

Natomas Charter School

Accountability Report to the Natomas Unified School District Board of Trustees 2011

Natomas Charter School (NCS) is the 19th public charter school to be numbered by the California State Board of Education. The school is located in North Natomas within the boundaries of the Natomas Unified School District (NUSD), a suburban community located 5 miles north of downtown Sacramento.

Since its initial approval in 1993, NCS has grown from 80 students to over 1,300 students today in five innovative programs, spanning grades K-12. The aim of the school is to develop several programs under one charter, each of which is tailored to the unique needs of its specific student population. Today, NCS is comprised of five "schools within the school":

- 1) The "Leading Edge" (LE) 6-8th grade middle school focused on technology, community involvement and thematic/project-based learning.
- 2) The K-8th grade "Pursuing Academic Choices Together" (PACT), a "hybrid" program that supports homeschool parents with a credentialed teacher and provides standards-based curriculum/guidelines, classes/workshops, fieldtrips and a classical education pathway.
- 3) The 6th-12 grade Performing and Fine Arts Academy (PFAA), which offers a college-preparatory curriculum along with intensive arts training for all students enrolled.
- 4) The 9-12th grade "Individualized Learning Program" (ILP) with individualized learning plans for students, combining independent study with on-site courses, workshops and tutoring.
- 5) The K-5th grade "Transitions" Academy, a primary and intermediate grade program emphasizing critical thinking and creativity in math, science, literacy, and second-language acquisition (Mandarin and/or Spanish) with content-area specialists

Although each of its programs is unique and innovative in its own way, all of Natomas Charter School's programs follow the same mission and philosophy outlined in the school's enabling charter. All five programs, for example, focus on instruction and assessment intended to expand the potential of each individual student. Other charter characteristics of NCS programs include high academic standards, active parental involvement and community involvement, individualized learning plans, and performance-based assessments of student learning. Today, 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, ranking in the top 10 percent of schools on the state's Academic Performance Index (API).

Natomas Charter School has been on its current school campus since September 2000. The school site was built and designed especially to house NCS's initial four programs. Since that time several modifications have been made including the addition of several new buildings and structures to the campus to enhance the environment and learning opportunities for students.

These include several more modular classroom buildings, including additional science labs for middle schoolers, a small arts gallery, an additional workspace and classroom space for ILP, a large covered outdoor eating area next to the cafeteria, a state-of-the-art performing arts theatre and a new school gymnasium. In 2009, the PACT program moved to its own site in a commercial building 1.2 miles from the NCS main campus. Per the 2008 WASC Visiting Team recommendations, PACT now has much more space for resource materials and classrooms for onsite classes and workshops. This expansion also allowed the ILP program to move into the former PACT building on the main NCS campus, giving that program more space as well. Natomas Charter School also initiated a new elementary site-based school program called "Transitions" and enrolled 50 kindergarteners this year. Transitions is currently located in a commercial building next to the PACT program.

NCS operates fairly autonomously of its authorizer, the Natomas Unified School District. NCS has its own governance board, the Natomas Charter School Board of Directors. NCS also manages its own budget, hires/fires its own employees and houses its own Business Office for payroll, purchasing and billing. The Natomas Charter School Business office now also provides business services for three other local charter schools. However, a strong partnership between NCS and NUSD has existed over several years.

NCS Awards and Recognitions

Western Association of Schools and Colleges (WASC) highest term of accreditation, 2002 and 2008

National School of Distinction, Kennedy Performing Arts Center, 2005

California Charter School of the Year, 2006

California Distinguished School, 2007

Bronze Award (Top 10% of High Schools in the Nation), US News and World Report, in 2007, 2008, 2009

Top High School in Sacramento, Sacramento Magazine, 2008, 2009, 2010

NCS Program Updates

The Leading Edge Program

The Leading Edge (LE) Middle School is proud to be in its 18th year of serving students, faculty and families. We continue to revel in our students' successes, both academically and socially. This year we had much to celebrate! A Leading Edge eighth grade student won the Young Playwright Award for her original work, which was performed by the B Street Theater. For the fourth year in a row, our Spelling Bee champion earned his way to the Northern CA regional competition. Leading Edge students also won 11 of the 21 District Science Fair awards including first and second place overall. Two of those winners went on to place in the Sacramento Regional Science and Engineering Fair. The most popular club in Leading Edge continues to be Math Olympiads. With over 17,000 students competing internationally, one of our students was recognized for scoring in the top 2%, two students were recognized for scoring in the top 10% and the club overall scored in the top 20%! Our athletic program still adds an exciting and healthy component to our middle school. This year over 65% of our students participated in

league sports. Three of our students' video projects, "No Voice, No Vote," took first place at this year's SEVA awards, and nine of our 8th graders took and passed the Microsoft Professional Life-Time Certification Exam. In addition, Leading Edge students still found time to give back to the community by participating in service projects. This year students made blankets for the Ronald McDonald Foundation and PowerPoint presentations for Ronald McDonald Houses. They adopted nine families at Christmas through the Sacramento Catholic Charities and raised over \$1500 for Help for Haiti. Even after promotion from middle school, Leading Edge students gave back: Eleven of our alumni volunteers serve as mentors and tutors each week after school. Last but not least, an average of 61% of our students earned a place on the Honor Roll or Principal's List each trimester.

