Natomas High School
2013-14
SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2014-15

Natomas High

Contact Information (School Year 2014-15)

3301 Fong Ranch Rd.

Sacramento, CA 95834

(916) 641-4960

Principal:	Mark Beebe, Principal
Contact E-mail Address:	mbeebe@natomas.k12.ca.us
County-District-School (CDS) Code:	34752833430584

Natomas Unified

Contact Information (School Year 2014-15)

(916) 567-5400

www.natomasunified.org

Superintendent:	Chris Evans
Contact E-mail Address:	cevans@natomas.k12.ca.us

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Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

• 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2013-14 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

II. About This School

District Contact Information - Most Recent Year

District Name	Natomas Unified
Phone Number	(916) 567-5400
Superintendent	Chris Evans
E-mail Address	cevans@natomas.k12.ca.us
Web Site	www.natomasunified.org

School Contact Information - Most Recent Year

School Name	Natomas High
Street	3301 Fong Ranch Rd.
City, State, Zip	Sacramento, CA 95834
Phone Number	(916) 641-4960
Principal	Mark Beebe, Principal
E-mail Address	mbeebe@natomas.k12.ca.us
Web Site	http://natomasunified.org/nhs/
County-District-School (CDS) Code	34752833430584

School Description and Mission Statement- Most Recent Year

The mission of Natomas High School is simple: "We're all Learning." Embedded within this mission statement are core values:

- Together we will ensure that all students are 21st Century Learners in a global society.
- Together we will work to eliminate disparity.
- Together we will celebrate our diversity as a strength.
- Together we commit to Respect, Responsibility & Safety.
- Together we agree to Collaborate with our Community.
- Together we ensure that ALL students Achieve at High Levels.
- Together we will ensure that ALL students are college and career ready.

The mission, values, goals and programs of Natomas High School are embedded in the fabric of the school culture on a weekly basis through the school's weekly audio / video announcement program. A student produced news program, "NTV," carries the messages crafted by the Stakeholders of Natomas High School. Core values such as Respect, Responsibility and Safety are highly visible during weekly video announcements. These core values are further echoed through student involvement in such programs as the Link Crew Peer Mentor program, Unity Day, Hispanic Heritage Month, Black History Month, Multi-Cultural Night, and on-going activities that encourage student interaction.

All students at Natomas High School are prepared to graduate College and Career Ready. The staff of Natomas High School collaborate weekly around curriculum, instruction, assessment, student support and school safety. The staff use common assessments and the NWEA Assessment system to drive instruction and better understand student performance through the use of data. Furthermore, specialized pathways in Engineering, Health Professions, Digital Media Professions and Advanced Placement help to create relevancy for many students at the school.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	254
Grade 10	298
Grade 11	271
Grade 12	254
Total Enrollment	1077

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	18.9
American Indian or Alaska Native	0.6
Asian	8.4
Filipino	2.9
Hispanic or Latino	51.6
Native Hawaiian/Pacific Islander	1.4
White	7.8
Two or More Races	4.1
Socioeconomically Disadvantaged	74.2
English Learners	14.3
Students with Disabilities	13.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 2012-13	School 2013-14	School 2014-15	District 2014-15
With Full Credential	53	49	45	457
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	94.2	5.8
All Schools in District	97.4	2.6
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	96	4

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:January 2015

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Holt Literature & Language Arts - Holt, Rinehart & Wilson / 2005	Yes	0%
Mathematics	Algebra 1 - McDougal Littell / 2002 Algebra 2 - McDougal Littell / 2004 Geometry - Prentice Hall / 2004 PreCalculus - Harcourt Brace / 2006 Calculus - Houghton Mifflin / 1998	Yes	0%
Science	Biology - McDougal Littell / 2007 Physics - Prentice Hall / 2007 Earth Science - Holt, Rinehart & Wilson / 2007 World of Chemistry - McDougall Littell / 2007 Life Science - Prentice Hall / 2001	Yes	0%
History-Social Science	Democracy in Action - Glencoe McGraw Hill / 2007 American Government: Institutions & Policies - Houghton Mifflin / 2002 Economics: Concepts & Choices - McDougal Littell / 2007 The Americans: Reconstruction to the 21st Century - McDougal 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%
Foreign Language	Expresate 1, 2, & 3 - Holt, Rinehart & Wilson / 2008 Imagina: Espanol Sin Barreras - Vista Higher Learning / 2008 Nuevas Vistas - Holt, Rinehart & Wilson / 2008 Discovering French - McDougal Littell / 2008 Une Fois Pour Toutes - Longman / 1992 Imaginez: Le Francais Sans Frontieres - Vista Higher Learning / 2008	Yes	0%

