2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Natomas Charter School
CDS Code:	34 75283 3430659
LEA Contact Information:	Name: Joe Wood, Ed.D. Position: Executive Director Email: jwood@natomascharter.org Phone: (916) 928-5353
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$18,165,974
LCFF Supplemental & Concentration Grants	$944,756
All Other State Funds	$3,253,980
All Local Funds	$631,315
All federal funds	$235,637
Total Projected Revenue	$22,286,906

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$21,669,319
Total Budgeted Expenditures in the LCAP	$4,272,684
Total Budgeted Expenditures for High Needs Students in the LCAP	$1,043,903
Expenditures not in the LCAP	$17,396,635

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$779,621
Actual Expenditures for High Needs Students in Learning Continuity Plan	$832,006

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$99,147
2020-21 Difference in Budgeted and Actual Expenditures	$52,385

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Remaining General Fund Budget Expenditures are all all-located to supporting the school's core instructional program and operational expenditures. Funds identified through our LCAP are designated to support target school wide strategic goals serving our highest need students.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Natomas Charter School

CDS Code: 34 75283 3430659

School Year: 2021-22

LEA contact information:
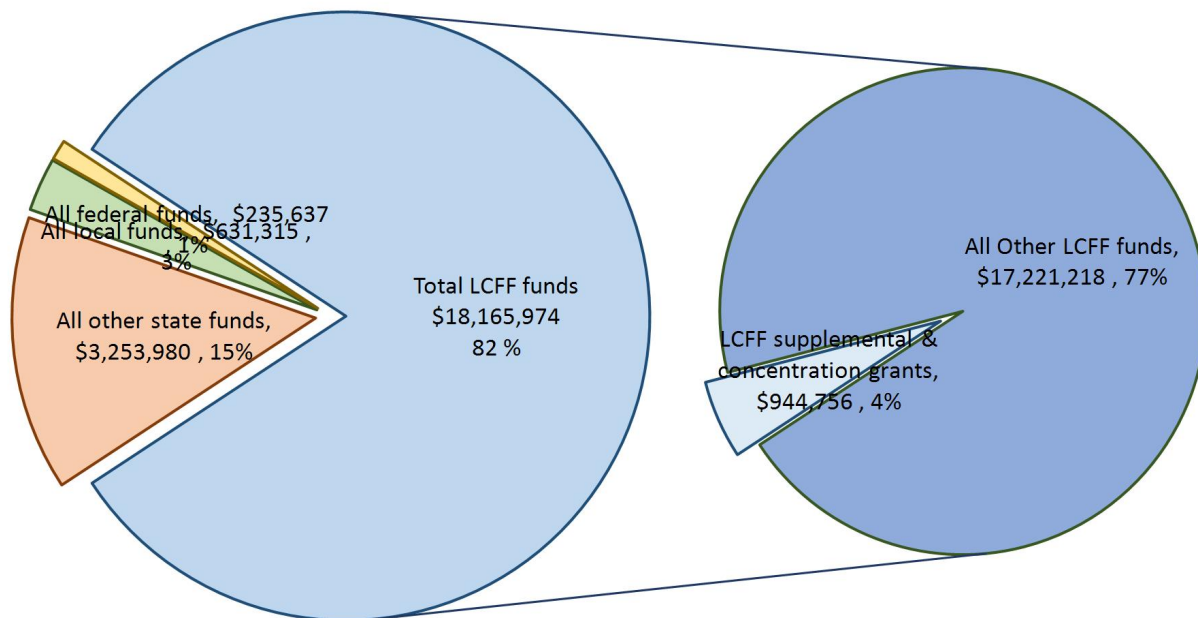
Joe Wood, Ed.D.

Executive Director

jwood@natomascharter.org

(916) 928-5353

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $235,637

All local funds, $631,315, 1%

3%

All other state funds, $3,253,980, 15%

Total LCFF funds $18,165,974 82 %

All Other LCFF funds, $17,221,218, 77%

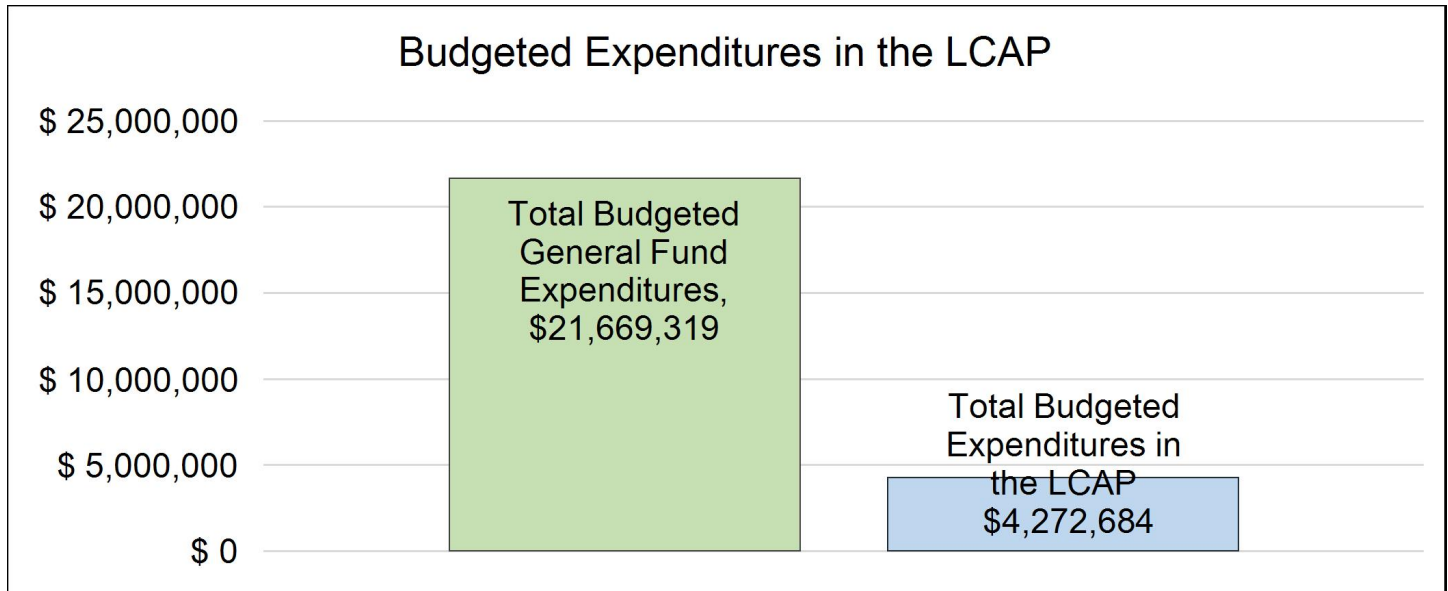LCFF supplemental & concentration grants, $944,756, 4%