The Performing and Fine Arts Academy

The Performing and Fine Arts Academy (PFAA) is now in its 15th year of operations and serves grades 6 -12. The program offers a unique balance of rigorous academic instruction and intensive training in the performing and fine arts. PFAA has continued to be recognized by the local community and state agencies by performing at a variety of venues locally and statewide. Last year PFAA reached an artistic milestone with the opening of *One Voice*, an interdisciplinary performance promoting a message of peace and understanding between the United States and the Middle East. Last year, our students had the opportunity to host students from Nigde, Turkey who participated in this show with our students. This year PFAA has selected twelve student ambassadors from our program to travel to Nigde to perform and participate in the continuation of the *One Voice* intercultural exchange project and further promote our message of peace. PFAA's highly regarded arts programs impact not only our own students, but the local, state, national, and now international communities as well. Academically, our students continue to excel. With well over 70% of our students on honor roll, academic achievement is a top priority. The Performing and Fine Arts Academy has a 90% college attendance rate attributed to the strong academic and artistic preparation our students receive.

The PACT (Pursuing Academic Choices Together) Program

PACT just completed its fourteenth year of operations. PACT has completely moved into its new campus and has filled the classrooms with over forty arts and academic classes to support student learning. The staff invested in the use of NWEA testing to assess student learning twice a year in order to better set learning goals for each student. Compass Learning and ALEKS are two new on-line programs that have been implemented to build skills for middle school students that are behind and need more remediation. The parent group is strong and meets regularly to work on ways to develop and support the school and students.

The Individualized Learning Program

The Individualized Learning Program (ILP) completed its tenth year of operations and has continued to emphasize and focus in on standards, accountability, and student learning. Preliminary research was completed to determine the grade level that most needed honors level courses and juniors were the most in need. We developed and added both a US History honors and English 11 honors courses (UC a-g approved). In the area of science we have developed the

lab portion of the Biology course to meet the needs of a-g requirements. We have added a lab section to our Earth Science course, Psychology has been approved UC a-g, and we have added on-line foreign language courses to meet college requirements. We have added a math lab as a means for supporting students in their weekly homework, students meet for up to three hours of math support with other students and a math teacher. 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.

The Transitions Program

Transitions is having a very successful first year with a full enrollment of 50 kindergarten students. Our classes have been focused on using hands-on learning activities which foster independent, critical thinking skills and creativity. This year we have engaged students with station activities to celebrate the 100th Day of School, Dr. Seuss' Birthday, Winter Holidays Around the World, and we invited PASCO to come and provide a demonstration with science experiments on "Forces Unseen to the Eye."

We are also excited about the application of technology through our reading curriculum with *Lexia*, a web-based individualized and self-paced reading program. This has been a great tool to support literacy as students have home access to *Lexia* for ongoing practice.

Our kindergartners have also participated in several fieldtrips this year, including the Fog Willow Pumpkin Farm, the Nutcracker Ballet, a local play by the Junior League of Sacramento, and the fire station. Transitions parents have been a tremendous support to the school by organizing and participating in fundraisers such as the Read-a-thon and Winter Festival. Families were also invited to our student singing performances during the sharing of our Thanksgiving Meal, Winter Holiday Celebration, Open House, and End-of-Year Promotion ceremony. We are extremely proud of all our first-year accomplishments and look forward to growing next year with the addition of two first grade classes!

NCS Student Profile

Open Enrollment

Because charter schools are schools of choice and have no district boundaries, Natomas Charter School has an open application process for enrollment. Anyone who wishes to attend the charter school may apply. By law, the charter school must have a lottery process established if there are more students who wish to attend the charter school program than there is capacity. The charter school must also give enrollment preference to in-district students. All NCS programs follow an NUSD-approved lottery process if oversubscribed. The Performing and Fine Arts Academy also holds an “audition” process before students are selected from the lottery to determine the students’ levels of interest in the arts. Though the majority of our students come from within NUSD, we also have students who come from throughout the Sacramento area (and beyond) to attend Natomas Charter School’s programs.

NCS’s current student 2010-2011 enrollment is provided below:

<i>Ethnicity</i>	NCS		PFAA		ILP		LE		PACT		TRANS	
<i>Black or African American</i>	125	10%	68	10%	7	10%	30	13%	24	9%	1	2%
<i>American Indian or Alaska Native</i>	8	1%	2	0%	2	3%	1	0%	2	1%	0	0%
<i>Asian</i>	133	10%	47	7%	5	7%	70	29%	2	2%	11	22%
<i>Filipino</i>	101	8%	66	10%	2	3%	22	9%	6	2%	5	10%
<i>Hispanic or Latino</i>	249	19%	140	21%	18	26%	37	15%	50	19%	6	12%
<i>Native Hawaiian/Pacific Islander</i>	12	1%	6	1%	0	0%	0	0%	3	0%	0	0%
<i>White (not of Hispanic origin)</i>	500	39%	255	38%	30	43%	53	22%	155	58%	19	38%
<i>Two or More Races</i>	150	12%	84	13%	6	9%	27	11%	27	10%	8	16%
<i>Socioeconomically Disadvantaged</i>	312	24%	171	25%	27	39%	63	26%	50	18%	1	2%
<i>English Learners</i>	46	4%	14	2%	3	4%	9	4%	12	4%	8	16%
<i>Students with Disabilities</i>	60	5%	17	2%	6	8%	5	2%	30	11%	2	4%
<i>TOTAL</i>	1297		668		70		240		269		50	

