

Natomas Middle

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)	
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 2017-18)	
School Name	Natomas Middle
Street	3200 North Park Dr.
City, State, Zip	Sacramento, Ca, 95835-1896
Phone Number	916-567-5540
Principal	Ms. Shea Borges, Principal
E-mail Address	sborges@natomasunified.org
Web Site	https://natomasunified.org/nms/
County-District-School (CDS) Code	34752836117527

Last updated: 1/26/2018

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

NATOMAS MIDDLE SCHOOL - Authorized International Baccalaureate World School

Natomas Middle School is an International Baccalaureate World School. Natomas Middle School is committed to developing a rigorous educational program that follow the framework of Middle Years Programme. The program is open to all students in grades 6, 7, and 8 and all students receive instruction focusing on student-centered activities that require inquiry, collaboration, interdisciplinary learning, and real-world applications. Students have access to eight academic subject areas:

- Language and literature (ELA)
- Mathematics
- Sciences
- Individuals and societies (History)
- Language acquisition (World Language)
- Physical and health education
- Visual and performing arts
- Design

Natomas Middle School is in partnership with Inderkum High School for the Middle Years Programme. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Inderkum High School partnership believes is important for our students.

Natomas Middle School offers extensive electives programs that includes Design, Leadership, Choir, Beginning and Advanced Band, and Beginning and Advanced Orchestra. Additionally, we offer an after school program from 3:15 p.m. to 6 p.m. daily called Target Excellence. Target Excellence provides academic support,

physical activity, field trips, drama, and community service opportunities.

Natomas Middle School holds true to the NUSD vision that all students graduate as college and career ready, productive, responsible and engaged global citizens. Staff are committed to ensuring that students progress on this journey while attending Natomas Middle. NUSD has four core beliefs:

- Every student can learn and succeed
- Disparity and disproportionality can and must be eliminated
- Our diversity is a strength
- Staff must be committed, collaborative, caring, and exemplary

NATOMAS MIDDLE SCHOOL VISION STATEMENT

NMS is a International Baccalaureate Middle Years Programme, Restorative Justice (RJ) and Positive Behavioral Interventions & Support (PBIS) school, providing an equitable and safe environment where students work as a community of resourceful and global minded citizens who respect diversity. It is our focus that all students use inquiry and critical thinking, creativity and communication skills to construct meaning from information and experiences. We want all students to be challenged to develop their passion, solve real-world problems and sustain an attitude of lifelong learning. Come Discover The Panther Way!!!

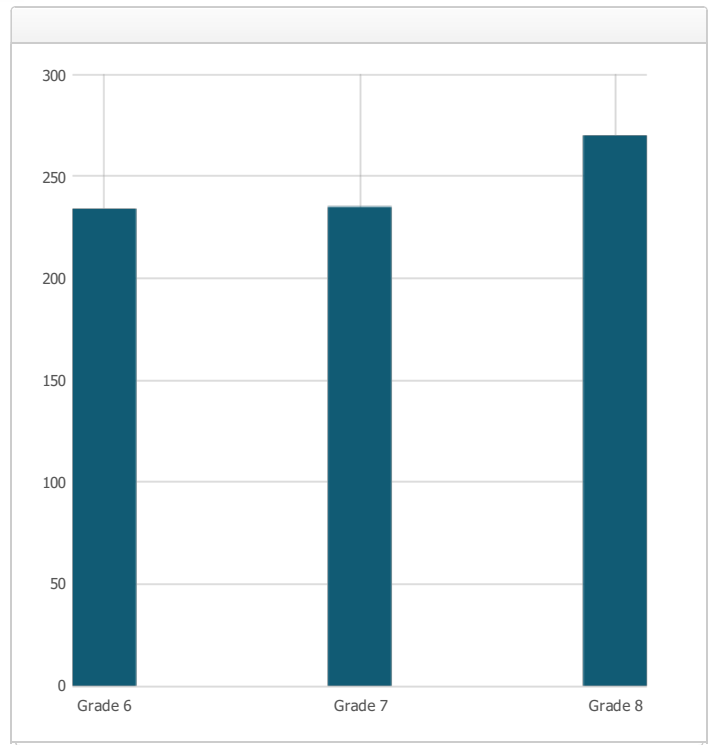
NATOMAS MIDDLE SCHOOL MISSION STATEMENT

Natomas Middle School develops and celebrates inquiring, knowledgeable, and actively involved learners who are accountable for creating a responsible, safe, equitable and respectful community to provide ALL our students a Rigorous, Relevant, and Global-Minded Education

