity to earn an AP Capstone diploma, take a variety of Advanced Placement courses, and experience Career Technical Education Pathways offered in Engineering, Health, Automotive, and Digital Media Professions. A variety of campus programs, including traditional athletics, music, club, 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, AP Practice Test Sessions, 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 is able to take both the PSAT and the ACT College Admission Test during the school day once the necessary course has been completed.

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: 1/30/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 9	230
Grade 10	320
Grade 11	237
Grade 12	216
Ungraded Secondary	32
Total Enrollment	1035



Last updated: 12/6/2018

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	19.6 %
American Indian or Alaska Native	0.9 %
Asian	9.7 %
Filipino	1.6 %
Hispanic or Latino	54.6 %
Native Hawaiian or Pacific Islander	1.2 %
White	7.8 %
Two or More Races	4.1 %
Other	0.5 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	71.5 %
English Learners	16.4 %
Students with Disabilities	17.1 %
Foster Youth	0.7 %

A. Conditions of Learning

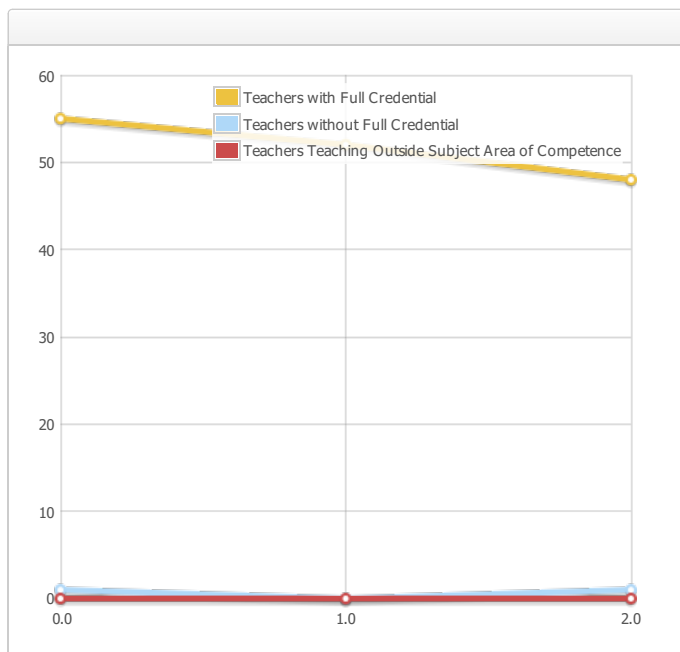
State Priority: Basic

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

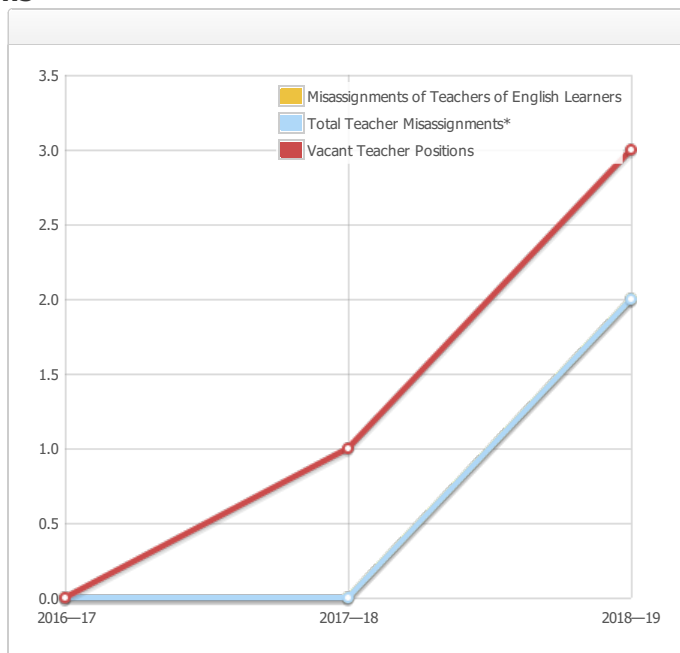
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	55	52	48	512
Without Full Credential	1	0	1	28
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/27/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	2
Total Teacher Misassignments*	0	0	2
Vacant Teacher Positions	0	1	3



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: 12/27/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Natomas Unified held a public hearing on September 26, 2018 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 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Science Lab equipment sufficient per NUSD Board resolution 9/28/18.