Student Enrollment by Grade Level (all programs) 2010-2011

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	77	Grade 8	193
Grade 1	26	Ungraded Elementary	0
Grade 2	30	Grade 9	135
Grade 3	29	Grade 10	119
Grade 4	29	Grade 11	113
Grade 5	39	Grade 12	99
Grade 6	200	Ungraded Secondary	0
Grade 7	205	Total Enrollment	1294

IN/OUT of District	NCS	PFAA	ILP	LE	PACT	TRAN
<i>In District</i>	932 (72%)	494 (74%)	35 (51%)	228 (95%)	123 (46%)	70 (96%)
<i>Out of District</i>	362 (28%)	174 (26%)	33 (49%)	12 (5%)	145 (54%)	151 (4%)

For 2010-2011, NCS has entry grade waitlists of approximately 145 at 6th grade and 40 at the 9th grade level. In total there are over 230 students on waitlists in all grade levels among the five programs.

Student Enrollment, by Gender

Natomas Charter School has a significantly larger percentage of female students than male students, due to the large number of females in PFAA. The perceived lack of a sports program and traditional attitude about the arts may contribute to the disproportionate number of females who apply to the program versus males who apply to PFAA (2:1). To address this need

Gender	NCS	PFAA	ILP	LE	PACT	TRAN
<i>Male</i>	512 (40%)	203 (30%)	30 (44 %)	119 (50%)	136 (51%)	24 (48%)
<i>Female</i>	782 (60%)	465 (70%)	38 (56%)	121 (50%)	132 (49%)	26 (52%)

to attract more boys, PFAA has created a middle school physical education program and has added more technology-based courses

(i.e. video game design, 2D and 3D animation). PFAA has also created several afterschool sports programs including an afterschool basketball program and team fit.

Reduced and Free Lunch Eligibility

	NCS	PFAA	ILP	LE	PACT	TRAN
<i>Reduced</i>	82	43	5	21	12	1
<i>Free</i>	230	128	22	42	38	0
<i>TOTAL</i>	312 (24%)	171 (25%)	27 (39 %)	63 (26%)	50 (18%)	1 (2%)

A total of 312 (24%) students at NCS are eligible for free or reduced lunch. Students in non site-based programs (ILP and PACT) may participate in the NCS on-campus lunch

program.

Special Education and 504's

NCS is considered a school within the Natomas Unified School District for purposes of special education and works closely with the NUSD in ensuring that all students with special needs are monitored and that accommodations and additional resources are provided in accordance with their IEPs. Over the past two years, the total number of students on either and IEP or a 504 has increased significantly. Currently, 5% of all NCS students are on IEPs with a large proportion in the PACT program. Most all students on IEPs are fully included. There is a full-time, credentialed resource specialist as well as a full-time aide at the school site to provide ongoing support and to monitor students on active IEPs. NCS also employs the equivalent of 1.6 FTE in counseling staff who provide both social and academic support to students on IEPs and 504s.

SPED/504's	NCS	PFAA	ILP	LE	PACT	TRAN
<i>IEP's</i>	60 (5%)	17 (2%)	6 (8%)	5 (2%)	30 (11%)	2 (4%)
<i>504's</i>	16 (1%)	12 (2%)	4 (3%)	0 (0%)	0 (0%)	0 (0%)
<i>TOTALs</i>	55 (6%)	29 (4%)	10 (14%)	5 (2%)	30 (11%)	2 (4%)

English Language Learners

Currently, only 46 students (4% of NCS students) are designated English Learners (EL), while 96 (7%) have been Redesignated English Proficient (R-FEP). Most all EL students are performing at grade-level and fully included. NCS tests all incoming and continuing students designated as EL for progress on language development on an annual basis. Any student coming into the school or identified as an EL student is provided with teachers qualified in Specially Designed Academic Instruction in English (SDAIE).

	NCS	PFAA	ILP	LE	PACT	TRAN
<i>EO</i>	1027 (79%)	545 (82%)	51 (75%)	154 (64%)	242 (90%)	35 (70%)
<i>IFEP</i>	125 (10%)	70 (10%)	5 (7%)	32 (13%)	11 (4%)	7 (14%)
<i>R-FEP</i>	96 (7%)	39 (6%)	9 (13%)	45 (19%)	3 (1%)	0 (0%)
<i>EL</i>	46 (4%)	14 (2%)	3 (4%)	9 (4%)	12 (4%)	8 (16%)
<i>TOTALs</i>	1294	668	68	240	268	50

NCS Staff

The Administrative and Teaching Staff

Natomas Charter School is a teacher-initiated charter. Teachers are viewed as instructional leaders and given flexibility in how they design their courses and class curriculum as it relates to the state standards. At the same time, a high level of professionalism and high teaching standards are expected of all NCS teachers. These expectations are outlined in the “Five Traits of NCS Professionals,” developed by the staff themselves.

Certificated Staff		
<i>Asian</i>	3	4%
<i>Filipino</i>	1	1%
<i>Hispanic</i>	10	13%
<i>African-American</i>	0	0%
<i>White</i>	59	77%
<i>Two or More Races</i>	4	5%
TOTAL	77	

Teacher and Administrator Education Level

Degree	%
Doctorate	1%
Master’s Degree plus 30 or more semester hours	10%
Master’s Degree	18%
Bachelor’s Degree plus 30 or more semester hours	51%
Bachelor’s Degree	17%
Less than Bachelor’s Degree	3%

NCS employs a total of 71 certificated staff members in its four programs in addition to a small handful who teach at the school on a part-time basis (two or three classes). The overall years of service in the educational field among the staff averages 11 years in education.

