

## Natomas Middle

### California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/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](#) 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., 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 - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Natomas Unified
<b>Phone Number</b>	(916) 567-5400
<b>Superintendent</b>	Chris Evans
<b>E-mail Address</b>	<a href="mailto:cevens@natomas.k12.ca.us">cevens@natomas.k12.ca.us</a>
<b>Web Site</b>	<a href="http://natomasunified.org">natomasunified.org</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	Natomas Middle
<b>Street</b>	3200 North Park Dr.
<b>City, State, Zip</b>	Sacramento, Ca, 95835-1896
<b>Phone Number</b>	916-567-5540
<b>Principal</b>	Ms. Shea Borges, Principal
<b>E-mail Address</b>	<a href="mailto:sborges@natomas.k12.ca.us">sborges@natomas.k12.ca.us</a>
<b>Web Site</b>	<a href="http://natomasunified.org/nms/">natomasunified.org/nms/</a>
<b>County-District-School (CDS) Code</b>	34752836117527

*Last updated: 1/14/2016*

### School Description and Mission Statement - Most Recent Year

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

Natomas Middle School provides an equitable and safe environment where students work as a community of resourceful and global-minded citizens who respect diversity. All students use inquiry and critical thinking, creativity and communication skills to construct meaning from information and experiences. All students are challenged to develop their passion, solve real-world problems and sustain an attitude of life long learning.

#### 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 this end We Question, Learn, Think, Care and Act.

#### NATOMAS MIDDLE SCHOOL - IB MYP CANDIDATE SCHOOL

Natomas Middle Schools is an IB MYP Candidate School\* and will apply for program authorization for the 2015-2016 academic year. Natomas Middle School is committed to developing a rigorous educational program and becoming an authorized IB MYP World School. 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, inter-disciplinary 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 a Candidate School\* in partnership with Inderkum High School for the Middle Years Programme. This school is pursuing authorization as an IB World School. 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.

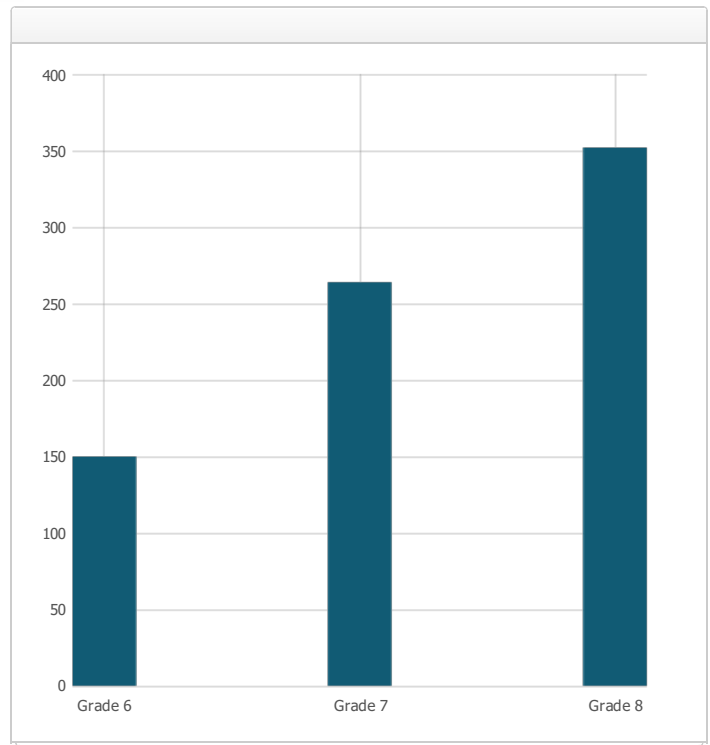
Natomas Middle School offers extensive electives programs that includes Art, Leadership, Choir, Beginning and Advanced Band, and Beginning and Advanced Orchestra. Additionally, we offer an after school program from 3:15 p.m. to 6 p.m. daily called Target Excellence. Target Excellence provides academic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