This chart shows the total general purpose revenue Natomas Charter School expects to receive in the coming year from all sources.

The total revenue projected for Natomas Charter School is $22,286,906, of which $18,165,974 is Local Control Funding Formula (LCFF), $3,253,980 is other state funds, $631,315 is local funds, and $235,637

is federal funds. Of the $18,165,974 in LCFF Funds, $944,756 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

Chart showing:
- Total Budgeted General Fund Expenditures, $21,669,319
- Total Budgeted Expenditures in the LCAP $4,272,684
- Y-axis ranges from $0 to $25,000,000

This chart provides a quick summary of how much Natomas Charter School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Natomas Charter School plans to spend $21,669,319 for the 2021-22 school year. Of that amount, $4,272,684 is tied to actions/services in the LCAP and $17,396,635 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
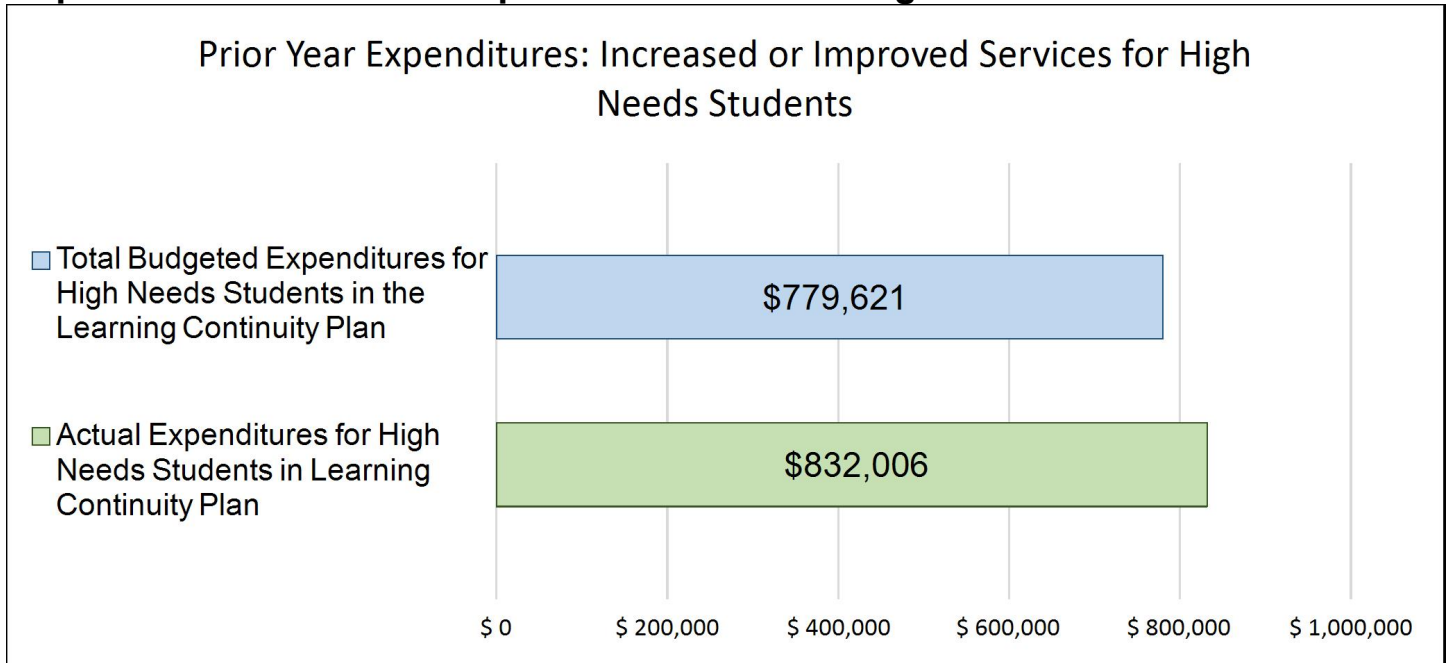
Remaining General Fund Budget Expenditures are all all-located to supporting the school's core instructional program and operational expenditures. Funds identified through our LCAP are designated to support target school wide strategic goals serving our highest need students.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Natomas Charter School is projecting it will receive $944,756 based on the enrollment of foster youth, English learner, and low-income students. Natomas Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Natomas Charter School plans to spend $1,043,903 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: **$779,621**

