Natomas Gateways Middle

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/fg/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 Gateways Middle
Street	3301 Fong Ranch Rd.
City, State, Zip	Sacramento, Ca, 95834-1719
Phone Number	916-567-5450
Principal	Suzen Holtemann, Principal
E-mail Address	sholtemann@natomasunified.org
Web Site	http://natomasunified.org/ngms/
County-District-School (CDS) Code	34752830129767

Last updated: 11/30/2018

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

Our mission is to focus on student-centered learning; provide experiences in Science, Technology, Engineering, and Math that motivate all students to achieve at their highest levels; provide a rigorous and technologically-enhanced curriculum; and inspire collaborative, creative, and critical thinking.

At NGMS, students have the opportunity to participate in a variety of campus programs, including traditional athletics, music, clubs, and student activities, that are leveraged to provide student connections and create belonging on campus. In addition, our students are also able to access support within the school day provided through college-focused programs such as the Early Academic Outreach Program (EAOP), Educational Talent Search (ETS), Improve Your Tomorrow (IYT), and Youth Mediators at School (Peer Conflict Resolution Mediation). Further support for student success is offered beyond the school day through opportunities in After School Strategic Tutoring, Clubs, and The Center After School Program.

Positive Behavior Intervention and Support (PBIS) and Restorative Practices are embedded in school systems and student recognition, as demonstrated in the weekly Friday ROAR-outs (Readiness, Open-Minded, Accountable, Resilient), celebrating student academic achievement and positive behavior success. With a core value of being committed, collaborative, caring, and exemplary, staff regularly collaborate in the use of CCSS-aligned (Common Core State Standards) curriculum, data-driven instruction, and assessments for learning in support of student success. With an understanding that "our diversity is our strength", NGMS prides itself in acceptance and recognition of the culture, background, and differences of each of our students that collectively make up the Grizzly Family.

Last updated: 1/28/2019

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

Grade Level	Number of Students
Grade 7	162
Grade 8	172
Total Enrollment	334
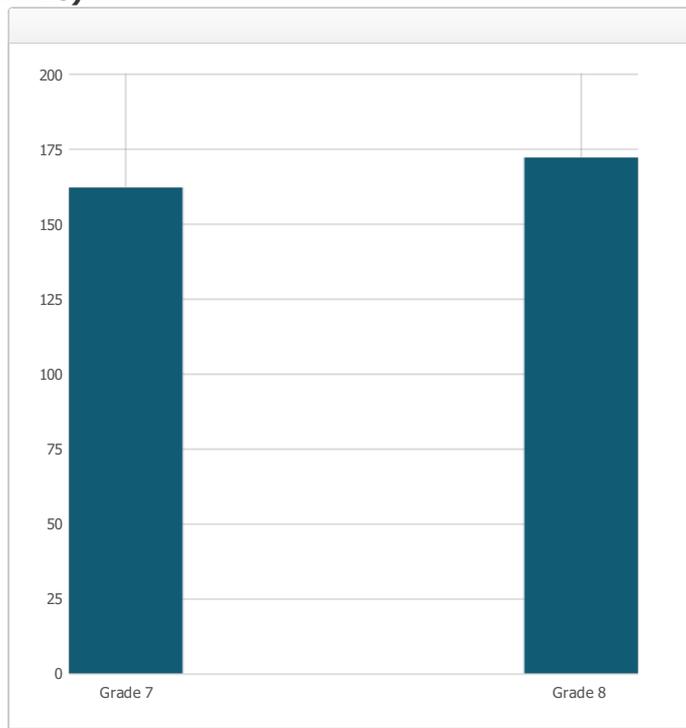
Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	21.6 %
American Indian or Alaska Native	0.9 %
Asian	9.6 %
Filipino	2.7 %
Hispanic or Latino	50.0 %
Native Hawaiian or Pacific Islander	2.1 %
White	6.9 %
Two or More Races	5.4 %
Other	0.8 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	80.5 %
English Learners	21.6 %
Students with Disabilities	9.6 %
Foster Youth	%