\*Only schools authorized by the IB Organization can offer any of its three academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), or the Diploma Programme (and in addition the IB Career-related Certificate). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit <http://www.ibo.org>

*Last updated: 1/15/2016*

### Student Enrollment by Grade Level (School Year 2014-15)

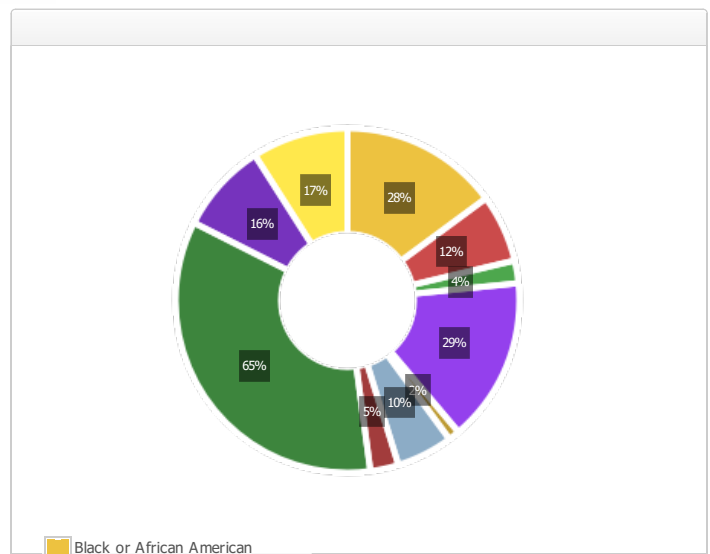
Grade Level	Number of Students
Grade 6	150
Grade 7	264
Grade 8	352
<b>Total Enrollment</b>	<b>766</b>



Last updated: 1/14/2016

### Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	28.6 %
American Indian or Alaska Native	0.9 %
Asian	12.0 %
Filipino	4.8 %
Hispanic or Latino	29.6 %
Native Hawaiian or Pacific Islander	2.7 %
White	10.4 %
Two or More Races	5.2 %
Socioeconomically Disadvantaged	65.5 %
English Learners	16.6 %
Students with Disabilities	17.4 %
Foster Youth	0.8 %