- Actual Expenditures for High Needs Students in Learning Continuity Plan: **$832,006**

(Chart x-axis: $ 0 — $ 200,000 — $ 400,000 — $ 600,000 — $ 800,000 — $ 1,000,000)

This chart compares what Natomas Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Natomas Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Natomas Charter School's Learning Continuity Plan budgeted $779,621 for planned actions to increase or improve services for high needs students. Natomas Charter School actually spent $832,006 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Natomas Charter School	Joe Wood, Ed.D. Executive Director	jwood@natomascharter.org (916) 928-5353

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Reimagine and Strengthen Teaching and Instruction

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                  Priority 2: State Standards (Conditions of Learning)
                  Priority 4: Pupil Achievement (Pupil Outcomes)
                  Priority 5: Pupil Engagement (Engagement)
                  Priority 7: Course Access (Conditions of Learning)
                  Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Annual CAASPP Results Graduation Rate Annual percentage of 12th Graders Exempt from CSU EPT/ELM Exams SAT/ACT Scores College Acceptance Rate	(UPDATED April 2021 to Reflect 2019-20 School Year Data) 2019 CAASPP Results (2019 Dashboard) * ELA: Maintained Schoolwide Level Green * Math: Maintained Schoolwide Level Yellow 2019 ELA CAASPP Subgroups Improvement *African American subgroup moved from Yellow to Green Maintained *Asian and Filipino subgroups maintained Blue *Hispanic, Two or More Races, and White subgroups maintained Green Decline *Socioeconomically Disadvantaged (SED) subgroup moved from Green to Yellow *English Learner subgroup moved from Green to Orange *Students with Disabilities subgroup moved from Green to Orange

Expected	Actual
19-20 (REVISED June 2019) CAASPP Results (2019 Dashboard) * Maintain Level Green or Blue Schoolwide on 3-8 grade and 11 grade CA Dashboard Achievement Indicators * Maintain Level Green or Blue for all subgroups performing at Green or Blue * Maintain Previous Year Status and/or Make Positive Growth for Change for all Subgroups In Orange or Red: Math --- AA: SED: SWD: Graduation Rate * 97% or above Graduation Rate CSU Preparedness at 12th Grade - ELA & Math * 12th Graders Exempt from CSU Remediation: ELA 98%, Math 70% SAT/ACT Scores * 2020 SAT Scores 1130 * 2020 ACT Composite Score: 23 College Acceptance Rate * Class of 2020 four-year college acceptance: 98%	2019 Math CAASPP Subgroups Improvement *Asian subgroup moved from Green to Blue Maintained *Filipino and White subgroups maintained Green *Two or More Races subgroup maintained Yellow *African American and Socioeconomically Disadvantaged (SED) subgroups maintained Orange Decline * Hispanic subgroup declined from Yellow to Orange * English Learner subgroup declined from Yellow to Orange * Students with Disabilities subgroup declined from Yellow to Orange 2020 CAASPP Results * ELA: Assessment not conducted due to COVID-19 pandemic * Math: Assessment not conducted due to COVID-19 pandemic Graduation Rate * 99.1% (Class of 2020) Graduation Rate CSU Preparedness at 12th Grade - ELA Note: Metric reported by CSU changed in 2019-20 * Ready: 66.36% * Conditionally Ready: 18.18% * Not Ready: 15.45% CSU Preparedness at 12th Grade - Math Note: Metric reported by CSU changed in 2019-20 * Ready: 37.27% * Conditionally Ready: 10.00% * Not Ready: 52.73% SAT/ACT Scores * Class of 2020 Average Score (Combined): 1104 * Class of 2020 Average Composite Score: 24.1

Expected	Actual
Baseline Fall 2017 Dashboard Indicator Results 96% Graduation Rate 12th Graders Exempt from CSU EPT/ELM Exams: ELA 85% MA 65% 2017 SAT Scores 1109 (Updated) ACT Composite Score: 22.5 (Updated) Class of 2017 four-year college acceptance: 96%	College Acceptance Rate * Class of 2020 four-year college acceptance: 99%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Fully Embed Common Core Standards/New Science Standards Into Instructional Strategies (DoK, Skills and Aptitudes, Assessments)	Professional Development and Teacher Trainings 5000-5999: Services And Other Operating Expenditures Supplemental $52,800 Conferences/Professional Consulting Services 5000-5999: Services And Other Operating Expenditures Supplemental $66,460 Professional Collaboration and Release Time 1000-1999: Certificated Personnel Salaries Supplemental $43,728 iReading/iReady Math 5000-5999: Services And Other Operating Expenditures Supplemental $19,500 Instructional Materials 4000-4999: Books And Supplies Supplemental $22,500	Professional Development and Teacher Trainings 5000-5999: Services And Other Operating Expenditures Supplemental $51,073 Conferences/Professional Consulting Services 5000-5999: Services And Other Operating Expenditures Supplemental $63,787 Professional Collaboration and Release Time 1000-1999: Certificated Personnel Salaries Supplemental $43,386 iReading/iReady Math 5000-5999: Services And Other Operating Expenditures Supplemental $38,400 Instructional Materials 4000-4999: Books And Supplies Supplemental $20,258