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync - McGraw Hill / 2016 Expository Reading and Writing - CSU Press / 2015	Yes	0.0 %
Mathematics	PreCalculus - Harcourt Brace / 2005 Calculus - Cengage Learning / 2017 Integrated I, II & III - Houghton Mifflin / 2015	Yes	0.0 %
Science	Biology - McDougal Littell / 2007 Campbell Biology - Pearson / 2016 Earth Science - Holt, Rinehart & Winston / 2007 World of Chemistry - McDougal Littell / 2007 Life Science - Prentice Hall / 2001 Hole's Essentials of Anatomy & Physiology - Glencoe / 2007 Chemistry in the Community - W.H. Freeman / 2014 Conceptual Physics - Prentice Hall / 2014	Yes	0.0 %
History-Social Science	US Government :Democracy in Action - Glencoe McGraw Hill / 2007 American Government: Institution & Policies - Houghton Mifflin / 2013 Concepts & Choices - McDougal Littell / 2007 The American Reconstruction to the 21st Century- McDougal Littell / 2005 Liberty, Equality, Power: A History of the American People - Thomson Wadsworth / 2007 The Culteral Landscape - Pearson / 2016 Modern World History - McDougal Littell / 2001	Yes	0.0 %
Foreign Language	Expresate 1, 2, & 3 - Holt, Rinehart, & Winston / 2008 Imagina: Espanol Sin Barreras - Vista Highler Learning / 2008 Nuevas Vistas - Holt, Rinehart, & Winston / 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	N/A		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: 12/26/2018

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, 12 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 six 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 campus is in Exemplary repair with no urgent issues based upon the Williams inspection of August 2018.

In the summer of 2018, the weight room was remodeled to include new equipment, flooring and paint.

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.

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: 1/30/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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	

Overall Facility Rate

Year and month of the most recent FIT report: August 2018

Overall Rating	Exemplary
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Last updated: 1/30/2019

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	36.0%	43.0%	43.0%	44.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	11.0%	7.0%	33.0%	32.0%	37.0%	38.0%

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.

Note: ELA and 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.

Last updated: 1/7/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	216	208	96.30%	43.27%
Male	102	100	98.04%	47.00%
Female	114	108	94.74%	39.82%
Black or African American	34	32	91.12%	35.48%
American Indian or Alaska Native				
Asian	20	20	100.00%	35.00%
Filipino	--	--	--	
Hispanic or Latino	128	125	97.66%	47.20%
Native Hawaiian or Pacific Islander	--	--	--	
White	15	15	100.00%	33.34%
Two or More Races	13	11	84.62%	36.36%
Socioeconomically Disadvantaged	163	159	97.55%	42.14%
English Learners	27	25	92.59%	16.00%
Students with Disabilities	28	28	100.00%	7.14%
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: 1/10/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	217	206	94.93%	6.90%
Male	103	98	95.15%	7.14%
Female	114	108	94.74%	6.66%
Black or African American	34	30	88.24%	3.57%
American Indian or Alaska Native				
Asian	20	20	100.00%	
Filipino	--	--	--	
Hispanic or Latino	128	123	96.09%	8.94%
Native Hawaiian or Pacific Islander	--	--	--	
White	15	15	100.00%	6.67%
Two or More Races	13	11	84.62%	--
Socioeconomically Disadvantaged	164	159	96.95%	7.64%
English Learners	27	24	88.89%	
Students with Disabilities	26	26	100.00%	
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.

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Last updated: 1/10/2019

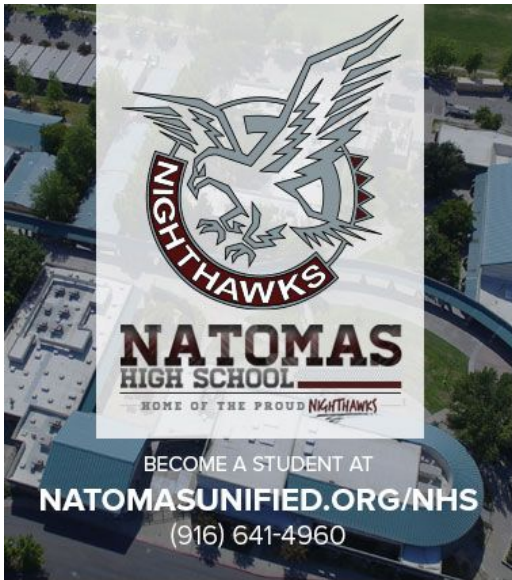
Career Technical Education (CTE) Programs (School Year 2017–18)

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 currently 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.