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	23	17	10	512
Without Full Credential	5	0	0	28
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
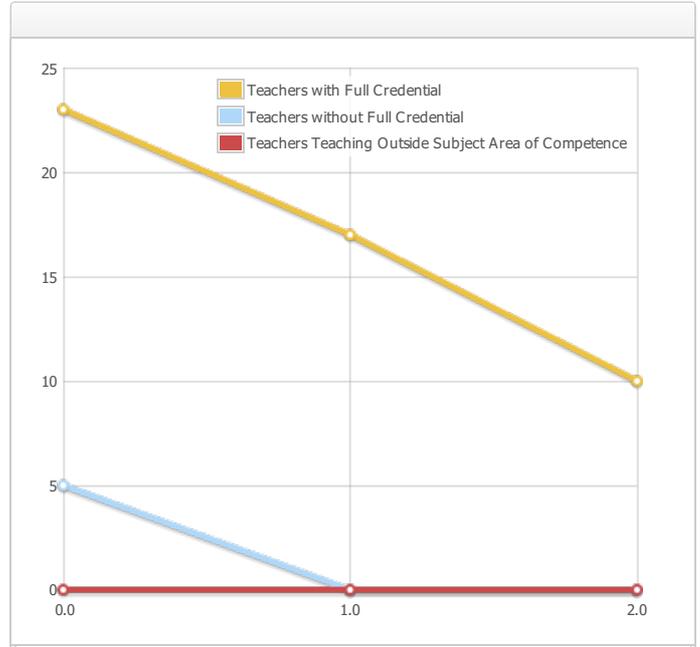
Last updated: 12/27/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	1	1	1
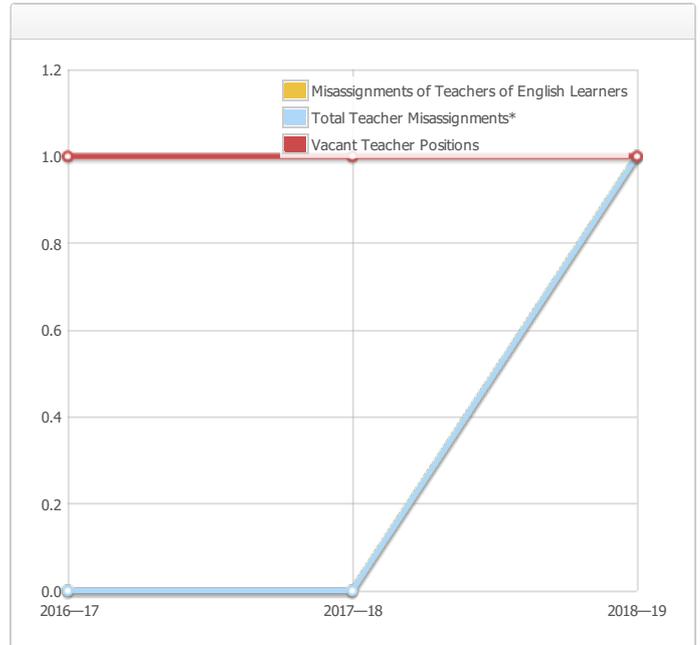
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 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.

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	Yes	0.0 %
Mathematics	Go Math - Houghton Mifflin / 2015 Integrated 1 - Houghton Mifflin / 2015	Yes	0.0 %
Science	Holt Science - Holt, Rinehart & Winston / 2001	Yes	0.0 %
History-Social Science	History Alive! - TCI / 2006	Yes	0.0 %
Foreign Language	Expresate I - Holt, Rinehart & Winston / 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

NGMS is located on the campus of Natomas High School which was built in 1997. The campus consists of 15 classrooms, , 1 Admin/Library/Multipurpose buildings. Students take most of their classes in a newly renovated building. Students access the multi-purpose room for lunch, two science rooms, and art/music classroom on the NHS campus. The main NGMS building was completely renovated from top to bottom during the summer of 2014. Improvements were made to the interior structure cosmetically as well as upgrades to bathrooms, electrical, and wireless access. In 2015, a school locker facility was constructed for physical education classes. In the summer of 2017, all student hallways were repainted to brighten the interior spaces along with the addition of brand new LED lighting technology. The auxiliary gym was also enhanced with updated paint, and new digital scoreboard.

The library computer lab was updated with new furniture to enhance the 21st century learning environment in the fall of 2018.

Natomas Gateways has one dedicated custodial staff member.

