

Natomas Charter School

School Accountability Report Card

Reported for School Year 2005-2006
Published During 2006-2007

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are needed to see this picture.

At A Glance

School Information

Executive Director: Charlie Leo

Address: 4600 Blackrock Dr.
Sacramento, CA 95835

Phone: 916-928-5353

Fax: 916-928-5333

Website: www.natomascharter.org

NCS Founded: 1993

Campus Built: 2000

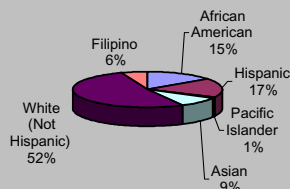
Grades Served: K-12

Enrollment: 1129

Number of Classrooms: 41

Other Rooms: recording studio, 4 dance studios, private rehearsal rooms, "black box" theatre, outdoor amphitheater, media center, 2 art studios, Student Works Gallery, VIP Center

Demographic Information



Student Attendance

School Year: August 15, 2005 to
June 10, 2006

Average Daily Attendance: 98%

School Hours: 8:05 – 3:50

Number of Instructional Days: 180

Number of Staff Development Days: 4

Number of Minimum Days: 13

Instructional Minutes:

Grades 6-8 62,985

Grades 9-12 69,160

Natomas Unified School District

Superintendent: Dr. Steve Ferrar

Address: 1901 Arena Blvd
Sacramento, CA 95834

Phone: 916-567-5400

Fax: 916-567-5405

Website: www.natomas.k12.ca.us

Executive Director's Message

The NUSD Board of Trustees approved the opening of Natomas Charter School (NCS) in the spring of 1993. It was the 19th Charter granted in California and is now in its 13th year of operations. Located in the Natomas community of Sacramento, NCS has earned a reputation for providing viable, well-rounded, educational choices for parents and students within the greater Sacramento area. The charter school houses four very diverse programs, each operating as a "school within a school," having its own unique vision and mission. We are proud that Natomas Charter School is considered one of the most reputable charter schools in California and has distinguished itself both at the state and national levels. Among several other awards and distinctions, the Western Association of Schools and Colleges (WASC) awarded Natomas Charter School the *highest* term of accreditation (Six Years without a Review) in 2002. In 2004-2005, NCS was one of five schools selected nationally as a National School of Distinction by the Kennedy Performing Arts Center in Washington D.C. for its high standards in both academics and the visual and performing arts. And in 2006, Natomas Charter School was given the distinguished honor of *Charter School of the Year* at the California and National Charter Schools Conference for its commitment to innovation, choice and student achievement.

Natomas Charter School's Guiding Principles

- 1) Our students will be responsible, productive citizens of society.
- 2) All participants in our school (adults and children alike) will show mutual respect.
- 3) All involved with our school will have an awareness of and an appreciation for individuals, cultures and ethnicities, as well as an understanding of the differences and similarities in all people.
- 4) Adult-child relationships and opportunities will cross in mutually meaningful ways. All adults involved with the Charter School believe that all students can develop morally, ethically, intellectually, culturally, socially and emotionally to their fullest potential.

Opportunities for Parental Involvement

Natomas Charter School is founded on the belief that active parental involvement in the school's program is a key component to student success. Because the charter's mission is to provide unique learning experiences to its students, the school needs committed parents who are willing to assist the staff and faculty in making this happen. NCS parents in site-based programs sign a contract to volunteer at least 30 hours at the school or school-related functions during the year. In addition, non-site based program's parents contribute hours as part of their Master Agreement.

- Charter parents volunteered over 23,000 hours of service this year to enhance the education of students.
- Monthly campus beautification projects resulted in additional shade trees, new walkway plantings, and ongoing maintenance.
- Parents provide extra supervision of students during lunches and breaks.
- Charter parents provide and supervise after school study halls.
- Productions including drama, music, and visual art all receive vital support from parents.
- Parents attend monthly meetings to plan how to best support teacher and staff needs including Science Fair, community service projects, field trips, academic theme days and in-class tutoring.
- Parents from NCS programs are represented on the Board of Directors