Beginning in Fall 2019, Natomas High School will offer the first course in the Building and Construction Trades Pathway. Students will gain skills in all aspects of trades over the course of two years. These courses will provide an opportunity for students to receive industry certification as well as 'a-g' credit.

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.

More information on our Building and Construction Trades Pathway, Digital Media Pathway, Engineering Pathway, Health Pathway, and Transportation Pathway can be found on the pages to follow.



PATHWAYS & PROGRAMS



ENGINEERING



HEALTH PATHWAY



AP CAPSTONE



ACTION CIVICS



BUILDING AND TRADES



Natomas High School: Building and Construction Trades Pathway

WHAT IS THE BUILDING AND TRADES PATHWAY

Do you enjoy building projects? Does math make more sense when you can apply it to something you are building? Do you enjoy working outside?

WHAT CAN I EXPECT

The Building and Construction Trades Pathway is designed to provide a rigorous academic program and career preparation for those interested in any of the multiple fields of construction. Any Natomas Unified high school student can become enrolled in the pathway, regardless of their home school site. Students will take courses in Building and Construction Trades while taking their core classes (English, history, science, and math) at their home school. The Building and Construction Trades Pathway provides students with the ability to become experts in applied mathematics for construction, blueprint reading, financial literacy, the history of construction history, how to interview effectively, as well as green construction and technology. Students will take an initial course to gain a foundation on multiple trades. All instruction will be offered through hands-on, experiential, and project based lessons. Graduates will be college and career ready, with a solid foundation for future employment in the building, construction, and trades industry. To become a Building and Construction Trades Pathway student you need to meet with your counselor to enroll in Building and Construction Trades courses.

Questions?

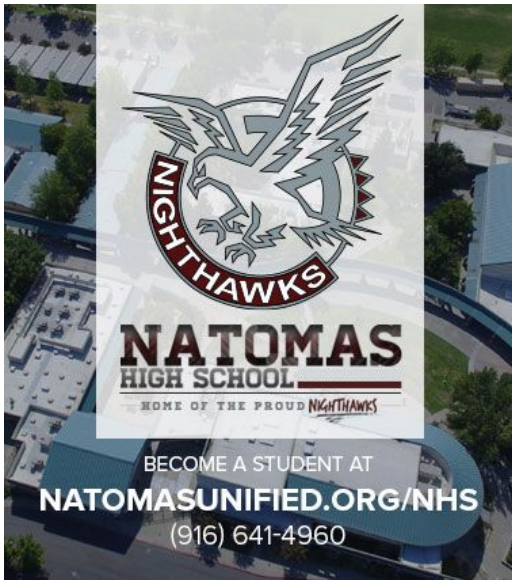
Call us at (916) 928-5200

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
COURSE 1	Construction Technology	ELECTIVE CREDIT	PENDING	
COURSE 2	MultiCraft Core Curriculum	ELECTIVE CREDIT	PENDING	

*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.



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 a 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?