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

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)	20.0%	20.0%	43.0%	44.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	10.0%	6.0%	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: 1/30/2019

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	338	329	97.34%	19.76%
Male	173	168	97.11%	17.27%
Female	165	161	97.58%	22.36%
Black or African American	72	66	91.67%	13.64%
American Indian or Alaska Native	--	--	--	
Asian	33	33	100.00%	39.39%
Filipino	--	--	--	
Hispanic or Latino	169	166	98.22%	18.67%
Native Hawaiian or Pacific Islander	--	--	--	
White	24	24	100.00%	16.67%
Two or More Races	18	18	100.00%	27.78%
Socioeconomically Disadvantaged	282	275	97.52%	17.45%
English Learners	66	66	100.00%	1.52%
Students with Disabilities	33	31	93.94%	
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: 1/28/2019

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	337	328	97.33%	6.09%
Male	172	167	97.09%	7.19%
Female	165	161	97.58%	4.97%
Black or African American	71	65	91.55%	3.08%
American Indian or Alaska Native	--	--	--	
Asian	33	33	100.00%	15.15%
Filipino	--	--	--	
Hispanic or Latino	169	166	98.22%	6.62%
Native Hawaiian or Pacific Islander	--	--	--	
White	24	24	100.00%	4.17%
Two or More Races	18	18	100.00%	
Socioeconomically Disadvantaged	281	274	97.51%	4.74%
English Learners	66	66	100.00%	
Students with Disabilities	33	31	93.94%	
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: 1/28/2019

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
7	26.4%	16.4%	4.4%

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: 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 neighborhood school, Natomas Gateways Middle 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, English Learner Advisory Committee (ELAC), Back-to-School Night, Open House, and Multicultural Night, we are always looking for ways to recruit and engage families. Furthermore, a "Coffee with the Principal" is held monthly throughout the school year to engage parents in an informal setting to provide opportunities to share information and gather input.

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

- Infinite Campus Sunday evening phone / email communication is used to provide updates on items connected with school.

- Information on school programs, school calendar of events, and notification of special events, can be accessed on the website – http://natomasunified.org/ngms/.

- Information on school programs and events may also be accessed by contacting our front office at 916-567-5450.

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

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 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	22.7%	26.8%	17.8%	6.6%	5.8%	5.7%	3.7%	3.7%	3.5%
Expulsions	0.5%	1.4%	0.3%	0.1%	0.1%	0.3%	0.1%	0.1%	0.1%
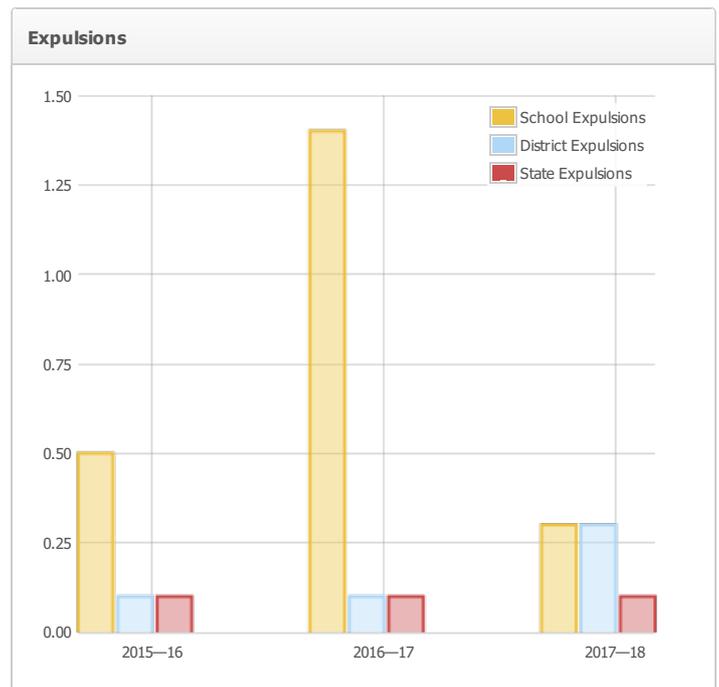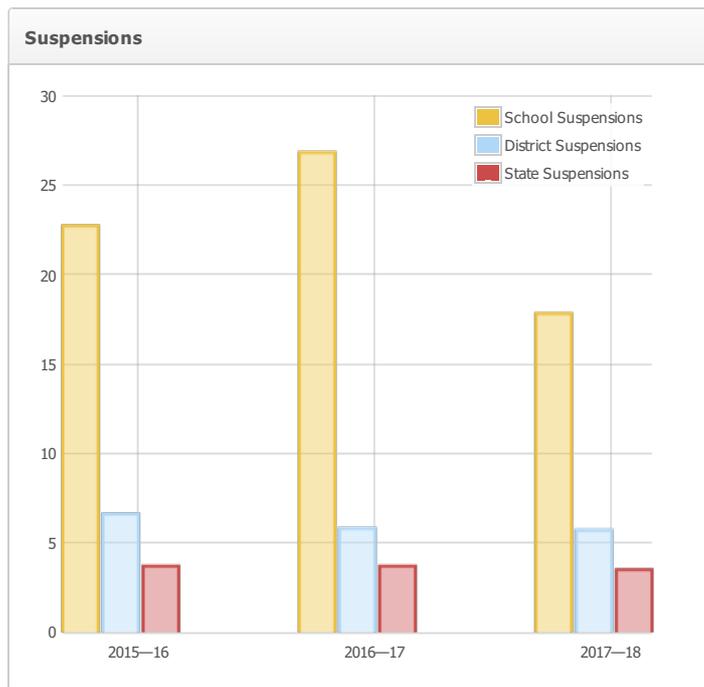
Last updated: 12/27/2018