Administratively, the school has an Executive Director, a Director of Student Affairs, a Director of Educational Programs, and a Director of Fiscal Operations. Additionally, each NCS program has its own Program Coordinator.

Counselors and Other Support Staff

A number of student support staff are also outlined in the chart. Administrative and teaching staffs enjoy a close working relationship. NCS administrators and program coordinators are also experienced classroom teachers.

Title	FTE
Counselor	1.8
Library/Media Technician	1
Psychologist	.30
Speech/Language/Hearing Specialist	.60
Resource Specialist (non-teaching)	1
Resource Instructional Aide	1

Teacher Credentials

Teachers	NCS	District
With Full Credential	81%	99%
Without Full Credential	3%	.08%
Waiver	16%	02%

Flexibility regarding teaching credentials in the charter law also allows NCS to employ teachers who are professionals in their fields, but who may not have a California teaching credential. This is most evident in the Performing & Fine

Arts Academy where many of the arts teachers, who are respected professionals in the local community, have come into the program and assisted in building the arts program from its inception.

Highly Qualified Teacher under NCLB

Like our students, teachers are provided individualized support for their continued development and professional growth. Currently, 93% of the teachers at the charter school meet the NCLB HQT requirements. Those who have not met those requirements are specialized arts and technology-based instructors, who are provided flexibility for credentials under state charter law. These teachers have developed individual plans to make progress to becoming HQT through taking courses or preparing for examinations.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	96%	4%
All Schools in District	99%	1%

Professional Development

In order to support new teachers, NCS has developed a partnership with the Sacramento County Office of Education to provide BTSA (Beginning Teacher Support and Assessment program) support and induction for new teachers at NCS as well as other charter schools in the area. NCS spends a significant portion (2.7%) of its school budget on professional development (which includes conferences, workshops, release time, mentoring/coaching new teachers, and stipends).

Classified Staff

Natomas Charter School employs 30 full and part-time “classified” staff, mainly in the areas of clerical, custodial, supervision and maintenance.

Based on 2009-2010 Data of Classified Staff

Classified Staff		
Asian	3	10%
Filipino	0	0%
Pacific Islander	0	0%
Hispanic	10	33.3%
African-American	1	3.3%
White not Hispanic	16	53.3%
Two or More Races	0	0%
TOTAL	30	

NCS Parents

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. Consequently, NCS parents in the Leading Edge and in the PFAA program sign a contract to volunteer at least 30 hours at the school or school-related functions during the school year. PACT parents must volunteer 10 hours to the program in addition to their home schooling duties. ILP parents assume responsibility for

Education Level	NCS	PFAA	ILP	LE	PACT	TRANS
<i>Not HS Graduate</i>	2%	3%	1%	1%	1%	0%
<i>HS Graduate</i>	12%	12%	32%	13%	9%	6%
<i>Some College</i>	31%	33%	34%	23%	33%	28%
<i>College Graduate</i>	32%	30%	25%	35%	38%	36%
<i>Graduate School</i>	18%	17%	3%	23%	17%	30%
<i>Decline to State</i>	4%	5%	4%	6%	2%	0%

monitoring their child’s academic progress on a daily basis and are required to verify hours spent on task for each academic activity as well as donate 30 volunteer hours. Parents also often attend the weekly meetings to better understand the expectations of the teacher and to assist in the development of the individualized education plan. Parent hours can be fulfilled by family members as well as students themselves.

The active volunteering of the parents in the school is one of the strengths of NCS. Each program in the school has formal and informal partnerships with the parents. In Leading Edge, for example, LEAP (LE Active Parents) meets bi-monthly to plan student activities and to fill any student and teacher needs, including donating supplies, supervising fieldtrips, or assisting in the classroom. In PFAA, parents have also formed a support organization, P4A (Parents for the Arts) that annually raises funds to support school wide programs. In PACT, parents are directly involved in the daily learning activities of their children. PACT parents also attend “CHAT” meetings which provide parent-teacher networking and support and raise funds to help pay for fieldtrips, materials for the resource center, upgrading technology, and other program support needs.

In the 2009-2010 school year, parents in LE donated more than **7,743** documented hours (for 225 students) and PFAA parents donated **14,554** documented hours (for 630 students) and PACT parents donated more than **1,397.25** documented hours (for 240 students). ILP documented **2,186** parent hours (for 80 students).

Parent groups support the school’s programs through fund raising and donated time and also by regularly assisting the school through participating on various advisory committees. Regular newsletters and the PowerSchool program empower parents to be aware of and part of student learning. Additionally, the parent groups have developed listservs to inform each other of school activities and parent participation events, like monthly campus clean-up days and regular parent and class meetings. A number of parents can be located on campus during any given day at Natomas Charter School, making copies, working in the classroom, directing traffic, monitoring

the campus or coordinating or setting up a school event. Parents also assist other parents with participation activities by developing guidebooks on ways to contribute hours to the school.

The parents in all four programs feel a great sense of ownership in the school and have played a critical role in the development of their programs. All involved in the school believe active participation by the parents of students in all five programs is an integral element in the growth and health of the Natomas Charter School. Over the years, NCS parents have been active partners with the administration, staff and students in helping to make the school what it is today.