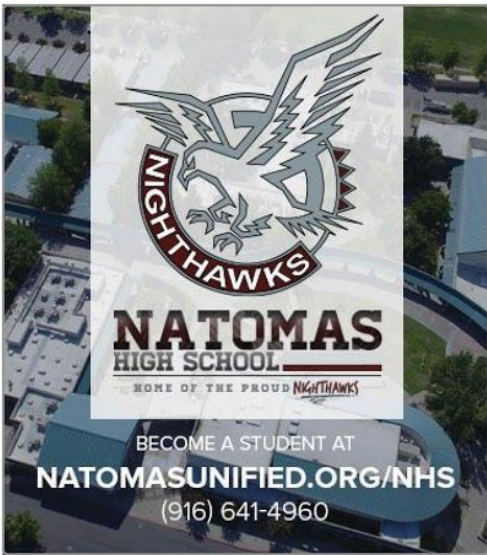
Call us at (916) 928-5200

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



TRANSPORTATION



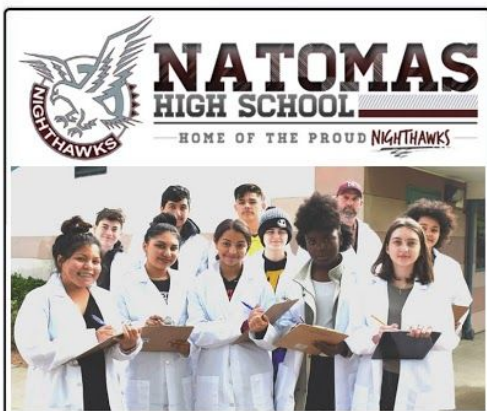
DIGITAL MEDIA



BUILDING & TRADES



AP CAPSTONE



Natomas High School: Engineering Pathway

WHAT IS ENGINEERING?

Do you like working with hands-on projects? Do you ever wonder how things work? Are you fascinated by inventors? Are you curious about the design process? Do you like to design something yourself and see your idea 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 this interests you, the Engineering Pathway at Natomas High School is a perfect fit.

WHAT CAN I EXPECT?

Students in the Engineering Pathway will prepare for college and career by taking courses in Engineering along with core academic 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 Pathway, 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, gain proficiency in teamwork and communication, and develop critical thinking, organizational, and problem-solving skills. Students use the same industry-leading 3D design software used by companies like Intel and Pixar. To become an Engineering student, you must be enrolled at Natomas High School and meet with your counselor to sign up.

QUESTIONS?

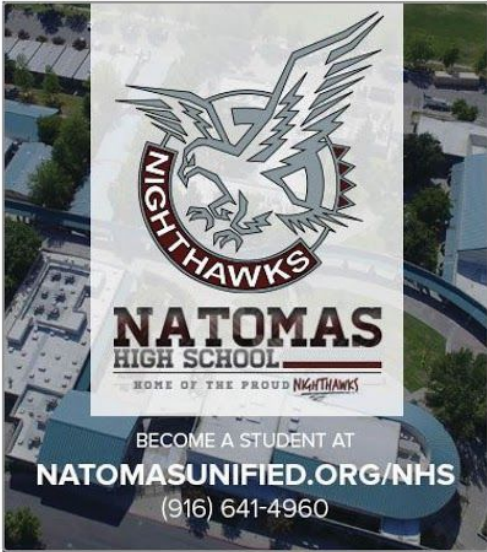
Call us at (916) 641-4960

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

WHAT DOES THE ENGINEERING 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	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 their courses at NHS and complete a traditional, six-period-day schedule through their Sophomore, Junior, and Senior years.



PATHWAYS & PROGRAMS



ENGINEERING



HEALTH



TRANSPORTATION



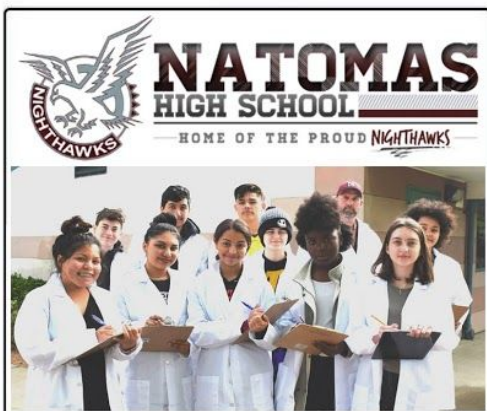
DIGITAL MEDIA



BUILDING & TRADES



AP CAPSTONE



Natomas High School: Health Pathway

WHAT IS THE HEALTH PATHWAY?

Do you wonder how the human body works? Are you fascinated by TV doctors and nurses? Is science one of your favorite classes? Do you naturally want to come to the rescue when someone is in need? If your answer is “yes” to any of these questions, Natomas High’s Health Pathway may be perfect for you.

WHAT CAN I EXPECT?

Students in the Health Pathway will take Health courses while completing core academic classes -- English, History, Science and Math -- to prepare for college and career.