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Health	Glencoe Health & Human Sexuality - Glencoe McGraw Hill / 2003	Yes	0%
Visual and Performing Arts	n/a	n/a	N/A
Science Laboratory Equipment (grades 9-12)	Sufficient per NUSD Board resolution 10/8/14	Yes	0%

School Facility Conditions and Planned Improvements - Most Recent Year

The physical plant of Natomas High School is simply beautiful. The 60+ acres boasts a park-like setting. The Natomas High School community prides itself on its well maintained performing arts center and Black Box theater, outdoor amphitheater, two gyms, recently renovated - state of the art weight room, dance room, two softball fields, two baseball fields, two soccer fields, newly renovated all weather track and field/football stadium, swimming pool complex, chemistry and physics labs, library media center, full kitchen and multipurpose room. The academic settings of Natomas High School are well maintained and create an excellent learning environment for students including dedicated Math and English computer labs, as well as four multi-use computer labs and a fully functional TV production studio and Engineering Lab.

The custodial staff is 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 fair repair with no urgent or emergency issues.

School Facility Good Repair Status - Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

	Repair Needed and Action Taken or Planned			
System Inspected	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✔	—	—	
Interior: Interior Surfaces	✔	—	—	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✔	—	—	
Electrical: Electrical	✔	—	—	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✔	—	—	
Safety: Fire Safety, Hazardous Materials	—	✔	—	Fire alarm upgrade in Summer 2015
Structural: Structural Damage, Roofs	✔	—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✔	—	—	

Overall Facility Rate - Most Recent Year

	Exemplary	Good	Fair	Poor
Overall Rating	—	✔	—	—

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science - Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
Subject	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	34%	53%	35%	55%	57%	57%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	57%
All Students at the School	35%
Male	39%
Female	32%
Black or African American	25%
American Indian or Alaska Native	N/A
Asian	54%
Filipino	N/A
Hispanic or Latino	37%
Native Hawaiian or Pacific Islander	N/A
White	42%
Two or More Races	53%
Socioeconomically Disadvantaged	36%
English Learners	2%
Students with Disabilities	18%
Students Receiving Migrant Education Services	N/A

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	37%	40%	42%	54%	56%	57%	54%	56%	55%
Mathematics	13%	13%	12%	45%	46%	45%	49%	50%	50%
History-Social Science	35%	32%	36%	48%	46%	48%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2011	2012	2013
Statewide	3	3	3
Similar Schools	8	6	7

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	5	-4	16
Black or African American	6	-21	4
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	2	-7	31
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	10	3	35
English Learners	-16	36	14
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

Automotive Engine Repair; Automotive Service Technician; Television Occupations I; Digital Photography; Digital Photography Intermediate; Graphic Art and Design; Principles of Engineering; Intro to Engineering Design as part of the pathway.

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	419
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	33.47

State Priority: Other Pupil Outcome

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students - Three-Year Comparison (if applicable)

	Percent of Students Scoring at Proficient or Advanced								
Subject	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	35%	42%	34%	55%	57%	57%	56%	57%	56%
Mathematics	40%	43%	37%	54%	55%	58%	58%	60%	62%

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.