Student Performance Data

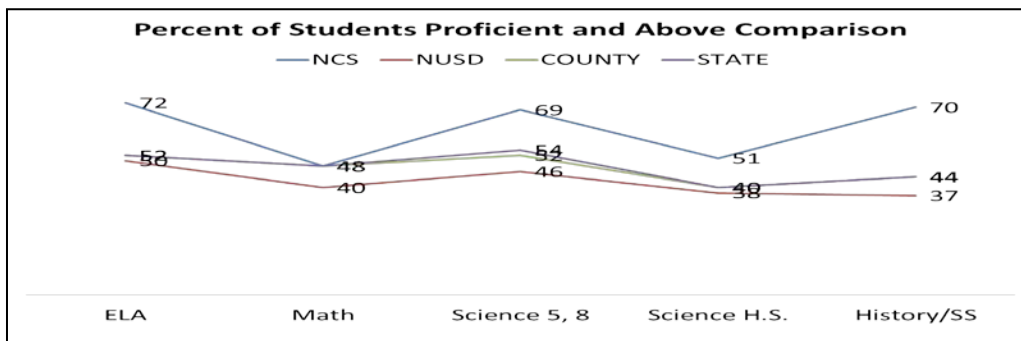
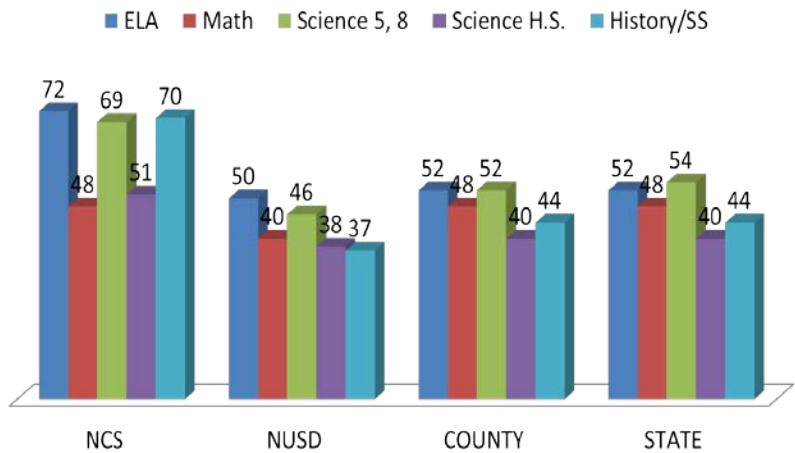
Academic Performance Index (API) and California State Tests (CSTs)

Natomas Charter School (NCS) met and exceeded 800 on its API in 2004-2005. The school has continued to make steady growth on its API since that time. NCS's 2009 API base score of 849 ranks the school at a 10 statewide and a 9 among similar schools. Significant growth has also been seen in past years among Natomas Charter School's significant subgroup population with the largest growth in its African-American and Socioeconomically Disadvantaged subgroups since 2004.

API Year	API Base	API Growth Target	API Growth	Actual Growth	Statewide Rank	Similar Schools Rank
2004	773	+1	800	+27	9	10
2005	800	N/A	824	+24	8	9
2006	823	N/A	823	+0	10	9
2007	823	N/A	838	+15	10	10
2008	837	N/A	849	+12	10	10
2009	849	N/A	848	-1	10	9
2010	848	N/A	TBA Fall 2011	TBA Fall 2011	9	10

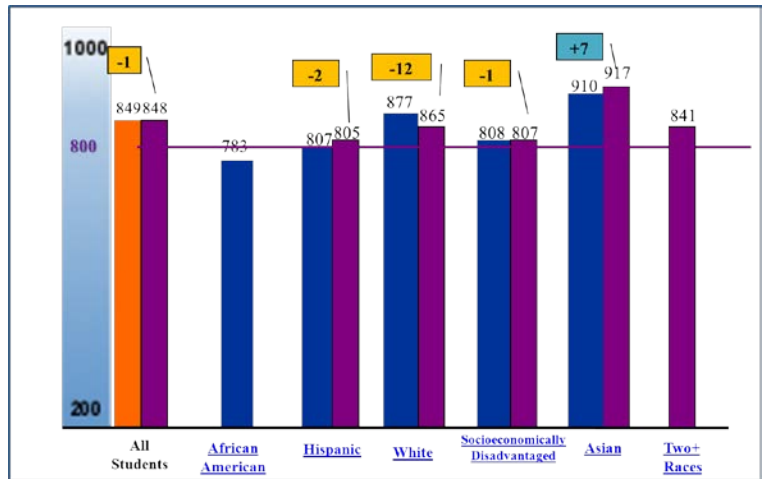
NCS student proficiency on CSTs remains well above state averages. Our students perform particularly well in the in ELA, History/SS and in middle school Science. We continue to focus in areas of high school math and science. NCS has rigorous high school graduation requirements which require ALL students to complete and pass UC required courses, including Biology, Algebra II and a Physical Science or Chemistry.

Percent of Students Proficient and Above on STAR



2008 API Growth Scores by Significant Subgroups

All NCS's current significant subgroups are above 800 and so are not assigned a growth target. However, after several years of continuous growth, Natomas Charter School experienced a slight drop in its 2010 growth API schoolwide and in some subgroups.