Last updated: 1/14/2016

## A. Conditions of Learning

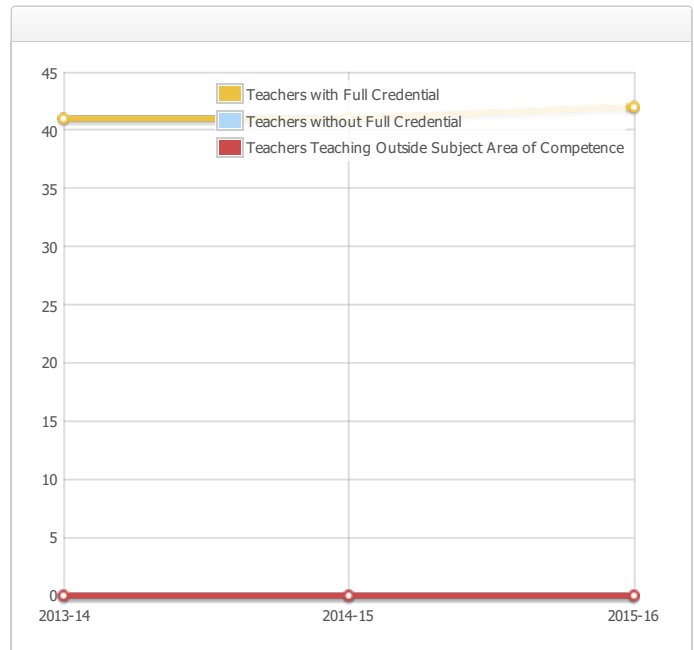
### State Priority: Basic

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

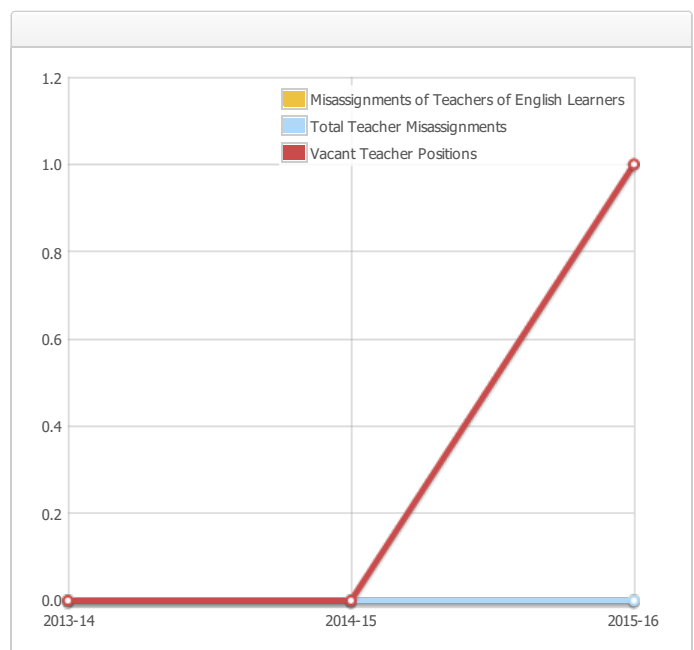
Teachers	School		District	
	2013-14	2014-15	2015-16	2015-16
With Full Credential	41	41	42	501
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/14/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 1/14/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

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	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	99.0%	2.0%
Low-Poverty Schools in District	86.0%	14.0%

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**

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6th Treasures – SRA McGraw Hill / 2012; 7th-8th Timeless Voices, Timeless Themes – Pearson Prentice Hall / 2002	Yes	0.0 %
Mathematics	6th enVision Math – Scott Foresman / 2012; 6th-8th Algebra 1 – McDougal Littell / 2002; 7th-8th Concepts & Skills – McDougal Littell / 2002	Yes	0.0 %
Science	6th-8th Holt Science – Holt, Rinehart, & Wilson / 2001; 6th-8th Hole's Essentials of Anatomy & Physiology – Glencoe / 2007	Yes	0.0 %
History-Social Science	6th-7th Discovering Our Past – Glencoe McGraw Hill / 2007; 8th History Alive! The United States – TCI / 2006	Yes	0.0 %
Foreign Language	6th-8th Expresate 1 – Holt, Rinehart, & Wilson / 2008; 6th-8th Nuevas Vistas – Holt, Rinehart, & Wilson / 2008; 6th-8th Integrated Chinese Part One – Cheng & Tsui Asian Language Series / 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		0.0 %

Last updated: 1/25/2016

## School Facility Conditions and Planned Improvements - Most Recent Year

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, a staff work room, and a staff lounge.

The custodial staff is 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.

*Last updated: 1/15/2016*

## School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: September 2015

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 - Most Recent Year

Year and month in which data were collected: September 2015

Overall Rating	Good
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*Last updated: 1/14/2016*

## 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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	22.0%	42.0%	44.0%
Mathematics (grades 3-8 and 11)	13.0%	33.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/14/2016*



## ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	151	140	92.7%	53.0%	26.0%	16.0%	4.0%
Male	151	73	48.3%	64.0%	19.0%	11.0%	5.0%
Female	151	67	44.4%	40.0%	34.0%	22.0%	3.0%
Black or African American	151	45	29.8%	60.0%	31.0%	9.0%	0.0%
American Indian or Alaska Native	151	1	0.7%	--	--	--	--
Asian	151	15	9.9%	40.0%	33.0%	20.0%	7.0%
Filipino	151	7	4.6%	--	--	--	--
Hispanic or Latino	151	42	27.8%	62.0%	21.0%	12.0%	5.0%
Native Hawaiian or Pacific Islander	151	3	2.0%	--	--	--	--
White	151	15	9.9%	47.0%	13.0%	20.0%	20.0%
Two or More Races	151	3	2.0%	--	--	--	--
Socioeconomically Disadvantaged	151	96	63.6%	54.0%	29.0%	16.0%	1.0%
English Learners	151	23	15.2%	83.0%	17.0%	0.0%	0.0%
Students with Disabilities	151	18	11.9%	100.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/14/2016*

## ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	263	255	97.0%	48.0%	27.0%	24.0%	1.0%
Male	263	135	51.3%	50.0%	26.0%	24.0%	1.0%
Female	263	120	45.6%	46.0%	29.0%	24.0%	1.0%
Black or African American	263	58	22.1%	64.0%	24.0%	12.0%	0.0%
American Indian or Alaska Native	263	2	0.8%	--	--	--	--
Asian	263	32	12.2%	47.0%	22.0%	31.0%	0.0%
Filipino	263	15	5.7%	27.0%	13.0%	47.0%	13.0%
Hispanic or Latino	263	78	29.7%	47.0%	26.0%	27.0%	0.0%
Native Hawaiian or Pacific Islander	263	7	2.7%	--	--	--	--
White	263	31	11.8%	29.0%	42.0%	29.0%	0.0%
Two or More Races	263	17	6.5%	41.0%	35.0%	24.0%	0.0%
Socioeconomically Disadvantaged	263	173	65.8%	49.0%	31.0%	20.0%	0.0%
English Learners	263	37	14.1%	95.0%	3.0%	3.0%	0.0%
Students with Disabilities	263	32	12.2%	94.0%	6.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/14/2016*

**ELA - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	361	340	94.2%	46.0%	34.0%	18.0%	1.0%
Male	361	184	51.0%	53.0%	31.0%	14.0%	2.0%
Female	361	156	43.2%	37.0%	38.0%	24.0%	1.0%
Black or African American	361	101	28.0%	57.0%	35.0%	8.0%	0.0%
American Indian or Alaska Native	361	4	1.1%	--	--	--	--
Asian	361	36	10.0%	36.0%	39.0%	22.0%	3.0%
Filipino	361	18	5.0%	11.0%	44.0%	44.0%	0.0%
Hispanic or Latino	361	107	29.6%	49.0%	33.0%	19.0%	0.0%
Native Hawaiian or Pacific Islander	361	9	2.5%	--	--	--	--
White	361	35	9.7%	26.0%	34.0%	31.0%	9.0%
Two or More Races	361	16	4.4%	44.0%	25.0%	31.0%	0.0%
Socioeconomically Disadvantaged	361	212	58.7%	51.0%	33.0%	15.0%	0.0%
English Learners	361	43	11.9%	67.0%	28.0%	5.0%	0.0%
Students with Disabilities	361	48	13.3%	90.0%	6.0%	4.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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*Last updated: 1/14/2016*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	151	140	92.7%	59.0%	28.0%	8.0%	4.0%
Male	151	73	48.3%	60.0%	25.0%	8.0%	5.0%
Female	151	67	44.4%	58.0%	31.0%	7.0%	3.0%
Black or African American	151	45	29.8%	71.0%	24.0%	4.0%	0.0%
American Indian or Alaska Native	151	1	0.7%	--	--	--	--
Asian	151	15	9.9%	47.0%	27.0%	20.0%	7.0%
Filipino	151	7	4.6%	--	--	--	--
Hispanic or Latino	151	42	27.8%	60.0%	33.0%	2.0%	2.0%
Native Hawaiian or Pacific Islander	151	3	2.0%	--	--	--	--
White	151	15	9.9%	47.0%	20.0%	13.0%	20.0%
Two or More Races	151	3	2.0%	--	--	--	--
Socioeconomically Disadvantaged	151	96	63.6%	64.0%	29.0%	4.0%	2.0%
English Learners	151	23	15.2%	74.0%	22.0%	0.0%	0.0%
Students with Disabilities	151	18	11.9%	94.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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*Last updated: 1/14/2016*