Last updated: 1/26/2018

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

Grade Level	Number of Students
Grade 6	234
Grade 7	235
Grade 8	270
Total Enrollment	739



Last updated: 11/28/2017

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

Student Group	Percent of Total Enrollment
Black or African American	26.0 %
American Indian or Alaska Native	0.8 %
Asian	15.0 %
Filipino	6.6 %
Hispanic or Latino	29.4 %
Native Hawaiian or Pacific Islander	3.7 %
White	12.0 %
Two or More Races	6.0 %
Other	0.5 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	61.2 %
English Learners	18.0 %
Students with Disabilities	19.6 %
Foster Youth	0.7 %

Last updated: 11/28/2017

A. Conditions of Learning

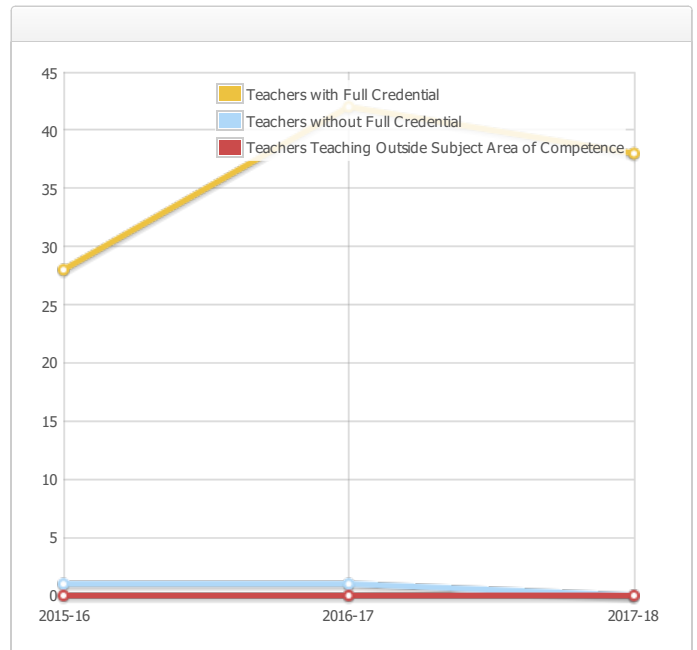
State Priority: Basic

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

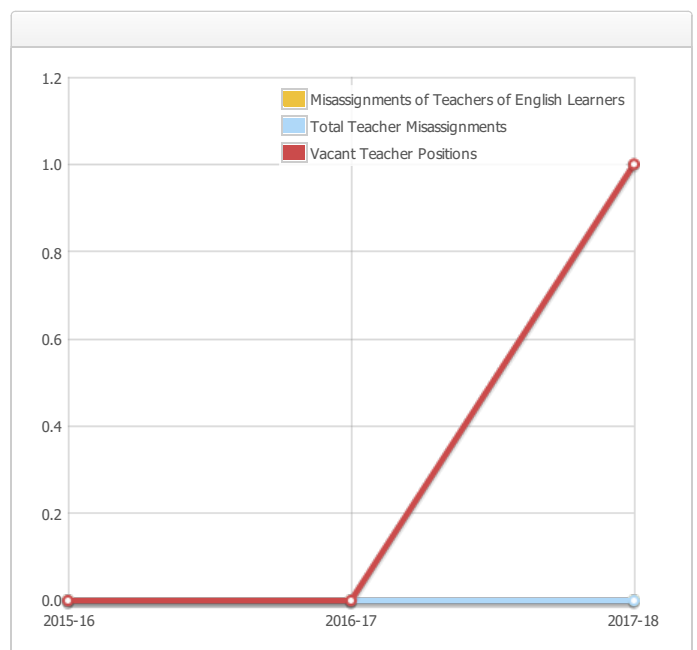
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	28	42	38	504
Without Full Credential	1	1	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2