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 Pathway, students will attend health-related field trips, complete clinic hours at the B. Teri Burns Health Clinic on the Natomas High campus, and work with community mentors to learn more about health care.

Pathway students will learn about the Health industry, human body, first aid, cardiopulmonary resuscitation (CPR) medical terminology, and health and wellness. As seniors, Health Pathway seniors will complete the school’s Emergency Medical Technician (EMT) course and be eligible to test for EMT certification, which could lead to jobs as medical emergency responders. All students who complete the Health Pathway will be ready to continue onto college or begin an entry-level career in the Health Industry. To become a Health Pathway student, you must be enrolled at Natomas High and meet with your counselor to sign up for courses.

QUESTIONS?

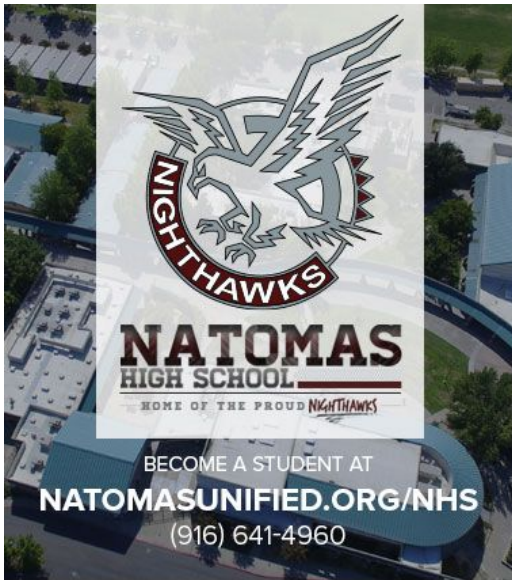
Call us at (916) 641-4960

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

WHAT DOES THE HEALTH 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	Anatomy and Physiology	SCIENCE	'd'	
SENIOR	Emergency Medical Technician	ELECTIVE CREDIT	'g'	

*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, completing a traditional six-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.

Last updated: 1/14/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	234
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	100.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/30/2019

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	96.1%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	43.4%

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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	22.3%	16.8%	6.8%

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: 1/28/2019

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

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. Furthermore, a "CAW-Fee with the Principal" is held regularly throughout the school year to engage parents, provide information, and gather input.

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, school calendar of events, notification of special events, and well as copies of the "Nighthawk CAW!", can be accessed on the website – <http://natomasunified.org/nhs/>.
- "CAW-Fee with the Principal" meetings open to all parents / community members are held regularly to share information, engage parents, and gather feedback.
- Information on school programs and events may also be accessed by contacting our front office at 916-641-4960.

State Priority: Pupil Engagement

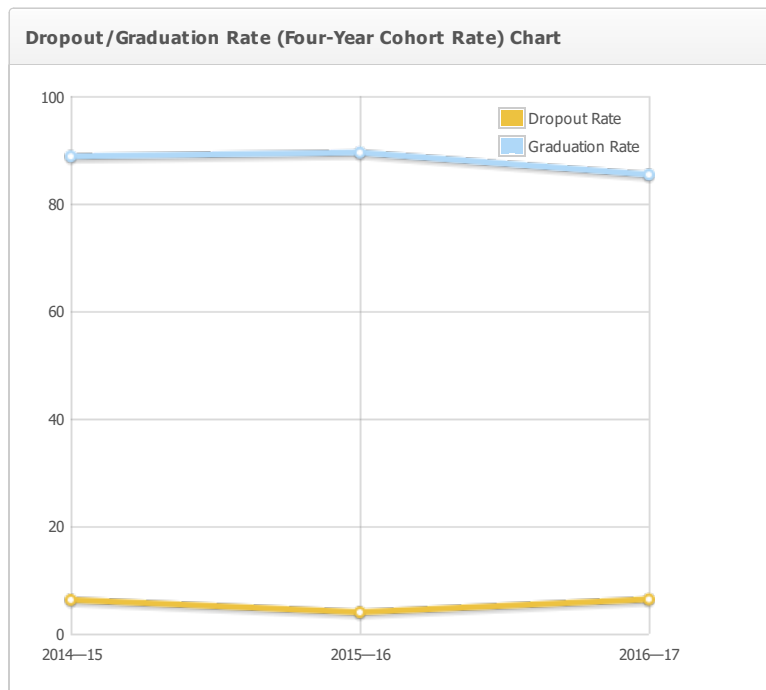
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	6.3%	4.0%	4.0%	3.2%	10.7%	9.7%
Graduation Rate	88.8%	89.5%	91.6%	94.7%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	6.4%	3.2%	9.1%
Graduation Rate	85.4%	92.3%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/27/2018