California High School Exit Examination Results for All Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	43%	24%	33%	42%	36%	22%
All Students at the School	66%	16%	18%	63%	29%	8%
Male	73%	13%	14%	58%	33%	9%
Female	59%	20%	21%	69%	25%	7%
Black or African American	74%	16%	11%	77%	21%	2%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	68%	16%	16%	65%	28%	7%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	67%	17%	17%	45%	45%	9%
Two or More Races	55%	21%	24%	59%	34%	7%
Socioeconomically Disadvantaged	65%	19%	17%	63%	29%	9%
English Learners	95%	5%	N/A	86%	14%	N/A
Students with Disabilities	96%	4%	N/A	96%	4%	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	20%	22.9%	25.3%

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 – Most Recent Year

Natomas High School 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, Career Fair, Back-to-School Night, English Learner Advisory Committee (ELAC), 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. The Parent/Teacher/Student Association (PTSA) has been active since the school's inception and meet monthly 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. This group also organizes Sober Grad Night for seniors.

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 coverage for snack bars and provide monetary assistance to sports programs. Such assistance includes, but is not limited to: replacement costs for equipment, tournaments, and uniforms. These parent/community organizations are essential to the mission of Natomas High School.

The Natomas Band Booster organization is specifically geared to supplement the Music program at NHS. This group of parents and community members fundraise and volunteer hours in order to provide coverage for snack bars and provide monetary assistance to the Nighthawk music programs. Such assistance includes, but is not limited to: replacement costs for equipment, marching events, community events, and uniforms. These parent/community organizations are essential to the mission of Natomas High School.

For those parents not attached to one of our parent groups but would like to stay involved – all stakeholders are encouraged to engage in the following:
- Every Sunday night the principal sends a Connect Ed telephone message outlining all that is happening in the week ahead in English and in Spanish.
- Every all call reminds parents that the web site – www. http://natomasunified.org/nhs/ is a useful resource for staying involved.
- The Natomas High School Counseling / Career Tech center is open to the public to act as liaisons to the school. In addition our counselors, administrators, and front office staff are strongly invested in customer service for our parental requests and needs.
- The Natomas Unified School District recently hired a Parent Liaison who is located at Jefferson Elementary school, but who serves all schools in South Natomas. As an aside NUSD has committed to hiring a social worker to split time with the secondary sites to aid in home school liaison services.
-The first Tuesday of each month NHS host our ELAC, Boosters, PTSO, and Band Boosters.

State Priority: Pupil Engagements

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	15.7	14.1	5.7	11.4	10.6	7.6	14.7	13.1	11.4
Graduation Rate	81.15	82.13	90.2	85.11	86.42	89.17	77.14	78.87	80.44

Completion of High School Graduation Requirements - Graduating Class of 2013

Group	School	District	State
All Students	86	90	84
Black or African American	87	87	75
American Indian or Alaska Native		86	77
Asian	90	93	92
Filipino	100	98	92
Hispanic or Latino	90	90	80
Native Hawaiian/Pacific Islander	89	89	84
White	87	99	90
Two or More Races	29	80	89
Socioeconomically Disadvantaged	90	87	82
English Learners	87	79	53
Students with Disabilities	66	70	60

State Priority: School Climate

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

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

Suspensions and Expulsions

	School			District			State		
Rate*	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Suspensions	14.9	10.6	6.6	6.5	5.2	5	4.4	5.1	5.7
Expulsions	1.3	0.9	0.7	0.3	0.3	0.1	0.1	0.1	0.1

School Safety Plan - Most Recent Year

All comprehensive School Safety Plans are in compliance with Senate Bill 187. In the fall of 2013, representatives of staff and the community reviewed the safety plan and presented it to the Natomas High School Site Council for approval. Specific instructions for staff and student behavior/response are indicated. Natomas High practices fire drills and lock down drills so students and staff are familiar with the procedures outlined in our Safety Plan.