For further information please contact Kim Anderson at 916-928-5353

NATOMAS CHARTER SCHOOL PROGRAMS

What's New at NCS in the 2005-2006 School Year

The Leading Edge Program, a site-based middle school (6-8th grades), is just completing its 14th year of operations. This year began with a 3-day, summer staff retreat in which teachers worked together to plan new interdisciplinary, thematic curricula, a more meaningful and relevant job shadowing program for 8th graders and the implementation of a league athletics program. Classrooms were also equipped with LCD projectors. In addition, the LE program is now an official Microsoft Certification testing site. LE students are offered MS certification as part of their technology courses. Last year 90% of LE students who took the tests, passed them (MS is a lifetime certification). During our first year in Twin Rivers Athletic League we were able to field teams for 7 sports with our girl's soccer team going undefeated and winning the league championship. This Spring LE students were awarded top scoring middle school at the 2007 Natomas Science and Engineering Fair, winning 2nd place in the National IC3 technology division and planted over 900 native trees for the Sacramento Tree Foundation. Finally, alumni student Brandon Treadway involved the community in earning his Eagle Scout by designing and building an outdoor patio area for LE students to enjoy, complete with shade trees. Together the faculty and students of the Leading Edge Program worked through challenging and rewarding experiences that produced a year of rich educational experiences for all.

The PACT Program: ("Pursuing Academic Choices Together") - a K-8th grade home school assistance program just completed its tenth year of operations. PACT continues to develop its educational options within the program by further aligning curricular options with the California State standards especially in the areas of Language Arts, Math, and Science. Our field trips are also carefully chosen to correlate and enhance with the state standards. We have also added more middle school class options as our students move into the upper grades. PACT students were among a select group invited to attend Governor Schwarzenegger's fitness for kids kick-off at Cal-Expo and featured in the Sacramento Bee. Our students in grades 2 - 8 continue to show tremendous growth in their STAR scores due to their individualized academic plans.

The Performing and Fine Arts Academy The Performing and Fine Arts Academy, now in its tenth year of operation, serving grades 6-12, offers a unique balance of rigorous academic instruction and intensive instruction in the performing and fine arts. In the 2005-2006 school year, The Performing and Fine Arts Academy has been regularly recognized in the local community for providing outstanding arts and academic instruction to students and for students using that instruction to provide service to the community in the forms of senior projects and community showcases. All of our students are taught by arts teachers who continue to be professional practicing artists in the community, allowing students to learn not only the technical aspects of artistic expression, but also what it is like to be a professional practicing artist. The construction of the 365 seat Benvenuti Performing Arts Center, slated to open in the spring of 2007, will provide our students with a professional quality facility to expand our course offerings and continue to elevate our arts instruction. Academically, our students excel. Our academic teachers are highly trained. The Performing and Fine Arts Academy academic staff has developed a new teacher support program that has our instructors working as mentors for other teachers in the area of student development and curriculum design. As a program that emphasizes academic achievement, our courses continue to maintain a high degree of rigor. Even with the rigor of our courses, the Academy routinely has over 70% of its students on the honor roll. Students are regularly recognized for their academic achievements. The Performing and Fine Arts Academy has recently opened a brand new Career Center to help students focus on college and career choices. As a result of this tool and the continued work of our teachers and school counselor, over 90% of our students go on to two and four year colleges.

The Individualized Learning Program completed its sixth year of operations and has continued to emphasize and focus in on standards, accountability, and student learning. ILP brought one additional experienced and dedicated teacher on board to assist in furthering the creation and development of thematic units in the mathematics courses as a means to add rigor and interdisciplinary connections to the existing curriculum. We have continued the use of mandatory workshops to supplement the academic courses which provide a venue for labs in science courses, discussions in history courses, instruction in math courses, writing workshops and discussions in English courses, and instruction and tutoring in the technology courses. These workshops have created both deeper student understanding and interaction with the material and with each other as a community of learners. ILP has continued with the weekly teacher tutorial sessions to assist students in gaining the academic skills necessary for their coursework, the STAR tests, and the CAHSEE. Students learn both time management and independence as they plan their study times and utilize the supports provided by the staff to help students find success. ILP has continued to raise the expectations. rigor. and accountability and has seen the students rise to the occasion.

Practices that Promote a Positive Learning Environment – All NCS Programs:

- Require continued and active "real life" learning (e.g. community service, job shadowing, field studies and a hands-on curriculum.
- Teach an understanding of technology and its applications in and outside of the classroom.
- Offer a wide array of enrichment opportunities in which students may gain or demonstrate core knowledge outside of the classroom.
- Promote a healthy lifestyle through supplemental and physical education, dance, and health activities.
- Celebrate student's hard work and successes through community displays and publications and culminating events.
- Support clubs and activities that promote school spirit and involvement.
- Showcase student's artistic talents throughout the year.
- Support student's academic success with a one-on-one teacher/student focus and mentoring programs.
- Teach respect for one's environment beginning with the NCS campus and extending globally.
- All Charter families agree to contribute a minimum of 30 volunteer hours to the school each year to enhance the educational experience for students.