Over the past two years, NCS has been exploring ways to better disaggregate and exam student performance data within its individual programs. In 2009, NCS purchased, a student data analysis system which has been helpful in identifying trends and areas for improvement and growth.

California High School Exit Exam (CAHSEE)

Natomas Charter School high school students perform very well on the high school exit exam. *Over the past three years NCS has had 100% passing rate on both the ELA and the Math portions of CAHSEE for on-target, graduating seniors.* Approximately 96% of our high school students pass the CAHSEE on their first try (99% on ELA

2009 and 2010 CAHSEE Results for Grade 10 by Significant Subgroups

Significant Subgroups	English - LA		Math	
	2009	2010	2009	2010
ALL NCS Students	95%	99%*	94%	92%*
<i>African American</i>	82%	100%	82%	75%
<i>Hispanic</i>	100%	100%	100%	100%
<i>White</i>	98%	96%	98%	86%
<i>Socio/Eco Disadvantaged</i>	94%	100%	94%	97%
<i>Two or More Races</i>	n/a	92%	n/a	79%

Longitudinal Schoolwide CAHSEE Results for Grade 10

School Year	English - LA	Math
2006	99%	94%
2007	98%	95%
2008	98%	94%
2009	95%	94%
2010	99%	92%

ELA State: 81% MA State: 81%
 ELA NUSD: 83% MA NUSD: 76%

and 92% on MA). Students who do not pass on their first attempt are provided with additional resource materials and individualized afterschool tutoring (in math) and additional ELA support from teachers.

* N = 111/112 in ELA and 106/115 in MA

Adequate Yearly Progress (AYP)

Natomas Charter School met 20 of 20 AYP Criteria under No Child Left Behind (NCLB) in 2009-2010. All significant subgroups met annual measurable objectives in English Language Arts and in Mathematics for the percent proficient criteria and continue to show growth from year to year.

Federal Accountability: Adequate Yearly Progress		
<u>Made AYP:</u>	Yes	(Met 20 of 20 AYP Criteria)
<u>Met AYP Criteria:</u>	English-LA	Mathematics
<u>Participation Rate</u>	Yes	Yes
<u>Percent Proficient</u>	Yes	Yes
<u>API - Additional Indicator for AYP</u>	Yes	
<u>Graduation Rate</u>	Yes	

California State Standards Test

Natomas Charter School students perform well on California state standards tests overall when compared to district and state averages. The percentage of students at the “Proficient” and “Advanced” levels has remained relatively high over the past three years.

CST Results for All Students - Three-Year Comparison

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

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	73	74	72	43	47	50	46	50	52
Mathematics	42	46	48	35	38	40	43	46	48
Science	64	71	69	36	41	46	46	50	54
History-Social Science	63	67	69	29	32	37	36	41	44

CST Results by Student Group – 2009-2010

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.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	50	40	46	37
All Students at the School	72	48	69	70
Male	70	53	73	74
Female	73	45	66	68
Black or African American	54	32	41	51
American Indian or Alaska Native	*	*	*	*
Asian	86	72	89	84
Filipino	81	53	79	82
Hispanic or Latino	64	37	62	68
Native Hawaiian or Pacific Islander	*	*	*	*
White	75	51	72	64
Two or More Races	71	46	73	85
Socioeconomically Disadvantaged	67	30	64	68
English Learners	50	35	*	*
Students with Disabilities	45	30	67	39
Students Receiving Migrant Education Services	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

SAT

Eleventh and twelfth grade students in both the PFAA and ILP programs take the SAT.

SAT Reasoning Test Longitudinal

Indicator	2007	2008	2009
Percent of Grade 12 Students Taking the Test	57.43	56.47	60.82
Average Critical Reading Score	535	540	541
Average Math Score	519	530	519
Average Writing Score	519	520	523

Three-year Longitudinal SAT Averages

School	Grade 12 Enrollment	Number Tested	Percent Tested	Verbal Average	Math Average	Writing Average	Number with VMW>=1,500	Percent with>=1,500 Rate
<i>Natomas Charter #19</i>	97	59	60.82	541	519	523	37	62.7
District (NUSD)	917	273	29.77	493	492	471	113	41.39
County: (Sacramento)	18,340	5,557	30.30	492	507	485	2,621	47.17
Statewide:	473,671	164,275	34.68	495	513	494	80,364	48.92

2008-2009 SAT Averages Comparison to District/County/State

Academic and Behavioral Expectations

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. Student Success Team Meetings (SST) are held for students who are in jeopardy of being placed on either academic or behavioral probation. A behavioral or academic plan is established in conjunction with the student’s teacher and parents to assist the student in becoming more successful.

This system of frequent and regular communication with parents ensures that none of our students “fall through the cracks.” In 2009-2010, NCS held 85 middle school SSTs and 87 high school SSTs. In addition to parent, teacher or administrator-initiated SSTs, NCS also annually monitors students on 504 plans and on IEPs and/or designated as EL.

Academic Probation

High academic expectations are the cornerstone of all Natomas Charter School programs. Students who receive quarterly progress reports with preliminary GPAs under 1.5 are automatically scheduled for a mandatory Student Success Team (SST) meeting with parents and

teachers at the beginning of the following quarter. Parents of students with GPAs between 2.0 and 1.5 are actively informed of their option for an SST. Parents, teachers, administrators and the student work together at these meetings to address any academic, social or behavioral issues and develop a three-way SST contract to assist the student to become more successful, including any additional communication needs between the family and the school. Last year, 12 student contracts were revoked in the site-based (PFAA and LE) programs for academics, while 14 student contracts were revoked for not fulfilling academic requirements and/or for violation of their master agreements in the non site-based programs (ILP and PACT).