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	88.3%	90.6%	88.7%
Black or African American	84.8%	88.6%	82.2%
American Indian or Alaska Native	0.0%	100.0%	82.8%
Asian	84.9%	93.7%	94.9%
Filipino	60.0%	91.7%	93.5%
Hispanic or Latino	94.0%	88.7%	86.5%
Native Hawaiian or Pacific Islander	60.0%	84.0%	88.6%
White	76.5%	91.9%	92.1%
Two or More Races	83.3%	96.2%	91.2%
Socioeconomically Disadvantaged	94.4%	97.0%	88.6%
English Learners	81.6%	74.4%	56.7%
Students with Disabilities	58.2%	77.4%	67.1%
Foster Youth	0.0%	0.0%	74.1%

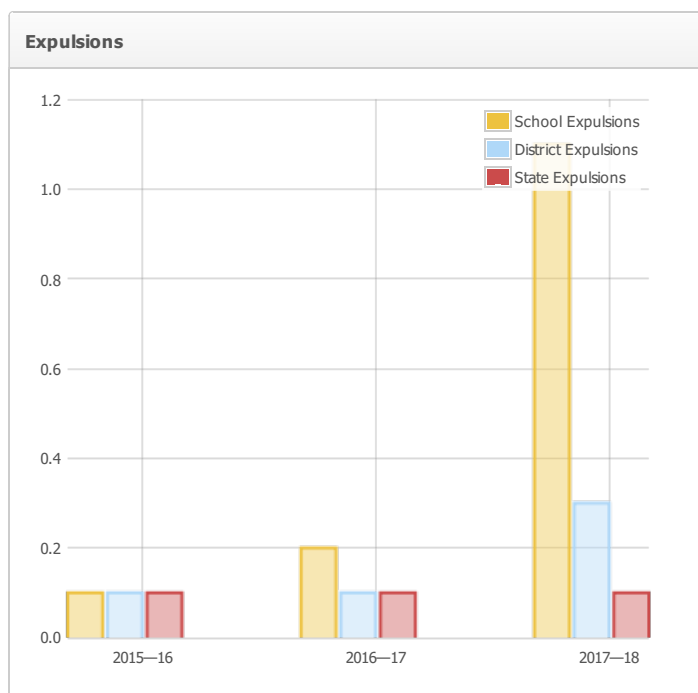
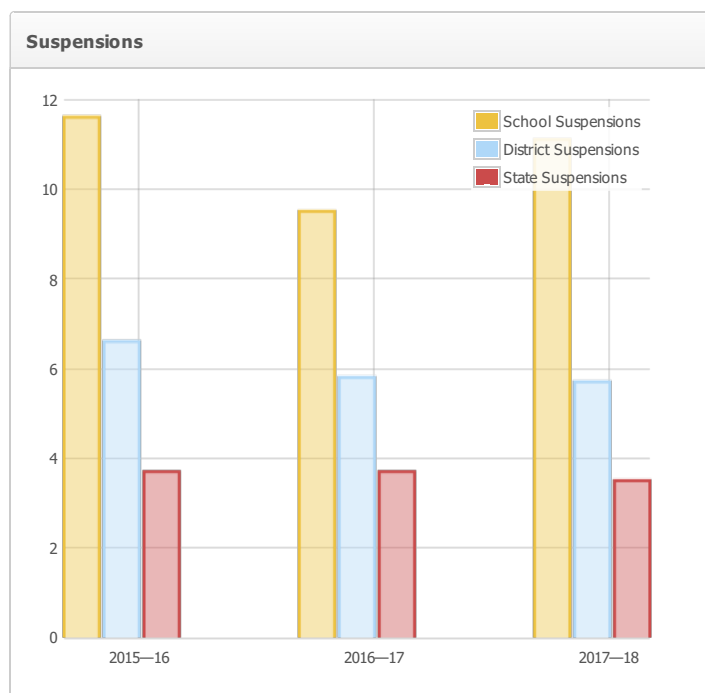
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	11.6%	9.5%	11.1%	6.6%	5.8%	5.7%	3.7%	3.7%	3.5%
Expulsions	0.1%	0.2%	1.1%	0.1%	0.1%	0.3%	0.1%	0.1%	0.1%