**Mathematics - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	263	254	96.6%	51.0%	32.0%	14.0%	2.0%
Male	263	134	51.0%	48.0%	34.0%	16.0%	2.0%
Female	263	120	45.6%	55.0%	30.0%	13.0%	3.0%
Black or African American	263	58	22.1%	72.0%	22.0%	3.0%	2.0%
American Indian or Alaska Native	263	2	0.8%	--	--	--	--
Asian	263	32	12.2%	44.0%	38.0%	16.0%	3.0%
Filipino	263	15	5.7%	20.0%	33.0%	40.0%	7.0%
Hispanic or Latino	263	78	29.7%	56.0%	27.0%	15.0%	1.0%
Native Hawaiian or Pacific Islander	263	7	2.7%	--	--	--	--
White	263	31	11.8%	32.0%	32.0%	32.0%	3.0%
Two or More Races	263	16	6.1%	44.0%	44.0%	6.0%	6.0%
Socioeconomically Disadvantaged	263	172	65.4%	54.0%	33.0%	12.0%	1.0%
English Learners	263	37	14.1%	84.0%	14.0%	3.0%	0.0%
Students with Disabilities	263	32	12.2%	91.0%	9.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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**Mathematics - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	361	341	94.5%	63.0%	26.0%	7.0%	3.0%
Male	361	184	51.0%	65.0%	26.0%	8.0%	2.0%
Female	361	157	43.5%	62.0%	27.0%	6.0%	5.0%
Black or African American	361	101	28.0%	75.0%	18.0%	5.0%	2.0%
American Indian or Alaska Native	361	4	1.1%	--	--	--	--
Asian	361	37	10.2%	62.0%	22.0%	11.0%	5.0%
Filipino	361	18	5.0%	28.0%	44.0%	17.0%	11.0%
Hispanic or Latino	361	107	29.6%	66.0%	30.0%	3.0%	1.0%
Native Hawaiian or Pacific Islander	361	9	2.5%	--	--	--	--
White	361	35	9.7%	40.0%	37.0%	14.0%	9.0%
Two or More Races	361	16	4.4%	56.0%	31.0%	6.0%	6.0%
Socioeconomically Disadvantaged	361	212	58.7%	70.0%	24.0%	4.0%	2.0%
English Learners	361	43	11.9%	88.0%	12.0%	0.0%	0.0%
Students with Disabilities	361	48	13.3%	88.0%	10.0%	2.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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*Last updated: 1/14/2016*

## California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	48.0%	40.0%	34.0%	57.0%	56.0%	54.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/14/2016

## California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	54.0%
All Students at the School	34.0%
Male	32.0%
Female	37.0%
Black or African American	24.0%
American Indian or Alaska Native	--
Asian	40.0%
Filipino	72.0%
Hispanic or Latino	30.0%
Native Hawaiian or Pacific Islander	--
White	54.0%
Two or More Races	25.0%
Socioeconomically Disadvantaged	27.0%
English Learners	12.0%
Students with Disabilities	12.0%
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/14/2016

# 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 areas of English, mathematics, and physical education

## California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	21.5%	20.8%	35.8%

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

*Last updated: 1/14/2016*



## 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 - Most Recent Year

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 regulation 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 a Connect Ed voice message from administration 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: 1/19/2016*