	Site Based Programs			Non-Site Based Programs		
	2008	2009	2010	2008	2009	2010
Behavioral Contract Revocations (Site Based Programs)	2	8	3	N/A	N/A	N/A
Academic Contract Revocations (Site Based Programs)	13	11	9	N/A	N/A	N/A
Master Agreement Revocations (non-site based programs only)	N/A	N/A	N/A	29	16	14
Number of Suspensions (total days)	23	22	56	0	0	0

Behavioral Probation

NCS has a progressive discipline policy in which students are provided with several warnings and clear consequences. Behavioral policies are outlined clearly in student/parent handbooks. Interventions include peer counseling, referrals to the Student Affairs Director or the school counselors, parent/teacher conferences, parent shadowing and comprehensive SSTs to help students make better choices. In-house suspensions are used whenever possible so students do not miss academic work. Students at NCS are placed on Behavioral Probation for 90 school days, once he or she accumulates three suspension days. Receiving one or more additional suspension days while the student is on behavioral probation results in contract revocation. Last year, three (3) NCS students had contracts revoked due to behavior.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	1.1	1.7	2.2	19.2	18.5	18.0
Expulsions	0.0	0.0	0.0	0.2	0.3	0.5

Attendance

Average daily attendance (ADA) rate for Natomas Charter School was 97% in the 2009-2010 school year, which is higher than state or district averages.

Average Daily Attendance Rate	
NCS	97%
PFAA	97%
ILP	92%
LE	98%
PACT	99%

Number of High School Graduates

Through its caring staff and innovative program offerings, NCS’s goal is to help students discover their full potential, accomplish their academic goals, become active participants in their community, value lifelong learning, explore their future career, college, and personal goals, and succeed in whatever path they choose after high school. To that end, our small learning environments and individualized attention contribute to high graduation rates at Natomas Charter School.

Dropout Rate and Graduation Rate

Rates are based upon previous year graduation class (i.e. 2010 Rate is for Class of 2008-2009)

Indicator	School			District			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
Graduation Rate	95.70	90.91	93.75	81.00	92.3	81.46	79.5	80.21	78.59

Post-Secondary Preparation (PFAA and ILP)

Natomas Charter School aims to help students discover their full potential, accomplish their academic goals, become active participants in their community, value lifelong learning, explore their future career, college, and personal goals, and succeed in whatever path they choose after high school. Graduation requirements in both high school programs meet UC

Plans for the NCS Graduating Class of 2010			
Program	PFAA	ILP	Total
<i>Number of Graduates</i>	77	22	89
Four-Year College	28 (36%)	3 (16%)	37 (42%)
Two-Year College	39 (51%)	18(82%)	39 (44%)
Arts School/College	2 (5%)	1 (5%)	4 (4%)
Specialty School	0	1 (5%)	1 (1%)
Military	0	0	0
Undecided or Full Time Workforce	8 (10%)	0	9 (10%)

and CSU admissions criteria, and ALL but three high school academic courses at Natomas Charter School have been approved by UCOP for meeting a-g requirements. Therefore, all NCS high school students have access to college - preparatory classes. Students are encouraged to apply for colleges in their junior year and attend college after graduation. Last year, 86% of our graduating senior classes indicated plans to attend either four or two-year colleges.

Process Perception Data

Natomas Charter School implements 360° feedback system, which utilizes feedback from many sources including teachers, school staff, parents and students. The intent of this process is to provide balanced assessment and accountability to our school. Below are the 2009-2010 survey results from parents on the school, students on their teachers, and teachers on their administrators.

**2009-2010 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>
1. <u>Organization and Preparation for Class</u>	66%	23%	8%	3%	1%	89%
2. <u>Amount of Work Given is Reasonable</u>	60%	22%	10%	6%	2%	82%
3. <u>Type of Work Challenges Me to Improve</u>	63%	23%	9%	4%	1%	86%
4. <u>Classroom Management/ Orderly Environ. for Learning</u>	59%	25%	10%	5%	1%	84%
5. <u>Teacher Enforces Rules Fairly</u>	60%	20%	10%	7%	2%	80%
6. <u>Content Knowledge</u> of the Teacher	78%	14%	5%	3%	1%	92%
7. <u>Teaching Ability (Organizes his/her lessons so they are easy to understand and help me learn)</u>	59%	24%	11%	6%	1%	83%
8. <u>Attendance/Punctuality of the Teacher</u>	67%	20%	8%	4%	1%	87%
9. <u>Teaching Strategies/ Instructional Methods</u> (uses a variety of materials and/or activities to help me learn)	65%	20%	7%	5%	4%	85%
10. <u>Assessment</u> (uses a variety of ways to grade and assess my work)	53%	29%	11%	5%	3%	81%
10. <u>Grades work fairly and accurately</u>	63%	22%	8%	5%	2%	85%
12. <u>Long-Term Knowledge</u> (teaching style helps me remember what I learned)	60%	24%	10%	5%	2%	84%
13. <u>Additional Help (I feel comfortable asking for extra help)</u>	63%	18%	9%	7%	2%	81%
14. <u>Course Syllabus (Adherence to)</u>	65%	21%	6%	3%	4%	86%
15. <u>Course Expectations (What was expected and what I hoped to learn)</u>	64%	20%	8%	5%	3%	84%