Last updated: 12/27/2018

School Safety Plan (School Year 2018—19)

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 the fall semester of the school year, 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. The NHS Leadership and PBIS/MTSS Teams use 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, as well as through Student Senate, Student Council, Athletic Council, and other student representative groups.

Last updated: 12/14/2018

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	17	15	13
Mathematics	28.0	6	9	16
Science	29.0	6	9	16
Social Science	26.0	8	15	12

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	20.0	31	15	14
Mathematics	23.0	6	3	7
Science	25.0	11	10	16
Social Science	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	20	18	9
Mathematics	25.0	11	19	9
Science	24.0	11	18	7
Social Science	24.0	14	23	7

* 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: 12/27/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	391.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.9	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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: 12/27/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8304.0	\$2094.0	\$6210.0	\$64853.0
District	N/A	N/A	\$7410.0	\$67620.0
Percent Difference – School Site and District	N/A	N/A	-17.6%	-4.2%
State	N/A	N/A	\$7125.0	\$76522.0
Percent Difference – School Site and State	N/A	N/A	-13.7%	-16.5%

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

Last updated: 12/27/2018

Types of Services Funded (Fiscal Year 2017—18)

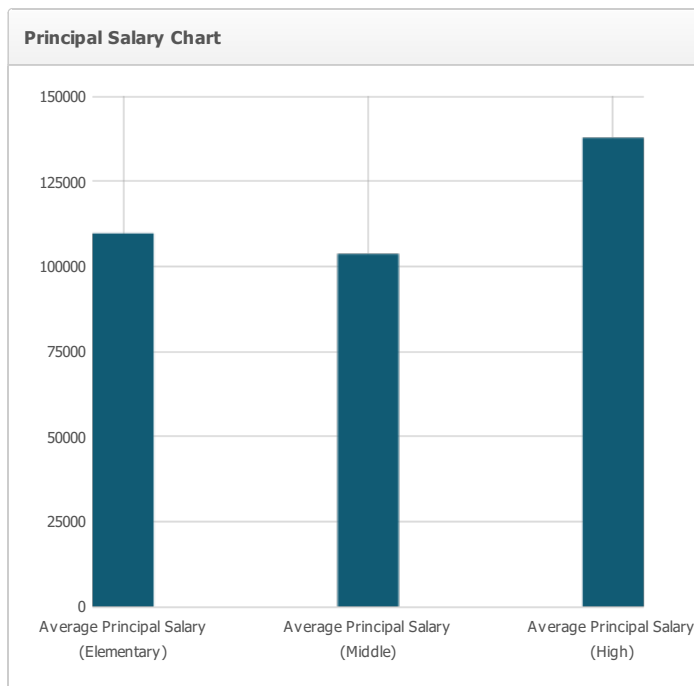
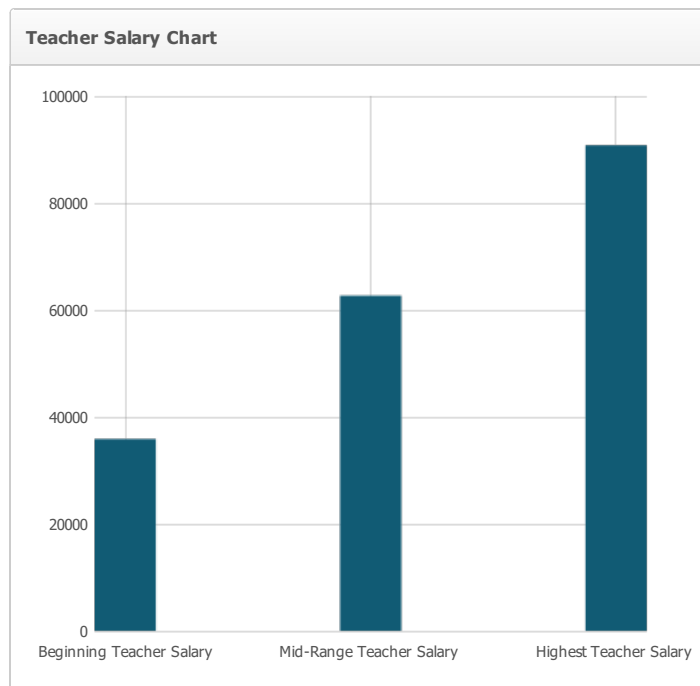
Natomas Unified School District offers a wide range of support services for students including academic guidance counseling, individual and small group counseling, a school psychologist, adapted physical education, workability, home and hospital teachers, and health assistants. Students at Natomas High School are also provided support through agreements with Educational Talent Search, Improve Your Tomorrow, and Early Academic Outreach Program; all accessed through the NHS College and Career Center. Further support for students is provided through APEX Learning credit recovery, Professional Learning Community staff collaboration, Kaplan ACT Test Prep Saturday Sessions, after school homework center and tutorial support, Advanced Placement test preparation, and PBIS supports. Each 11th grade student tours a CSU Campus, and workshops for college and career readiness are provided through the College and Career Center.