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: 1/2/2018

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

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	Yes	0.0 %
Mathematics	Go Math - Houghton Mifflin 2015 Integrated 1 - Houghton Mifflin 2015	Yes	0.0 %
Science	Holt Science - Holt, Rinehart & Wilson 2001 Holt's Essentials of Anatomy & Physiology - Glencoe 2007	Yes	0.0 %
History-Social Science	Discovering Our Past - Glencoe 2007 History Alive! - TCI 2006	Yes	0.0 %
Foreign Language	Expresate I - Holt, Reinhart & Winston 2008 Nuevas Vistas - Holt, Reinhart & Winston 2008 Ni Hao - Cheng & Tsui 2015	Yes	0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqmpt (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 Middle School was built in 2008. There are 39 classrooms, 11 Admin/Library/Multipurpose buildings, and 1 playground. Natomas Middle School is located at the H. Allen Hight Learning Center which is a 210,000 square foot, two story facility. Natomas Middle School accounts for nearly one half of the facility space. The facility was built as a middle school, including appropriate classrooms, labs, and a gymnasium. In addition, there is an administration office building with a staff workroom, and lounge.

Exterior painting project is scheduled for the summer of 2018 which will include buildings, gates, and curbs.

Natomas Middle has 3.375 dedicated custodial staff members that are responsible for ensuring that all classrooms and facilities are in good 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.

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	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: 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)	24%	23%	44%	43%	48%	48%
Mathematics (grades 3-8 and 11)	18%	16%	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)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	733	706	96%	23%
Male	389	375	96%	24%
Female	344	331	96%	29%
Black or African American	190	187	98%	15%
American Indian or Alaska Native	--	--	--	
Asian	113	105	93%	35%
Filipino	46	46	100%	46%
Hispanic or Latino	209	206	99%	17%
Native Hawaiian or Pacific Islander	26	25	96.15%	16.00%
White	78	75	96%	29%
Two or More Races	52	51	98%	18%
Socioeconomically Disadvantaged	438	525	97%	18%
English Learners	134	122	91%	
Students with Disabilities	122	117	96%	
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)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	732	719	98%	16%
Male	389	382	98%	15%
Female	343	337	98%	17%
Black or African American	190	187	98%	
American Indian or Alaska Native	--	--	--	
Asian	113	111	98%	42%
Filipino	46	46	100.00%	33%
Hispanic or Latino	208	207	99%	14%
Native Hawaiian or Pacific Islander	26	25	96%	
White	78	76	97%	24%
Two or More Races	52	51	98%	14%
Socioeconomically Disadvantaged	438	430	98%	12%
English Learners	134	129	96%	
Students with Disabilities	122	117	96%	
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)	34.0%	45.0%	54.0%	49.0%	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

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
7	19.8%	29.7%	26.4%

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)

There are many ways in which parents/guardians can become involved in their children's education. We value our parents/guardians and welcome feedback and input on how we can continue improving our school.

Natomas Middle School PTSA

We are excited about our formal Parent, Teacher, Student Association (PTSA) and we look forward to working to make student recognition the number one priority. The PTSA is active in recruiting parents to participate in developing yearly goals and planning fundraisers to meet those goals. The primary focus is to support instruction and teachers by collaborating with teachers and staff. Our PTSA is committed to supporting our student success through advocacy and connection.

Natomas Middle School - School Site Council (SSC)

Parents/guardians hold seats on our School Site Council (SSC) and participate in the management of expenditures and the development of the School Site Plan. Parents of English Learners (EL) participate in the development of our English Language Development (ELD) program through their involvement in our English Language Advisory Committee (ELAC) and the District English Language Advisory Committee (DELAC.)

We conduct Back to School Night in the fall, as well as Open House in the spring. Student and parent orientation evenings are scheduled for each grade level before the beginning of the new school year. Each week, parents receive weekly communication from administration via phone, email, or text, informing them of the week's upcoming events. Parents have responded positively and appreciate being informed of upcoming events. Infinite Campus is a tool provided to parents so that they may monitor their child's attendance and grades daily.

Lastly, parents/guardians are always welcome to visit and participate in the classroom setting. We regularly encourage parents and guardians to partner with us in supporting and educating their children.