Demographic Information

Student Enrollment, by Grade Level – All Programs

Grade Level	Enrollment	Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	20	Grade 5	24	Grade 9	111
Grade 1	20	Grade 6	209	Grade 10	104
Grade 2	26	Grade 7	193	Grade 11	114
Grade 3	26	Grade 8	179	Grade 12	81
Grade 4	22			Total	1129

	In-District	Out-of-District
NCS	56%	44%
Leading Edge Program	94%	6%
PACT	73%	27%
Performing and Fine Arts Academy	50%	50%
Independent Learning Program	50%	50%

School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	<i>August 9, 2005</i>	Date Last Discussed with Staff	<i>August 11, 2005</i>
The NCS Safety Plan is reviewed and approved each year by its Board of Directors. In addition, monthly emergency drills are held and all classrooms are equipped with emergency supplies including a first aid kit, flashlight, and fire extinguisher. In addition, the NCS Incident Management Team meets annually to update and review roles and crisis planning.			

Contract Revocations

The school's charter establishes high academic and behavioral standards for students, and great emphasis is placed on student responsibility. Upon enrollment, NCS students sign a contract agreeing to adhere to all school policies.

	Site Based Programs			Non-Site Based Programs		
	2004	2005	2006	2004	2005	2006
Behavioral Contract Revocations (Site Based Programs)	2	3	2	N/A	N/A	N/A
Academic Contract Revocations (Site Based Programs)	10	14	16	N/A	N/A	N/A
Master Agreement Revocations (non-site based programs only)	N/A	N/A	N/A	-	11	31
Number of Suspensions (total days)	65	57	75	N/A	N/A	2

School Safety and Climate For Learning

Each year NCS families are asked to give the faculty and staff feedback on specific program components, school to home communication, academic instruction, and other general information that allows us to improve the educational experience offered at Charter. Following are the collective results from students (first set of data) and parents (second set of data).

2005-2006 Teacher/Course Evaluation Results as Reported by Students

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Some Agree</u>	<u>Disagree</u>	<u>Don't Know</u>	<u>% Agree</u>
2. <u>Organization</u>	55.8%	32.5%	9.9%	1.8%	0.4%	98%
3. <u>Amount of Work Given</u>	50.2%	32.5%	13.5%	4.0%	0.6%	96.2%
4. <u>Type of Work</u>	53%	31.4%	13.5%	3.8%	0.9%	95.3%
5. <u>Classroom Management</u>	52.4%	31.7%	11%	4.7%	0.5%	96%
6. <u>Content Knowledge</u>	75%	18.4%	5%	2.2%	0.6%	98.3%
7. <u>Teaching Ability</u>	53.1%	32.2%	14%	3.8%	0.6%	96%
8. <u>Attendance</u>	52.1%	32.9%	11.8%	2.8%	0.4%	85.0%
9. <u>Teaching Strategies/Instructional Methods</u>	52.6%	32%	11.3%	4.5%	1.8%	96%
10. <u>Assessment:</u>	50.6%	34%	12%	4.0%	5.7%	96.4%
11. <u>Student Relations</u>	53.6%	23%	12.8%	5.1%	1.0%	88.9%
12. <u>Long-Term Knowledge</u>	50.3%	30.7%	10.6%	6.1%	1.4%	94.7%
13. <u>Additional</u>	59.3%	24.8%	10.6%	5.1%	1.1%	94.7%
14. <u>Course Syllabus</u>	50%	33%	5.7%	3.0%	5.7%	89%
15. <u>Course Expectations</u>	55%	32%	7.8%	4.2%	2.8%	94%

2005-2006 Parent Survey Results

How do you rate the school's effectiveness in teaching your child what he/she needs to know in each of the following areas:

	<u>Very Effective</u>	<u>Effective</u>	<u>Somewhat Effective</u>	<u>Not Effective</u>	<u>% Effective</u>
English/Language Arts	46.7%	41.2%	10.1%	1.9%	88.0%
Mathematics	45.3%	37.8%	12.3%	4.4%	83.1%
Science	40.0%	42.3%	15.0%	2.8%	82.3%
History/Social Studies	55.4%	34.6%	8.8%	1.2%	90.0%