School Safety Plan (School Year 2018—19)

All comprehensive School Safety Plans are in compliance with Senate Bill 187, and the NGMS Safety Plan outlines site procedures taken to keep all Grizzlies safe. These procedures include plans outlined for fire drills, lockdown drills, behavioral protocols, and NUSD/NGMS Incident Command Systems. In the fall semester of the school year, representatives of students, staff, and community reviewed the safety plan. The plan was then presented to Natomas Gateways Middle School Site Council for approval. NGMS practices fire, evacuation, and lockdown drills so students and staff are familiar with the procedures outlined in the Safety Plan.

Natomas Gateways Middle 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) and Restorative Practices are embedded across campus systems and programs. The Youth Mediators at School program (Peer Conflict Resolution Mediation) on campus teaches interpersonal skills to navigate social interactions, as well as providing peer lessons (led by our counselor), small-group support, and peer mediations to positively resolve interpersonal conflicts. The NGMS Leadership/MTSS (Multi-Tiered System of Supports) Team uses data to match individual and campus needs to programmatic assets of student intervention and support. Social-emotional support for students is provided by the school counselor, a school psychologist, MTSS, and Student Study Team.

Last updated: 1/30/2019

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	25.0	6	4	5
Mathematics	33.0	1	4	7
Science	34.0	2	1	8
Social Science	33.0	1	4	6

* 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	22.0	10	5	4
Mathematics	27.0	4	4	6
Science	35.0		2	8
Social Science	36.0		3	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.

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	29.0	3	4	9
Mathematics	31.0	2	2	7
Science	33.0		3	7
Social Science	33.0		3	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	1.0	387.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.1	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)

Natomas Gateways Middle School was not open in 2013-14.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5901.0	$825.0	$5076.0	$57708.0
District	N/A	N/A	$7410.0	$67620.0
Percent Difference – School Site and District	N/A	N/A	-37.4%	-15.8%
State	N/A	N/A	$7125.0	$76522.0
Percent Difference – School Site and State	N/A	N/A	-33.6%	-28.0%

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, home and hospital teachers, and health assistants. Students at Natomas Gateways Middle School are provided with one-to-one chromebooks, free breakfast as well as additional support through agreements with Educational Talent Search, Improve Your Tomorrow, Youth Mediators at School (Peer Conflict Resolution Mediation), The Center After School Program and Professional Learning Community (Staff Collaboration).

Last updated: 1/9/2019

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/ .