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Instructional Support Software or Reference Materials - Library Books 4000-4999: Books And Supplies Base $21,950	Instructional Support Software or Reference Materials - Library Books 4000-4999: Books And Supplies Base $27,431
	RtI Manager - Student Support Coordination 1000-1999: Certificated Personnel Salaries Supplemental $21,438	RtI Manager - Student Support Coordination 1000-1999: Certificated Personnel Salaries Supplemental $28,922
2. Design a Framework (distinguishing practices) for Authentic Teaching, Learning and Assessment at NCS and within Academies	Teacher Release Time 1000-1999: Certificated Personnel Salaries Base $336,144	Teacher Release Time 1000-1999: Certificated Personnel Salaries Base $343,163
	Reference Materials/Curriculum Resources 4000-4999: Books And Supplies Lottery 26,700	Reference Materials/Curriculum Resources 4000-4999: Books And Supplies Lottery $32,460
	Project GLAD Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental $6,000	Project GLAD Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental $6,000
3. Create opportunities for educators to have collaborative conversations for reimagining and connecting teaching and instruction across subject areas and grade levels	Department or Grade Level Chairs Stipends 1000-1999: Certificated Personnel Salaries Supplemental $15,046	Department or Grade Level Chairs Stipends 1000-1999: Certificated Personnel Salaries Supplemental $14,473
	Professional Collaboration Grants 4000-4999: Books And Supplies Supplemental $0	Professional Collaboration Grants 4000-4999: Books And Supplies Supplemental $0
	1.0 Library-Media Aide/Assistant 2000-2999: Classified Personnel Salaries Supplemental $53,062	1.0 Library-Media Aide/Assistant 2000-2999: Classified Personnel Salaries Supplemental $62,678
4. Emphasize Communication and collaboration within the school and with outside communities (including global communities) to problem-solve and develop teamwork skills.	Field Experience And Apprenticeship Coordination 2000-2999: Classified Personnel Salaries Supplemental $31,901	Field Experience And Apprenticeship Coordination 2000-2999: Classified Personnel Salaries Supplemental $31,688

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Substitute Time for Teacher-Led Fieldtrips 1000-1999: Certificated Personnel Salaries Base $4,500	Substitute Time for Teacher-Led Fieldtrips 1000-1999: Certificated Personnel Salaries Base $6,090
	Transportation for Fieldtrips 5000-5999: Services And Other Operating Expenditures Donations $46,700	Transportation for Fieldtrips 5000-5999: Services And Other Operating Expenditures Donations $23,940
	Global Connections Projects 1000-1999: Certificated Personnel Salaries Base $43,717	Global Connections Projects 1000-1999: Certificated Personnel Salaries Base $43,717

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

On the whole, the funds budgeted were utilized within a small margin or the projected amount. The one area that was significantly lower was transportation for field trips. The early closure of the school year due to COVID resulted in the cancellation of all field trips and reduced transportation needs due to the COVID-19 pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The majority of the 2019-2020 school year consisted of in-person instruction. As a result, Natomas Charter school was able to successfully implement the actions and services to achieve Goal 1 – Reimagine and Strengthen Teaching and Instruction. When campuses closed as part of regional shelter-in-place orders teachers immediately pivoted to online learning and successfully implemented remote instructional programs via videoconferencing platforms and related online tools to reach students. From March through June 2020 teachers continued to make modifications and developed an online summer learning program.

Successes
During the 2019-20 school year Natomas Charter School continued to deepen their practices around English language arts (ELA) and math instruction. The school purchased additional math curriculum and fully implemented iReady Diagnostic, an assessment platform for all students in grades TK-9. All classroom teachers in the elementary grade levels were trained in Guided Language Acquisition Design (GLAD) instructional strategies and these were used throughout the school year to support literacy instruction. During the 2019-20 school year the school continued to implement its Multi-Tiered Systems of Support (MTSS) program with the support of RTI data manager. This allowed for data-informed conversations and the development of professional learning communities.

While the school had no formal CAASPP data to assess student academic performance using a statewide measure, students continued to make growth based on the use of the iReady diagnostic benchmark assessment. In spite of the pandemic-related campus closures the Class of 2020 maintained high graduation (99.1%) and college acceptance (99.0%) rates. This group of students continued to demonstrate overall high levels of SAT and ACT scores, as well as consistent levels of CSU preparedness. However, it is important to note that the CSU preparedness metric did change between the Class of 2019 and Class of 2020, so the data is not easily compared.

When school campuses across the state and nation closed to address the COVID-19 pandemic, Natomas Charter School teachers immediately pivoted to the use of online tools to address student learning. Teachers made use of videoconferencing platforms (ex: Zoom, Google Meet), as well as online technology (ex: iReady Instruction, Seesaw) to continue to provide instruction and connect with students remotely. As the school closed out the 2019-20 school year and planned for 2020-21 teachers identified standards which may have been missed due to the campus closures in their MTSS and grade level or department teams. The teachers redesigned their units of study and scope and sequence documents to address essential learning standards and provide targeted support to students. Teachers developed intentional and consistent instructional schedules in a distance learning environment to maintain consistency for students and accelerate learning. In terms of English learner support, teachers and staff provide targeted language support aligned to the English language development (ELD) standards.

As the 2019-20 school year closed teachers and staff used what they had learned during the closure, along with the data analysis provided by the MTSS teams to develop a completely online, self-paced summer learning program called "Knight's Quest." Students from elementary, middle, and high school participated in this program which consisted of online math and reading instruction, as well as online opportunities to explore new concepts, such as science adventures and coding.

To support low income and foster youth, Natomas Charter School provided wrap around services though our MTSS process including social-emotional support from our school counseling and psychologist teams. This continued in a virtual environment during the campus closures. Natomas Charter School provided technology in the form of Chromebooks and wifi hot spots to ensure all students had access to online learning regardless of household income.