Last updated: 12/14/2018

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,892	\$47,547
Mid-Range Teacher Salary	\$62,691	\$74,775
Highest Teacher Salary	\$90,819	\$93,651
Average Principal Salary (Elementary)	\$109,646	\$116,377
Average Principal Salary (Middle)	\$103,647	\$122,978
Average Principal Salary (High)	\$137,781	\$135,565
Superintendent Salary	\$278,100	\$222,853
Percent of Budget for Teacher Salaries	37.0%	35.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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



Last updated: 12/27/2018

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	4	N/A
Fine and Performing Arts	1	N/A
Foreign Language	3	N/A
Mathematics	4	N/A
Science	1	N/A
Social Science	4	N/A
All Courses	17	20.5%

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

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

Last updated: 12/27/2018

Professional Development

Natomas High School, in collaboration with Natomas Unified School District, derives 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 2018-2019 school year, Natomas High School is continuing from the previous school year an instructional focus in a staff professional development plan on CSTP 4: "What we want students to learn", and CSTP 5 "How we know if students learned it". The plan includes the two preservice days launching the school year, and a NUSD Staff PD Day on October 8. It also includes staff meetings on the 1st late-start Wednesday of the month and three collaboration times in PLCs on the 2nd, 3rd, and 4th late-start Wednesdays.

Aligned with this instructional focus, Four Commitments will drive the professional development and implementation:

1. Common Formative Assessments - implementing and utilizing common formative assessments, including a range from benchmarks such as Interim Block Assessments (IABs) to weekly CFAs. This continues with checks for understanding within lessons.
2. Professional Development - aligning steps in professional development listed above to the instructional focus and Four Commitments.
3. Professional Learning Communities (PLCs) - establish a routine of PLCs using data from CFAs to drive instruction, and focused upon the Dufor four questions of "what do we want students to learn, how do we know if they've learned it, what do we do if they did not learn it, what do we do if they did learn it?". Alignment Days, with members of respective PLCs utilizing a day to collaborate, guided by an administrator and/or TOSA (teacher on special assignment), to delve into the Aligned Instructional Model and ground the PLC work leveraging board-adopted resources on common pacing. The alignment day further includes backwards mapping common formative assessments, walking through steps to implement, and planning the process for the PLCs focus upon data-driven instruction, with the goal for the team to emerge from the Alignment Day ready to function as a PLC.
4. Feedback from Walkthroughs - provide routine feedback to teachers, supporting the instructional focus. Feedback is provided using a feedback form, which is organized as part of the aligned instructional system; written curriculum, taught curriculum, assessed curriculum. The feedback is used to initiate coaching conversations around instruction in the classroom and support the focus on continuous cycles of learning and improvement, as well as to provide data on trends to help guide professional development, celebrations, support, and intervention.

The professional development plan is revisited regularly as we implement our Cycle of Continuous Learning and Improvement.

Last updated: 1/30/2019