Teacher Salary Chart

Principal Salary Chart
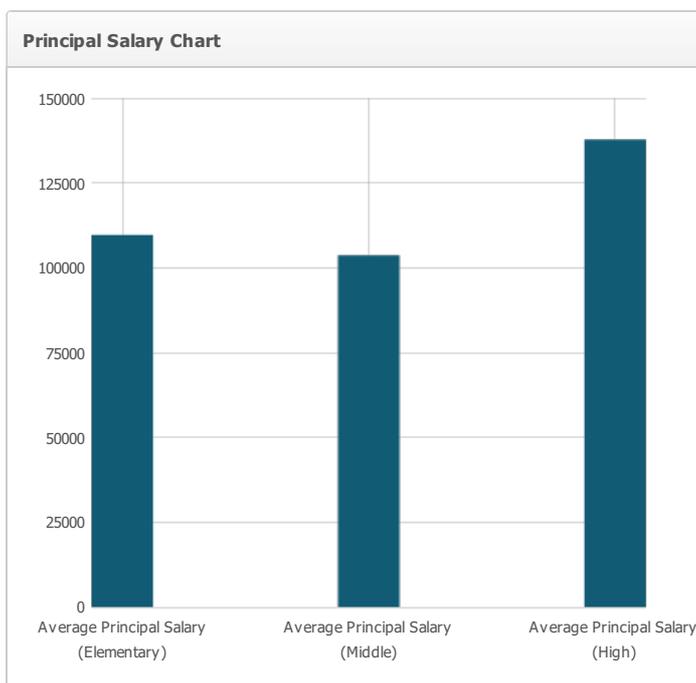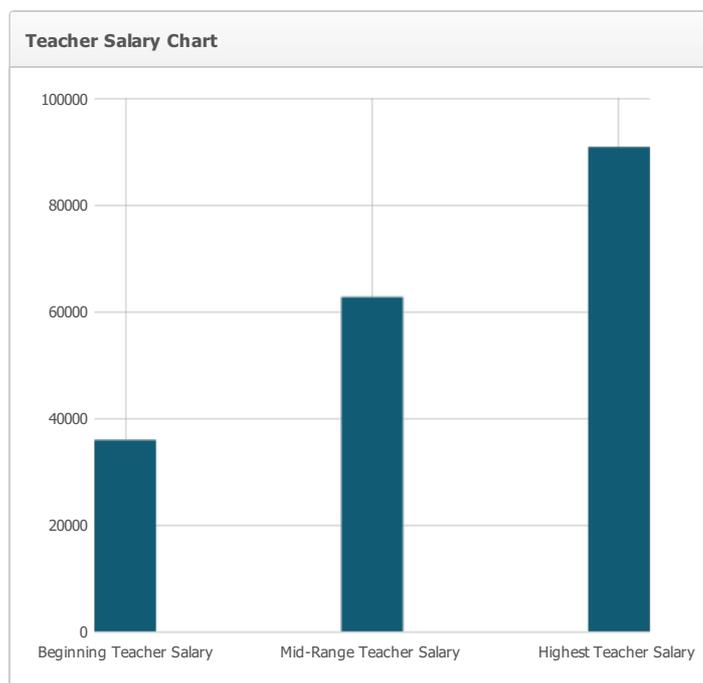
Last updated: 12/27/2018

Professional Development

Natomas Gateways Middle 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 learning communities (PLC's), and formative feedback on instruction provided to teachers, as well as integrating PBIS and Restorative Practices into school systems and student recognition.

In 2016-17, all teachers had the opportunity to attend training on Restorative Practices and Community Building during the summer and first quarter. The training focused on creating community in the classroom and on campus,strengthening connections and reducing conflict. All teachers also have the opportunity to participate in ongoing professional development on a variety of topics through School Leadership and Support department.

In the 2017-2018 school year, three full days, five early-release days, one period daily and two monthly meetings were used for Professional Development and PLC collaboration, as well as release days for teachers to focus on EL instructional strategies, aligning instructional systems, learning trajectory, instructional rigor, differentiation, and social emotional learning. Teachers further attend district and out-of-district professional development focused on other subject areas based on student need.

During the 2018-2019 school year, Natomas Gateways Middle School is continuing from the previous school year an instructional focus in a staff professional development plan focusing on EL instructional strategies, aligning instructional systems, learning trajectory, instructional rigor, differentiation, and social emotional learning. The plan includes the two pre-service days launching the school year and an NUSD Staff PD Day on October 8, 2018. It also includes one period daily, one after-school staff meeting on the 1st Wednesday of the month and one after-school PD on the 3rd Wednesday of the month.

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

1. Common Formative Assessments (CFAs) - implementing and utilizing common formative assessments, including a range from benchmarks such as Interim Assessment Blocks (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?". Staff will follow the Cycle of Continuous Learing and Improvement (CCLI) process to monitor and adjust instructional practices based on data.

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