Natomas High School believes in creating a climate of safety through the language and activities used at school. For example, each year NHS uses Link Crew activities to ensure that all 9th grade students have a peer mentor. In January of 2013, NHS hosted Breaking Down the Walls to continue its work of creating a respectful, responsible and safe school culture. These values are echoed through the halls daily on morning announcements and are the driving force behind the work the staff is doing with the Safe and Civil Schools organization. Various Responses to Intervention (RTI) are being developed to assist our students. Mission Possible, School Psychologist, Counselor's, Co-Admin, and teachers have developed a plan to use a team based communication form to help NHS students. All staff will be trained in Culturally Conscious Instruction. This training will allow NHS to continue to embrace our strong diversity. Through all of this work NHS uses survey data to target areas of concern amongst students and staff.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	NA
Met Participation Rate - English-Language Arts	No	NA
Met Participation Rate - Mathematics	No	NA
Met Percent Proficient - English-Language Arts	No	NA
Met Percent Proficient - Mathematics	No	NA
Met Graduation Rate	Yes	NA

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	NA	In PI
First Year of Program Improvement	NA	2010-2011
Year in Program Improvement*	NA	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.7	17	12	23	25.8	14	14	15	23.8	15	15	12
Mathematics	24.2	18	6	20	27.2	9	16	14	28.7	5	13	16
Science	33.8	1	9	16	29.8	4	15	17	26.2	9	12	12
Social Science	31.6	6	4	27	29.5	5	14	13	30.6	6	4	19

* 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.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.5	430.8
Counselor (Social/Behavioral or Career Development	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0.08	N/A
Nurse	0.23	N/A
Speech/Language/Hearing Specialist	0.92	N/A
Resource Specialist (non - teaching)	0	N/A
Other	0.54	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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$7,207	$1,309	$5,898	$62,090
District	N/A	N/A	$5,645	$65,334
Percent Difference - School Site and District	N/A	N/A	4.48	-4.97
State	N/A	N/A	$4,690	$67,762
Percent Difference - School Site and State	N/A	N/A	25.76	-8.37

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

Types of Services Funded (Fiscal Year 2013-14)

Natomas Unified School District offers a wide range of support services for students including but not limited to academic, individual and small group counseling, a school psychologist, adapted physical education, workability, home and hospital teachers, and health assistants. Furthermore, through categorical funding, Natomas High School funds APEX Learning for credit recovery, Professional Learning Community was developed to ensure improved student achievement, lunch time and afterschool tutorial support, and a wide range of English Language Learner support.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$31,308	$41,243
Mid-Range Teacher Salary	$56,088	$64,893
Highest Teacher Salary	$81,252	$83,507
Average Principal Salary (Elementary)	$94,872	$103,404
Average Principal Salary (Middle)	$103,203	$109,964
Average Principal Salary (High)	$104,138	$120,078
Superintendent Salary	$176,176	$183,557
Percent of Budget for Teacher Salaries	41%	40%
Percent of Budget for Administrative Salaries	6%	6%

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

Advanced Placement Courses (School Year 2013-14)

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	2	N/A
Science	3	N/A
Social Science	4	N/A
All courses	14	30.8

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

* Where there are student course enrollments.

Professional Development - Most Recent Three Years

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Instructional staff will receive two professional development days during the 2014-2015 year. In the fall, staff professional development centered around target setting and instructional strategies that will align with CCSS. In the Spring the focus of staff development is on rigor, instruction aligned to the objective, and checking for understanding, again being aligned with CCSS.

Natomas Unified School District has implemented a three year Professional Development that will target all grade levels and content areas in Common Core Instruction. In combination with the NHS site Professional Development Plan this will serve as our foundation for Instructional Professional development. In addition all NHS staff will be trained in Culturally Conscious Instruction and SIOP. This training will allow NHS to continue to embrace our strong diversity. Through this work NHS uses survey data to target areas of concern amongst students and staff.

Natomas High School has allocated nearly a third of its categorical funds to staff development. During the 2014 - 2015 school year, the professional development at Natomas High School has been focused to meet the goals established both in the WASC plan, The LCAP and in the Single Plan for Student Achievement: Curriculum, Assessment, Instruction, Collaboration and Safety. In each area, staff have been allocated time, resources and training to meet the established goals for each key area.

Teachers at NHS spend time weekly each year in collaboration discussing curriculum, assessments and instruction. The NHS instructional leadership team meets monthly to discuss the management of the goals and to set new targets for future staff development.