State Priority: Pupil Engagement

Last updated: 1/26/2018

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

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

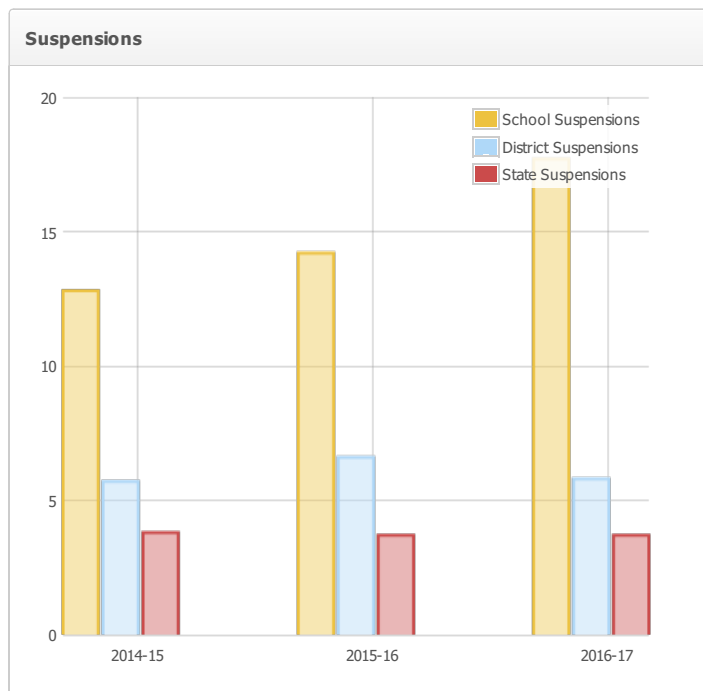
State Priority: School Climate

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	12.8%	14.2%	17.7%	5.7%	6.6%	5.8%	3.8%	3.7%	3.7%
Expulsions	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 12/19/2017

School Safety Plan (School Year 2017-18)

The safety of our students is a number one priority for the staff of Natomas Middle School. Our staff continuously works to ensure that our students feel safe while they are receiving their education and that they have an avenue to express their concerns if they feel that their safety is being compromised.

The School Safety Plan will be reviewed, revised and approved in the spring of 2018 by the School Site Council and then by the Natomas Unified School Board. Staff and students are trained on specific procedures for varying emergencies such as lockdown, earthquakes and fires. Emergency drills are scheduled on a regular basis in order to practice the proper procedures. The staff then debriefs to review problems that occurred so that they can be rectified by the following drill. Evacuation routes are posted in every room. A Material Safety Data Sheet binder is kept in the front office outlining procedures to follow in the event that any dangerous substances are exposed. Additionally, the fire department conducts yearly safety inspections of our campus, provides us with feedback, and returns to ensure that corrections have been made.

Last updated: 12/15/2017

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	In PI	In PI
First Year of Program Improvement	2008-2009	2010-2011
Year in Program Improvement	Year 5	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 (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	25.0	8	9	9	32.0	7	9	29	21.0	22	29	8
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 12/28/2017

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	27.0	6	6	11	26.0	8	7	9	20.0	15	11	3
Mathematics	25.0	10	9	7	25.0	8	6	10	23.0	9	9	5
Science	27.0	6	6	10	27.0	6	1	13	23.0	8	10	4
Social Science	28.0	4	10	7	29.0	5	2	12	23.0	7	13	2

* 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	1.0	739.0
Counselor (Social/Behavioral or Career Development)		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	\$7534.0	\$1549.0	\$5985.0	\$65050.0
District	N/A	N/A	\$6973.0	\$68710.0
Percent Difference – School Site and District	N/A	N/A	-15.3%	-5.5%
State	N/A	N/A	\$6574.0	\$74476.0
Percent Difference – School Site and State	N/A	N/A	-9.4%	-13.5%

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

Last updated: 12/19/2017

Types of Services Funded (Fiscal Year 2016-17)