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

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

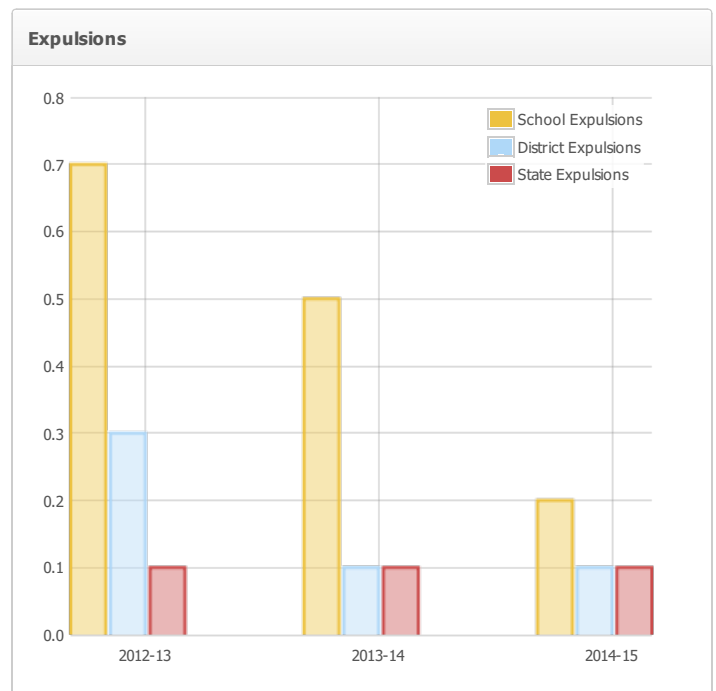
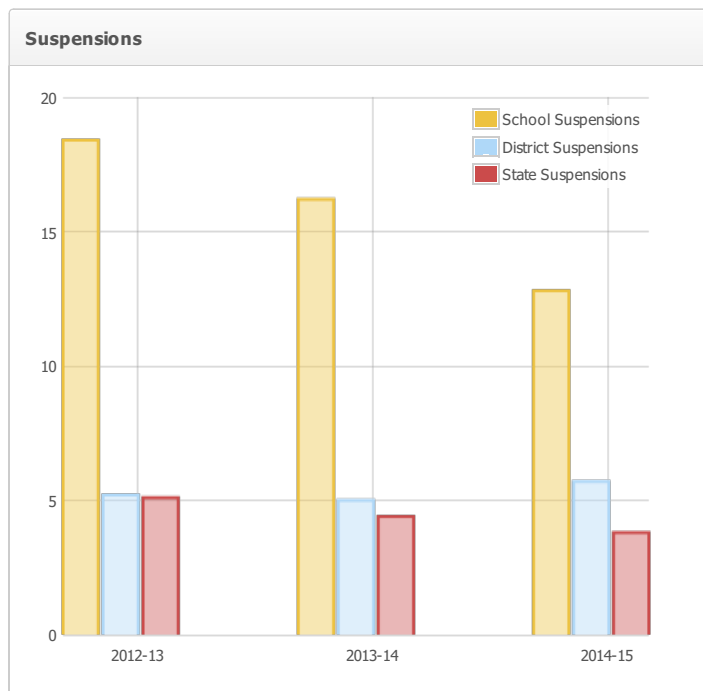
# State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	18.4	16.2	12.8	5.2	5.0	5.7	5.1	4.4	3.8
Expulsions	0.7	0.5	0.2	0.3	0.1	0.1	0.1	0.1	0.1



Last updated: 1/14/2016

## School Safety Plan - Most Recent Year

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 2015 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: 1/15/2016

## 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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		N/A	
Met Graduation Rate	N/A	No	

*Last updated: 1/14/2016*

### Federal Intervention Program (School Year 2015-16)

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	75.0%

Note: Cells with NA values do not require data.

*Last updated: 1/14/2016*

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

Subject	2012-13				2013-14				2014-15			
	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	13	25	13	26.0	6	17	3	28.0	5	4	9
Mathematics	27.0	13	19	9	28.0	6	11	7	26.0	10	12	9
Science	33.0		6	10	29.0	3	11	9	29.0	7	6	13
Social Science	28.0	9	7	10	27.0	6	9	9	28.0	4	10	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: 1/20/2016

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	766.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.5	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: 1/19/2016

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6162.0	\$1272.0	\$4890.0	\$62633.0
District	N/A	N/A	\$5917.0	\$66720.0
Percent Difference – School Site and District	N/A	N/A	-17.4%	-6.1%
State	N/A	N/A	\$5348.0	\$69257.0
Percent Difference – School Site and State	N/A	N/A	-8.6%	-9.6%