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Don't Know</u>	<u>% Agree</u>
Clear, consistent rules for behavior	60.7%	30.3%	5.0%	2.1%	1.9%	91.0%
Follow-through on behavior policy	55.1%	32.5%	2.9%	2.4%	7.2%	87.6%
Disciplinary actions fair	49.8%	35.1%	6.2%	2.1%	6.9%	84.8%
Encourages child to be self-directing, independent and successful.	55.0%	39.0%	4.5%	0.5%	1.0%	94.0%
Students treated with respect	45.5%	47.4%	5.6%	0.4%	1.0%	93.0%
The school is a safe place	64.6%	32.8%	1.9%	0.2%	0.5%	97.4%
The school is neat, clean, well-maintained	61.2%	33.8%	3.8%	0.2%	0.9%	95.0%
School staff works well with parents	51.9%	39.0%	5.5%	2.1%	1.4%	91.0%
Has high academic standards for all students	56.3%	39.1%	3.3%	0.5%	0.7	95.5%
Teachers dedicated to helping students learn	53.8%	38.8%	6.2%	0.7%	0.5%	92.6%
Teachers reg. inform me of child's progress	46.7%	34.9%	12.2%	3.3%	2.9%	81.6%
Teachers use a variety of assessments	53.0%	39.8%	3.6%	2.6%	1.0%	92.8%
Students receive praise and recognition	52.7%	34.3%	8.0%	1.7%	3.4%	87.0%

	<u>Not Challenging</u>	<u>Challenging Enough</u>	<u>Too Challenging</u>			<u>%</u>
The academics offered in the program are:	81.4%	12.3%	4.3%	0.5%	1.4%	93.7%
Program Coordinator is accessible	42.7%	39.0%	6.7%	1.9%	9.6%	81.7%
Receive general school information and communication regularly and	50.2%	38.0%	9.1%	1.4%	1.2%	88.2%

consistently

Teachers are professional and courteous	61.0%	33.7%	2.9%	0.7%	1.7%	94.7%
Office staff are professional and courteous	51.6%	34.2%	6.5%	1.2%	6.5%	85.8%
The directors are professional	44.0%	28.6%	2.7%	0.7%	24.0%	72.6%
Program coordinator(s) is/are professional	54.6%	35.3%	3.6%	0.5%	6.0%	89.9%
Overall satisfied with this school	63.8%	31.7%	2.9%	1.2%	0.5%	95.4%

School Completion

Dropout Rate and Graduation Rate – PFAA and ILP

	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Enrollment (9-12)	455	427	455	2391	2632	2391	1830903	1876927	1830664
Number of Dropouts	3	0	3	40	42	40	58189	61253	58493
Dropout Rate (1-year)	0.7	0	0.7	1.7	1.6	1.7	3.2	3.3	3.2
Graduation Rate	96.5	100	96.5	74.4	83.2	64.8	86.7	85.1	86.6

Academic Data

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the specific Program Coordinator.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Student			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English – Language Arts	60	64	68	38	41	42	36	40	42
Mathematics	25	35	42	31	34	39	34	38	40
Science	31	26	51	21	26	31	25	27	35

History	55	63	58	29	31	30	29	32	33
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CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. (*) Student groups not numerically significant.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History – Social Science
African American	50	21	34	42
American Indian or Alaska Native	75	50	*	*
Asian	67	64	64	48
Filipino	67	57	55	38
Hispanic or Latino	60	33	30	49
Pacific Islander	*	*	*	*
White (Non-Hispanic)	75	44	62	69
Male	62	44	61	64
Female	70	41	46	66
Economically Disadvantaged	60	34	43	49
English Learners	14	29	*	*
Students with Disabilities	39	41	*	*
Students Receiving Migrant Education Services	*	*	*	*

Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels.