N = 2250 responses

2009-2010 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>n/a</u>	<u>% Effective</u>
English/Language Arts	53%	33%	11%	3%	1%	86%
Mathematics	55%	30%	10%	2%	2%	85%
Science	52%	35%	10%	1%	3%	87%
History/Social Studies	56%	34%	8%	1%	2%	90%
The academics offered in the program are:	<u>Challenging</u> 68%	<u>Very Challenging</u> 23%	<u>Not Challenging Enough</u> 7%	<u>Too Challenging</u> 1%		
	<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	55%	39%	4%	1%	1%	94%
Follow-through on behavior policy	51%	36%	5%	1%	7%	81%
Disciplinary actions fair	40%	39%	9%	3%	9%	79%
Encourages child to be self-directing, independ., successful.	56%	38%	3%	1%	1%	92%
The school is a safe place	70%	27%	2%	1%	2%	97%
The school is neat, clean, well-maintained	72%	25%	3%	0%	0%	97%
School staff works well with parents	53%	39%	5%	2%	1%	92%
My child feels supported	50%	38%	7%	2%	2%	88%
Has high academic standards for all students	57%	36%	3%	1%	2%	93%
Teachers dedicated to helping students learn	49%	44%	3%	2%	3%	93%
Teachers communicate about my child's progress (when needed)	39%	44%	12%	3%	3%	83%
Teachers qualified and know subject matter	46%	44%	3%	3%	4%	90%
Teachers use <u>a variety</u> of assessments	48%	43%	4%	2%	4%	91%
Students receive praise and recognition	42%	40%	8%	4%	6%	82%
Teachers are professional and courteous	50%	42%	3%	2%	3%	92%
Receive general school information and communication regularly and consistently	47%	43%	6%	2%	1%	89%
Access to counselor for socio/emot. needs	35%	39%	5%	1%	20%	74%
Office staff are professional and courteous	53%	40%	4%	1%	2%	93%

Natomas Charter School Accountability Report 2011

Program Coordinator is accessible	44%	39%	4%	3%	10%	83%
Program Coordinator is professional	50%	38%	3%	2%	7%	88%
The Directors are accessible if needed	33%	33%	4%	2%	28%	66%
The Directors are professional	39%	31%	3%	1%	25%	70%
Overall satisfied with this school	Very Satisfied	Satisfied	SomeSat.	Unsat.	VUnsat	90%
	57%	33%	8%	1%	0%	

N = 545 responses

**2009-2010 Supervising Administrator Survey Results
as Reported by Teachers and Staff**

<u>How do you rate your administrator's effectiveness in each of the following areas:</u>	<u>Very Effective</u>	<u>Effective</u>	<u>Somewhat Effective</u>	<u>Not Effective</u>	<u>Don't Know/Not Observed</u>	<u>% Effective</u>
Leadership						
Problem-solves	35%	39%	14%	12%	0%	74%
Accepts responsibility	45%	20%	25%	10%	0%	65%
Motivates staff	35%	29%	18%	18%	0%	64%
Develops a sense of shared purpose	47%	24%	18%	10%	2%	71%
Interpersonal Relations						
Develops productive working relations	31%	37%	25%	6%	0%	68%
Demonstrates tact, candor and professionalism	39%	35%	20%	6%	0%	74%
Creates a sense of community	49%	22%	18%	12%	0%	71%
Is accessible	61%	20%	10%	10%	0%	81%
Communication						
Provides clear information	29%	31%	31%	8%	0%	60%
Establishes clear expectations	27%	29%	33%	10%	0%	56%
Represents self and situations honestly	41%	24%	27%	6%	2%	65%
Actively listens	49%	25%	18%	8%	0%	74%
Seeks input from staff	51%	24%	20%	6%	0%	75%
Project Management						
Establishes realistic timelines and expectations	33%	29%	31%	6%	0%	62%
Links work with organizational goals and priorities	31%	43%	16%	6%	4%	74%
Adjusts work goals based on evolving demands	33%	37%	20%	6%	4%	70%

Natomas Charter School Accountability Report 2011

Sets goals for improvement	39%	31%	16%	8%	6%	70%
Meets deadlines	45%	33%	14%	6%	2%	78%
Personnel Management						
Rewards and recognizes individuals	41%	27%	22%	10%	0%	68%
Provides constructive criticism	37%	31%	22%	8%	2%	68%
Evaluates employees and work fairly	37%	25%	20%	18%	0%	62%
Knows my work	39%	31%	16%	14%	0%	70%
Listens without judgment	45%	22%	22%	12%	0%	67%
Provides support and guidance on difficult issues	55%	20%	20%	6%	0%	75%
Support for Teaching/Learning						
Allocates resources effectively	37%	41%	12%	8%	2%	78%
Encourages/supports professional develop./growth	47%	31%	12%	6%	4%	78%
Provide support/interventions for students in need	57%	27%	8%	4%	4%	84%
Creates a safe school environment	63%	29%	4%	2%	2%	92%
Promotes a positive learning environment	53%	31%	8%	4%	4%	84%

N = 51 responses

■