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

Last updated: 1/20/2016

## Types of Services Funded (Fiscal Year 2014-15)

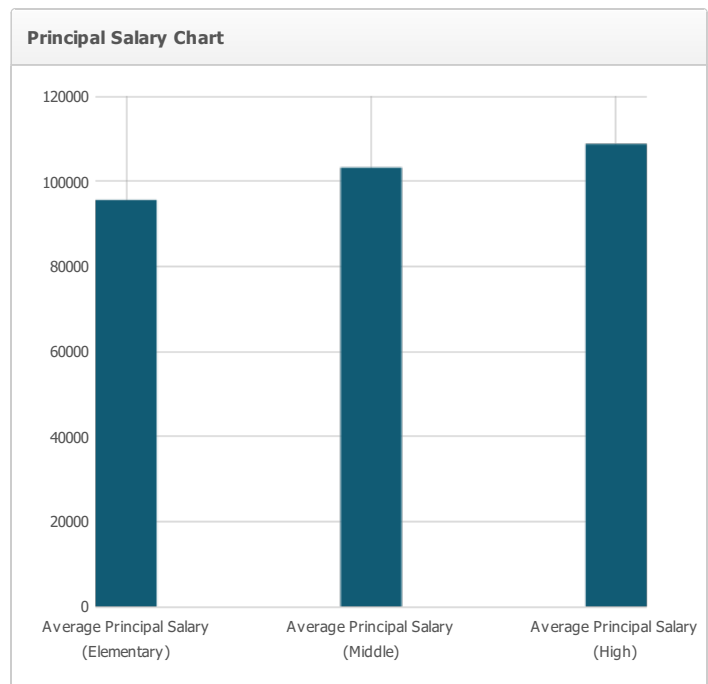
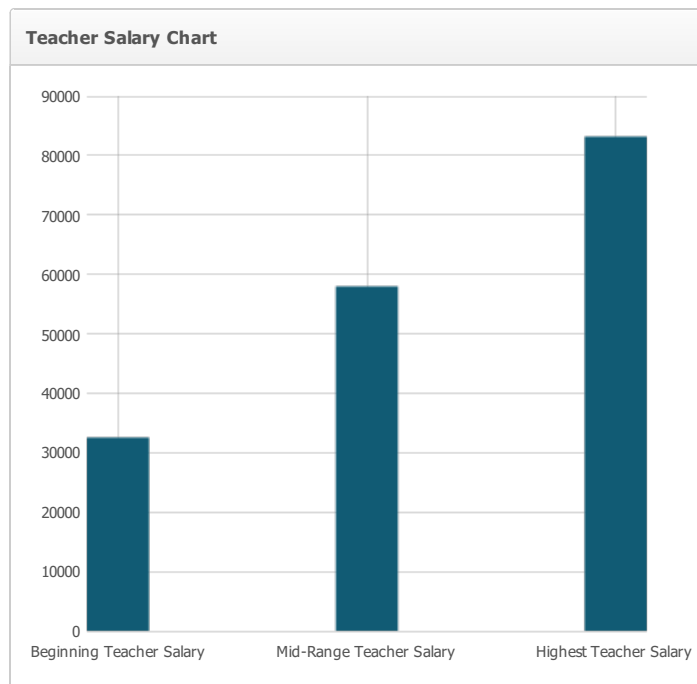
Natomas Unified School District offers a wide range of support services for students including but not limited to academic, individual and small group counseling, a school psychologist, adapted physical education, work experience, home and hospital teachers, and health assistants. Our school receives 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 for students performing below grade level, English Language Learners and Special Education students.

*Last updated: 1/15/2016*

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$32,550	\$42,315
Mid-Range Teacher Salary	\$57,983	\$66,451
Highest Teacher Salary	\$83,191	\$85,603
Average Principal Salary (Elementary)	\$95,581	\$105,079
Average Principal Salary (Middle)	\$103,203	\$111,005
Average Principal Salary (High)	\$108,775	\$121,310
Superintendent Salary	\$187,500	\$189,899
Percent of Budget for Teacher Salaries	41.0%	39.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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



*Last updated: 1/27/2016*

## Professional Development – Most Recent Three Years

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 2.5 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 staff participated in Equity and Access training during a minimum day and will continue to revisit best practices from the training.

Additionally, specific teachers received training in the Language! curriculum which was adopted for our English Language Learners, SDC program, and students performing below grade level. Literacy teachers received coaching and training from a Language! intensive intervention consultant throughout the year.

*Last updated: 1/15/2016*