Challenges
The school's most significant challenge was the COVID-19-related school closures. Closing campuses made teaching difficult and some of our students chose not to engage in the remote learning. It also meant teachers had to quickly pivot to a new model of instruction and some of our areas of growth as a school community were curtailed. Additionally, there was no 2020 CAASPP assessment making it difficult to assess our progress in ELA and math. During the closure we also observed an increase in mental health needs which were challenging to address. Finally, the campus closures hindered some of our professional development timelines and all field trips were curtailed.

Goal 2

Develop a Cohesive Culture of Innovation and Accountability

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                    Priority 2: State Standards (Conditions of Learning)
                    Priority 3: Parental Involvement (Engagement)
                    Priority 4: Pupil Achievement (Pupil Outcomes)
                    Priority 6: School Climate (Engagement)
                    Priority 7: Course Access (Conditions of Learning)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Annual Parent Survey of School Annual Average Student Retention Rate Annual Average Teacher Retention Rate Annual Senior Survey SAT/ACT Participation	(UPDATED April 2021 to Reflect 2019-20 School Year Data) Parent Satisfaction (2020) Very Satisfied/Satisfied: 86% 2020 Student Engagement (School Connectedness) *Elementary: 84% Favorable (70th Percentile) *Secondary: 73% Favorable (90th Percentile) Chronic Absenteeism Rate (2019 Dashboard - Not Reported in 2020) *Schoolwide: 0.70% Student Retention Rate (2020) *Schoolwide: 99.5% Teacher Retention Rate (2020) *Schoolwide: 92.1%

Expected	Actual
19-20 (REVISED June 2019) Parent Satisfaction (2020) Very Satisfied/Satisfied: 90% 2020 Student Engagement (School Connectedness) *Elementary: 90% Favorable (80th Percentile) *Secondary: 78% Favorable (95th Percentile) Chronic Absenteeism Rate (2019 Dashboard) *Schoolwide: 0.5% Student Retention Rate (2020) *Schoolwide: 97% Teacher Retention Rate (2020) *Schoolwide: 95% Postsecondary Preparedness (2020) Seniors Feel Well Prepared: 95% SAT/ACT Participation (Class of 2020) *SAT Participation: 80 students *ACT Participation: 55 students College/Career Readiness Indicator (2019 Dashboard) *Schoolwide: Blue	Postsecondary Preparedness (2020) Seniors Feel Well Prepared: 84% SAT/ACT Participation (Class of 2020) *SAT Participation: 92 students *ACT Participation: 31 students College/Career Readiness Indicator (2019 Dashboard) *Schoolwide: 81.5% (Green) College/Career Readiness Indicator (2020 Results) *Schoolwide: 84.7% (Blue)

Expected	Actual
Baseline 2017 Parents Very Satisfied/Satisfied: 92% 2017 Student Retention Rate: 89% 2017 Teacher Retention Rate: 93% 2017 Seniors Feel Prepared Postsecondary 90% 2017 SAT Participation: 89 2017 ACT Participation: 45	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Engage all stakeholders in supporting individual students to show growth in NCS goals and the school ESLRs	Student Support: Admin and Staff Time 1000-1999: Certificated Personnel Salaries Base $166,537 Schoology Subscription 5800: Professional/Consulting Services And Operating Expenditures Supplemental $6,000 College Site Visits/College Fairs 1000-1999: Certificated Personnel Salaries Supplemental $20,089 Parent Outreach Workshops 2000-2999: Classified Personnel Salaries Supplemental $10,634 Naviance System 5800: Professional/Consulting Services And Operating Expenditures Supplemental $2,395 College Readiness and Preparedness for Underperforming Subgroups 5000-5999: Services And Other	Student Support: Admin and Staff Time 1000-1999: Certificated Personnel Salaries Base $187,098 Schoology Subscription 5800: Professional/Consulting Services And Operating Expenditures Supplemental $6,000 College Site Visits/College Fairs 1000-1999: Certificated Personnel Salaries Supplemental $20,089 Parent Outreach Workshops 2000-2999: Classified Personnel Salaries Supplemental $10,633 Naviance System 5800: Professional/Consulting Services And Operating Expenditures Supplemental $6,589 College Readiness and Preparedness for Underperforming Subgroups 5000-5999: Services And Other

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Operating Expenditures Miscellaneous Grants $0 Afterschool Study Hall/Intervention Blocks 1000-1999: Certificated Personnel Salaries Supplemental $0	Operating Expenditures Miscellaneous Grants $0 Afterschool Study Hall/Intervention Blocks 1000-1999: Certificated Personnel Salaries Supplemental $0
2. Provide professional development, support and resources to staff to achieve school ESLRs	All-Staff PD/Workshops/PIPs 1000-1999: Certificated Personnel Salaries Base $259,113 Instructional Support Staff 2000-2999: Classified Personnel Salaries Supplemental $105,295 BTSA 5000-5999: Services And Other Operating Expenditures Supplemental $54,950 New Teacher Coaches/Mentors 1000-1999: Certificated Personnel Salaries Supplemental $53,650 Resources/Materials/Books for New Teachers 4000-4999: Books And Supplies Supplemental $4,000 In-House Instructional Workshops 1000-1999: Certificated Personnel Salaries Base $27,869	All-Staff PD/Workshops/PIPs 1000-1999: Certificated Personnel Salaries Base $232,350 Instructional Support Staff 2000-2999: Classified Personnel Salaries Supplemental $68,074 BTSA/Induction 5000-5999: Services And Other Operating Expenditures Supplemental $67,300 New Teacher Coaches/Mentors 1000-1999: Certificated Personnel Salaries Supplemental $28,894 Resources/Materials/Books for New Teachers 4000-4999: Books And Supplies Supplemental $5,000 In-House Instructional Workshops 1000-1999: Certificated Personnel Salaries Base $27,081
3. Cultivate shared ownership of learning and behavioral results for all stakeholders in order to maintain an inclusive and safe learning environment.	Link Crew/Web Conferences and Training 5000-5999: Services And Other Operating Expenditures Supplemental $8,000 Staff Time on Peer Mentoring Programs 2000-2999: Classified Personnel Salaries Supplemental $15,889	Link Crew/Web Conferences and Training 5000-5999: Services And Other Operating Expenditures Supplemental $590 Staff Time on Peer Mentoring Programs 2000-2999: Classified Personnel Salaries Supplemental $23,017