NRT- All Students (Three Yr. Comparison)

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	---	68	70	---	45	46	---	43	43
Mathematics	---	60	60	---	51	53	---	50	51

API – Three Year Comparison

This table displays the school’s statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	9	9	8
Similar Schools	10	10	9

API – Changes by Student Group – Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: “N/A” means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	7	27	24	824
African American	-5	30	30	740
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	8	31	23	798
Pacific Islander	N/A	N/A	N/A	N/A
White (Non Hispanic)	7	29	17	846
Socioeconomically Disadvantaged	-5	33	31	788
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at CDE Website at <http://www.cde.ca.gov/ta/ac/av/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate – English-Language Arts	Yes	Yes
Participation Rate – Mathematics	Yes	No
Percent Proficient – English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Class Size

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	1			13.0	1			13.0	1		
k-3	13.7	3			10.3		3		13.3		3	
4-8	20.0	1			11.0		1		19.0		1	

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	24.8	1	8		26.0	2	5	1	23.1	2	4	
Mathematics	30.3	2	4	2	29.6	2	6	3	24.5	1	3	
Science	28.3		3		25.0	2	2	1	24.0	3	6	1
Social Science	27.6		5		27.7		6		24.7	1	5	

Teacher and Staff Information

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at

<http://www.cde.ca.gov/ncib/sr/tq>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	85.2	14.8
All Schools in District	64.0	36.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	89.0	11.0

Counselors and Other Support Staff

Data reported are in units of full-time equivalents

Title	FTE
Counselor	1
Librarian	1
Psychologist	.20
Speech/Language/Hearing Specialist	.40
Resource Specialist (non-teaching)	1
Other: RSP Assistant	1

Teacher Evaluation

All Charter personnel are evaluated annually or bi-annually. The NCS evaluation process is designed to provide feedback and suggestions for improvement, as well as to determine if an employee is meeting the responsibility and objects of the position held. Guidelines are designed to allow evaluators the opportunity to provide instructional employees with supportive statements regarding specific functions performed. They are also meant to provide suggestions for area of future improvement. In addition, administrators regularly observe classroom instruction and teacher performance. The NCS teacher evaluation process is aligned with CA State Teaching Standards as well as the school's guiding principles.

Teacher Education Level

Data reported are the percent of teachers by education level

Doctorate	67
Master's Degree plus 30 or more semester hours	18
Master's Degree	22
Bachelor's Degree plus 30 or more semester hours	37
Bachelor's Degree	10
Less than Bachelor's Degree	7
None Reported	-

Substitute Teachers

When possible, NCS uses its own teachers as substitutes for partial days. In addition, NCS has recruited a pool of substitute teachers that reflect the high standards set forth by the Board of Directors of the Charter School.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE website at <http://dg.cde.ca.gov/dataguest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	38	41	51	497
Without Full Credential	18	16	9	20
Teaching Outside Subject Area of Competence				--

School Facilities

Natomas Charter School’s facilities are inspected on a regular basis and meet all State and Federal requirements for “good repair status”.

The Natomas Charter School Campus is comprised of over 60,000 square feet of classroom, educational training spaces (see section titled “At a Glance -- page 1) and miscellaneous open space used to support student and staff activities. Located in North Natomas, Sacramento, the Natomas Charter School Campus is a community beacon which boasts efficiency, an abundance of open space including over four acres of park-like sports and play areas and over 200 trees and miscellaneous plants and shrubs maintained by parents, staff and students. Currently, Natomas Charter School is constructing a 350 seat professional community theater and gymnasium.

Curriculum and Instruction

School Instruction and Leadership

Natomas Charter School has a strong administrative team who works closely with school stakeholders to ensure that we are meeting the schoolwide student learning results (ESLRs) outlined in the charter and that our instructional programs are aligned with the state standards and frameworks in all core subject areas as well as in physical education, the visual and performing arts and technology. Heading this team is Charlie Leo, the school’s Executive Director. Working along with Charlie are Chris Perry, Director of Student Affairs; Jodi Retzliff, Director of Business Services; Ting Sun, Educational Programs Director; and Program Coordinators, Kit Rich, Tammy Lee, Lynda Mulholland, and Laura Bariel. Each program coordinator is tasked with communicating and engaging parents, community members and stakeholders in the vision and mission of the school as well as generating and sustaining a school culture conducive to student learning and staff professional growth.

Professional Development

Natomas Charter School teachers participated in four staff development days, which focused on developing assessment tools for performance, writing benchmarks, and professional and artistic training. These assessments were implemented in both the arts and academic classes. Teachers also participated in training on aligning curriculum to state standards and on maintaining academic accountability in the classroom. In addition, various opportunities were offered throughout the year in support of specific subject areas. Teachers are also encouraged to take advantage of the University system and the County of Education programs.

Quality and Currency of Textbooks and Other Instructional Materials

Natomas Charter School reviews its textbook needs annually and replaces books as needed. At this time each subject area has good to new textbooks and supplemental materials for each student. Textbooks meet the state standards for K-8, as well as for high school.