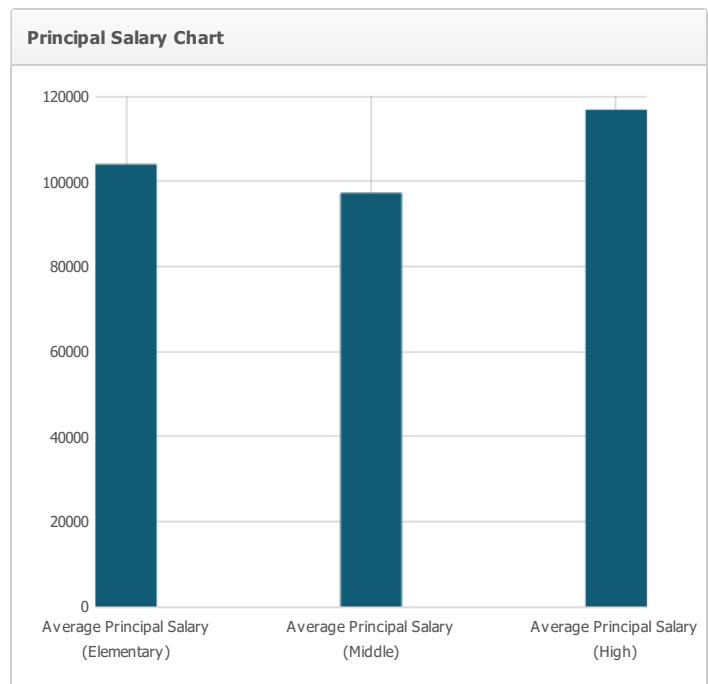
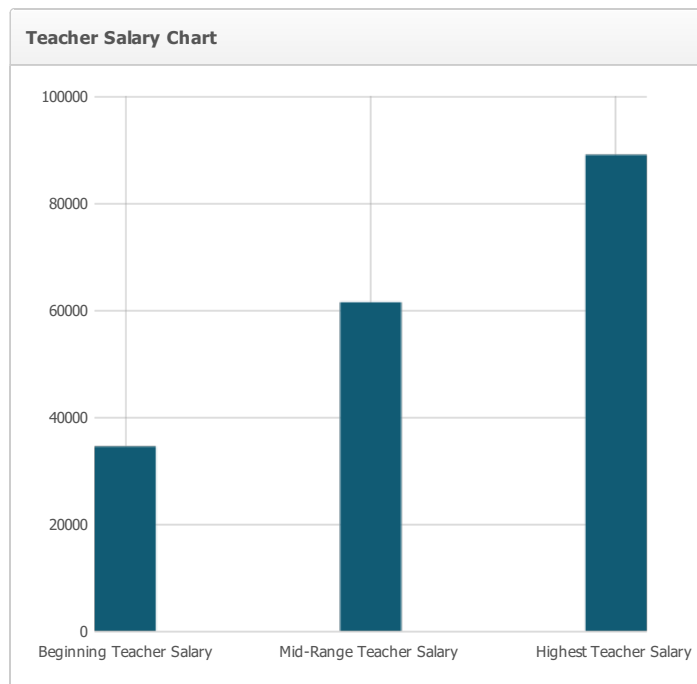
Natomas Unified School District offers a wide range of support services for students including but not limited to academic, individual and small group counseling, a school psychologist, adapted physical education, work experience, home and hospital teachers, and health assistants. Our school receives School Improvement & Title I funds which are used to improve student achievement. Natomas Middle School provides academic intervention supports in the areas of Reading/Language Arts and Mathematics, English Language Learners and Special Education students.

Last updated: 12/15/2017

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

Professional Development

Professional development at Natomas Middle School reflects our priority to increase the academic achievement of all students. Professional development is focused around creating a climate of collaboration. The Leadership Team receives ongoing training throughout the year to assist in leading their teams through a shift from functioning as independent educators to participating in collaborative teams in the development of curriculum pacing guides, benchmark assessment, analyzing student data, modifying instruction, monitoring student progress, and intervening and providing enrichment for those who have mastered particular standards.

A 5 year plan for certificated staff professional development has been created to increase student academic achievement by increasing staff capacity. Certificated

staff will engage monthly in professional development to increase instructional strategies and student engagement. The professional development is framed within the context of Natomas Unified School District's middle schools WASC Affiliation application. Staff will develop professional skills, as well as understand and create student centered learning objectives, Depth of Knowledge, and assessment and checking for understanding. In addition, staff will continue to engage in and increase knowledge of the Middle Years Programme (MYP) through professional development and vertical collaboration with our high school partner.

Certificated and Classified staff participated in a over 24 hours of Restorative Justice training during the summer of 2017 and throughout the 2017-2018 school year and will continue to revisit best practices from the training throughout the school year during monthly professional development days. During the 2017-2018 school year, both Literacy teachers (English and Social Studies teachers) and Math teachers received intensive professional development and one-on-one coaching and training on Data Driven Instruction.

Throughout the school year, all certificated teaching staff have the opportunity to participate in professional development focused on the Natomas Unified School District Board adapted curriculum of Go Math (math) and Studysync (English Language Arts). In addition, there is focus to provide Science teachers professional development pertaining to the Next Generation Science Standards (NGSS). Thus ensuring all core content teachers (Math, ELA, Science, and Social Studies) are trained in the most current state standards instructional practices to ensure academic success of all our students.

Last updated: 12/15/2017