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Materials and Supplies for Expanded Mentoring Programs 4000-4999: Books And Supplies Supplemental $4,000	Materials and Supplies for Expanded Mentoring Programs 4000-4999: Books And Supplies Supplemental $5,000
	Middle School Academic Support Lead 1000-1999: Certificated Personnel Salaries Base $54,163	Middle School Academic Support Lead 1000-1999: Certificated Personnel Salaries Base $54,163
	HS Academic Support Lead 1000-1999: Certificated Personnel Salaries Base $22,702	HS Academic Support Lead 1000-1999: Certificated Personnel Salaries Base $22,702
4. Adopt a collection of measures that assess how students are prepared to be future ready.	Data Manager Position 2000-2999: Classified Personnel Salaries Base $89,754	Data Manager Position 2000-2999: Classified Personnel Salaries Base $88,553
	PSAT Administration to all Sophomores/Juniors 5000-5999: Services And Other Operating Expenditures Supplemental $3,500	PSAT Administration to all Sophomores/Juniors 5000-5999: Services And Other Operating Expenditures Supplemental $4,619
	Development of Formative and Summative Student Assessment Tools 5800: Professional/Consulting Services And Operating Expenditures Supplemental $7,150	Development of Formative and Summative Student Assessment Tools 5800: Professional/Consulting Services And Operating Expenditures Supplemental $7,150
	Revamp 5th, 8th and 12th Grade Cumulative Assessments 1000-1999: Certificated Personnel Salaries Base $55,766	Revamp 5th, 8th and 12th Grade Cumulative Assessments 1000-1999: Certificated Personnel Salaries Base $54,130

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Overall, Natomas Charter School was able to fully implement the majority of actions/services for this goal during the 2019-20 school year. Some of the changes were due to COVID-related closures, such as the availability of trainings and conferences, which prevented the use of funds budgeted for teachers, instructional support staff, coaches/mentors, and students (Link Crew/Web). While fewer funds were expended in these areas, staff actually found professional development more accessible and increasingly free of charge. Staff were able to access a wide variety of trainings on topics such as technology, distance/hybrid learning, and social emotional supports for students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

During the 2019-20 school year Natomas Charter School was able to successfully implement the actions/services related to Goal 2 - Develop a Cohesive Culture of Accountability. Challenges were primarily due to COVID-related campus closures.

Successes
Natomas Charter School continued to make high marks in the areas of Parent Satisfaction and Student Engagement. The school maintained high student and teacher retention rates, as well as low chronic absenteeism rates. Each of these criteria indicate a strong school culture which is collectively held by students, staff, and families. The graduating class of 2020 indicated feeling well-prepared for post-secondary preparedness and this corresponds to the school's College and Career Readiness results for 2020. While a CA School Dashboard was not formally prepared for the Class of 2020, the school saw overall schoolwide growth in College and Career Readiness, as well as for every significant subgroup. Natomas Charter School's success was also reflected in the school's Western Association of Schools and Colleges (WASC) 2019-20 self-study process where Natomas Charter School earned the highest WASC level of accreditation level (6 years without a review).

When campuses closed due to the COVID-19 pandemic Natomas Charter School continued its commitment to develop a cohesive culture of accountability. The school continued to engage families through regular virtual community meetings and stayed connected with students through online teaching. Teachers adapted curriculum as needed with a focus on keeping students safe and engaged with their learning. Teachers honed their skills through professional development and on-going support on distance learning tools including the school's learning management system (Schoology), video conferencing platform (Zoom/Google Meets), and collaboration tools (Google Apps for Education). During the summer, the school purchased the Distance Learning Playbook from Corwin Press for all teachers and instructional staff. This book was used as a resource for providing professional development before school started and as a resource throughout the school year.

Challenges

The most significant challenge during the 2019-20 school year for implementing this goal was the COVID-19 pandemic and related campus closures. These experiences made it extremely difficult for staff to connect with families, students, and each other. The stress and trauma of the pandemic created mental health challenges for the entire school community. Additionally, teachers had to immediately learn a completely new way of instruction. We were able to overcome some of these challenges through the use of virtual tools. Staff held virtual meetings for students and families and teachers continued instruction via video conference. The school converted to virtual professional development and training for teachers/staff. This included the Teaching & Learning Teacher on Special Assignment (TOSA) and school librarian who conducting weekly "speedy PD" sessions to support staff in the most relevant topics identified through surveys and on-going conversations.