Post-Secondary Preparation (Secondary Schools)

Plans for the NCS Graduating Class of 2006			
Program	PFAA	ILP	Total
Number of Graduates	61	21	82
Four-Year College	59	1 (5%)	37 (45%)
Two-Year College	30	11 (52%)	29 (36%)
Arts School/College	4	1 (5%)	4 (5%)
Specialty School	0	4 (23%)	4 (5%)
Military	0	0	0
Undecided or Full Time Workforce	7	3 (15%)	7 (9%)

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

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at CDE website at <http://dq.cde.ca.gov/dataguest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	59.7
Graduation Who Completed All Courses Required for UC/CSU Admission	54.7

SAT Reasoning Test

This table displays the percent of the schools 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores for those students. Detailed information regarding SAT results, and comparisons of these average scores of the district and state levels, can be found at the CDE Web site at <http://cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students test is 10 or less.*

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	49.5	60.3	64.2
Average Verbal Score	53.4	532	540
Average Math Score	473	494	509
Average Writing Score	---	---	536

Degree to Which Students Are Prepared to Enter Workforce

Natomas Charter School was founded on the belief that preparing students for the 21st century requires giving them "real life" situations or contexts in which to learn core knowledge, effective communication, problem solving, and academic social skills. All NCS programs incorporate instructional practices that emphasize active learning strategies in which students can develop not only these skills but also develop unique interests, uncover hidden talents, experience satisfaction in accomplishments and gain a sense of responsibility. In addition to instructional strategies used within the classroom, NCS students are required to participate in Job Shadowing Days, Master's classes led by professionals from the community, and Career Fairs. Students learn resume writing, presentation skills, time management and interview skills as part of their 8th grade Portfolio and Senior Projects.

Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2005-2006) Amounts were calculated by averaging all NCS beginning teacher salaries for the 2005-2006 year and for the mid-range amount by averaging the salaries of all teachers who have been employed by NCS for 4-5 years.

*District numbers unchanged for current school year.

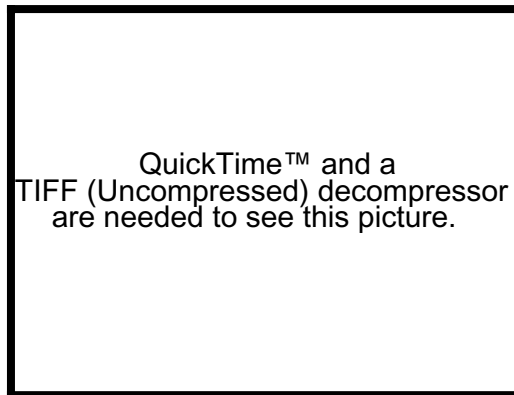
	NCS Amount	*District Amount
Beginning Teacher Salary	\$36571	\$29,967
Mid-Range Teacher Salary	\$40768	\$51,753
Highest Teacher Salary	\$60896	\$77,222
Average Administrator Salary	\$76515	\$82,800
Percent of Budget for Teachers' Salaries	57	44
Percent of Budget for Administrative Salaries	14	5

Expenditures (Fiscal Year 2005-2006)

NCS	NCS	District	*District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars Per Student (ADA)	Total Dollars	Dollars Per Student (ADA)	Dollars Per Student (ADA)	Dollars Per Student (ADA)
\$6,143,804	\$5,591	\$61,601,477	7,161	\$6,882	\$6,822

Fiscal Update

Tax exempt financing was secured this year for charter school campus facility improvements that included an outdoor dining canopy and four new classrooms, as well as consolidation of previous facility loans. The current ending balance and fund revenues are above the required levels. Ending reserves are retained for support of salary increases and future facility expansion.



NATOMAS CHARTER SCHOOL ADMINISTRATION

Charlie Leo, Co-Founder/Executive Director
Jodi Retzlof, Fiscal Services Director
Chris Perry, Student Affairs Director
Ting Sun, Co-Founder/ Educational Program Director

NATOMAS CHARTER SCHOOL BOARD OF DIRECTORS

Edward Aguilar
Tina Chiginsky
Holly Dallas
Ron Dwyer-Voss
Tammy Lee
Charlie Leo
Lynda Mulholland
Anne Peggins
Kit Rich
Laura Bariel
Rick Stewart
Harpreet Kooner
Kavlah Cowan

NATOMAS UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Jennifer Baker
B. Teri Burns
Ron Dwyer-Voss
Sue Heredia
Lisa Kaplan