Goal 3

Expand Organizational Capacity

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)
                     Priority 7: Course Access (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Operational Independence

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Teacher Retention Student Retention Senior Survey Satisfaction Creation of RTI Tracking System for Underachieving Students Suspension Rates **19-20** (REVISED JUNE 2019) *2020 Teacher Retention: 95% *2020 Student Retention: 97% *2020 Senior Very Satisfied: 95% *2020 Suspension Rate: 0.78%	(UPDATED April 2021 to Reflect 2019-20 School Year Data) Teacher Retention (2020) *Schoolwide: 92.1% Student Retention (2020) *Schoolwide: 99.5% Senior Very Satisfied (Class of 2020) *Schoolwide: 73% Suspension Rate (2019-20) *Schoolwide: 0.72%

Expected	Actual
Baseline 2017 Teacher Retention: 93% 2017 Student Retention: 89% 2017 Senior Satisfaction: 88% 2017 Suspension Rate: 1.14%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Maximize operational efficiencies to better channel resources to NCS Learning Goals and ESLRs.	Maintain Independent Student Information Systems 5800: Professional/Consulting Services And Operating Expenditures Base $39,455 Administrative Support for Independent SIS and Testing 2000-2999: Classified Personnel Salaries Base $121,479 Training/Workshops for SIS and State Reporting 5000-5999: Services And Other Operating Expenditures Base $6,500 Administrative Research/Consulting/Legal 5800: Professional/Consulting Services And Operating Expenditures Base $5,000	Maintain Independent Student Information Systems 5800: Professional/Consulting Services And Operating Expenditures Base $40,117 Administrative Support for Independent SIS and Testing 2000-2999: Classified Personnel Salaries Base $121,165 Training/Workshops for SIS and State Reporting 5000-5999: Services And Other Operating Expenditures Base $6,000 Administrative Research/Consulting/Legal 5000-5999: Services And Other Operating Expenditures Base $5,000
2. Access Additional Health, Mental and Academic Support for At Risk Students and Students with Special Needs.	Increased Academic Counseling to 1.5 FTE 1000-1999: Certificated Personnel Salaries Base $79,907 Increased Social/Emotional Counseling to 1000-1999:	Increased Academic Counseling to 1.5 FTE 1000-1999: Certificated Personnel Salaries Base $85,092 Increased Social/Emotional Counseling to 1000-1999:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Certificated Personnel Salaries Supplemental $225,772	Certificated Personnel Salaries Supplemental $215,070
	SPED and 504 Consultation/Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental $10,000	SPED and 504 Consultation/Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental $6,365
	Contribution to Special Education Services 5000-5999: Services And Other Operating Expenditures Base $668,971	Contribution to Special Education Services 5000-5999: Services And Other Operating Expenditures Base $768,475
	RTI Development/Facilitation 1000-1999: Certificated Personnel Salaries Supplemental $56,229	RTI Development/Facilitation 1000-1999: Certificated Personnel Salaries Supplemental $57,844
	Operations and Site Safety 2000-2999: Classified Personnel Salaries Base $31,732	Operations and Site Safety 2000-2999: Classified Personnel Salaries Base $29,205
3. Upgrade, expand and build necessary facilities to support NCS educational programs.	General Facilities and Upgrades and Maintenance 5000-5999: Services And Other Operating Expenditures Base $79,145	General Facilities and Upgrades and Maintenance 5000-5999: Services And Other Operating Expenditures Base $86,940
	PACT Campus Upgrades/Maintenance 1000-1999: Certificated Personnel Salaries Base $1,432	PACT Campus Upgrades/Maintenance 1000-1999: Certificated Personnel Salaries Base $1,802
	Star Upgrades and Maintenance 1000-1999: Certificated Personnel Salaries Base $3,580	Star Upgrades and Maintenance 1000-1999: Certificated Personnel Salaries Base $3,604
	Main Campus Upgrades and Expansions 6000-6999: Capital Outlay Base $1,000	Main Campus Upgrades and Expansions 6000-6999: Capital Outlay Base $1,000
	Administrative Research and Project Management 5800: Professional/Consulting Services	Administrative Research and Project Management 5800: Professional/Consulting Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	And Operating Expenditures Base $17,977	And Operating Expenditures Base $18,796
	Facilities Planning for PACT Site (long-term) 6000-6999: Capital Outlay Base $8,385,225	Facilities Planning for PACT Site (long-term) 6000-6999: Capital Outlay Base $8,899,980
4. Attract and retain quality staff to meet school vision and mission.	Expansion and Implementation of Knowledge and Skills Based Teacher Salary Schedule 1000-1999: Certificated Personnel Salaries Base $1,293,158	Expansion and Implementation of Knowledge and Skills Based Teacher Salary Schedule 1000-1999: Certificated Personnel Salaries Base $1,293,158
	Implementation of Merit Based Administrative Salary Schedule 1000-1999: Certificated Personnel Salaries Base $42,728	Implementation of Merit Based Administrative Salary Schedule 1000-1999: Certificated Personnel Salaries Base $43,212

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Overall, funds for this goal were largely implemented on the indicated actions/services. COVID-19 campus closures impacted the ability to use some of the budgeted funds as intended. We were unable to complete special education and section 504 training that was planned for April and May of the school year. In addition to COVID-19 campus closure, NCS became an LEA for special education during the 2019-20 school year. The budgeted items that were not implemented were used to support special education services and to further develop our MTSS (RTI) processes.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

During the 2019-20 school year Natomas Charter School was able to successfully implement the actions/services related to Goal 3 – Expand Organizational Capacity. Challenges were primarily due to COVID-related campus closures.

Successes
Natomas Charter School continued to demonstrate strength in expanding its organizational capacity. Teacher (92.1%) and student retention (99.5%) rates continued to remain high. This is due to the school's investments in creating a strong school culture, having high-quality facilities, and paying competitive salaries and benefits. The majority of seniors (73%) described feeling well prepared for post-secondary experiences and the school maintained an overall low suspension rate (0.72%).

During the 2019-20 school year Natomas Charter School became its own local educational authority (LEA) for special education purposes and joined the Sacramento County SELPA as a member school district. This allowed the school to hire a fully independent special education team that is able to more directly integrate with the school's general education staff to better serve students. The school's special education team implemented a high-quality program in the first year with many parents indicating the program's strength and support. When campuses closed due to the COVID-19 pandemic this team was able to quickly pivot and continued to provide support where possible in an online format. The school continued to provide and refine mental health services through strong and diverse counseling team that provides both social-emotional and academic support.

Both the special education and counseling teams work directly with the general education staff through a multi-tiered systems of support (MTSS) program. During the 2019-20 school year NCS continued to refine these structures through professional development for all staff, along with time set aside for data-informed student-focused conversations.

During the 2019-20 school year Natomas Charter School built and opened a new resource center for the school's K-8 independent study program (PACT), as well as continued to refine its certificated staff's knowledge and skills-based salary schedule through a portfolio process. Each of these elements have been essential to expanding organizational capacity.

Challenges
The primary challenges for implementing actions/services around this goal are related to the COVID-19 pandemic. The campus closures made it extremely challenging to build and develop our special education team and MTSS structures. The school had to quickly pivot to providing online special education services with limited legal or technical guidance. While the team navigated the pandemic better than many other organizations, the school still needs to address some gaps in fully implementing its special education program. Additionally, the pandemic created a significant amount of stress for students and staff. The slight decline in the Senior Satisfaction survey (from 88% to 73%) is likely due to the challenges created by a school year that abruptly ended in March 2020. Similarly, the school lost a few staff members who chose other careers due to the stress placed on teachers to teach remotely during a pandemic.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Classroom desks to replace existing tables to allow for proper physical distancing.	$69,304	$70,646	No
Materials to create plexiglass barriers for areas of campus where proper physical distancing cannot be maintained.	$2,341	$2,629	No
Additional personal protective equipment for students and staff.	$891	$5,327	No
Reusable cloth masks for all students and staff.	$11,224	$13,368	No
Additional cleaning supplies for custodial staff.	$17,016	$17,760	No
Additional hours for custodial staff to ensure campus is properly cleaned.	$1,441	$1,474	No
Directional signage and physical distancing safety signs.	$751	$4,301	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Natomas Charter School has been committed to opening school campuses as soon as it was deemed safe by Sacramento County Public Health. The school transitioned to in-person instruction in February/March 2021. All substantiative differences between the planned actions and/or budgeted expenditures for in-person instruction were related to additional health and safety materials for welcoming students back to campus. This included purchasing additional furniture for physical distancing, purchasing additional personal protective equipment for students and staff, as well as implementing directional signage for physical distancing.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

From the beginning of the school year Natomas Charter School has been committed to providing in-person instruction to the greatest extent possible. In late October, when the school's Board of Directors approved a hybrid transition plan, the community asked for the school to make the transition from full distance learning to hybrid instruction in early January to align with the second semester, as well as after any potential holiday impacts to COVID-19 infection rates in our community. This was expressed by parents, staff, and students through numerous public comments at multiple Board meetings, as well as through a schoolwide survey where close to 60% of families asked for in-person instruction to begin in January.

A few weeks after establishing this plan, infection rates in Sacramento County started increasing significantly through mid-January and the California Department of Public Health no longer permitted schools to reopen until their county's case counts decreased significantly. When the school was unable to open for in-person learning we used small group cohorts to provide in-person supports to students learning English, students with disabilities, and students struggling with distance learning. Approximately 10% of the student population was served through these Distance Learning Support Hubs.

COVID-19 infection rates decreased enough that by late-February for elementary students and mid-March for middle and high school students Natomas Charter School was able to transition to in-person, hybrid instruction. During hybrid learning 60% of students started attending on-campus classes two days per week, with the remainder choosing to remain at home on distance learning. On April 12th the school was able to provide 5 full days of in-person instruction with approximately 70% of students attending classes on campus and 30% continuing on distance learning for the remainder of the school year.

Successes
When the school was able to transition to full in-person instruction, approximately 70% of our students chose to return, providing the school with one of the highest return rates in the Sacramento region. Many families and students noted the strong safety protocols and supportive learning environment the school had established as reasons for returning to campus. They also appreciated that the school was providing a full, on-campus learning day all five days of the week with approximately 6 hours of in-person, synchronous instruction. At the elementary level separate in-person and distance learning classrooms were established so that each student population could have the full attention of a teacher. At the middle and high school level, where separate classes could not be created, additional staff in the form of Distance Learning Facilitators were hired so that teachers could focus on their in-person learners by having these staff members provide additional support to students learning from home.

In order to prepare for in-person learning Natomas Charter School replaced all student collaborative tables with individual desks to provide for physical distancing. Where appropriate physical distancing could not be established the school provided plexiglass barriers. Natomas Charter School provided reusable cloth masks for all students and staff, along with other personal protective equipment including face shields and disposable masks for visitors or students who left their masks at home. The school developed on-campus traffic flow protocols and signage to keep students and staff as physically distanced as possible. Lunch occurred in assigned locations in the cafeteria and associated outdoor spaces to ensure students maintain physical distancing.

As students returned to campus, custodial staff increased their cleaning protocols additional materials and work hours. The school also added handwashing stations and cleaning materials for desks and any shared supplies in classrooms. Finally, as part of the return to in-person learning the school opened two COVID-19 testing clinics which provide free, accessible PCR-based testing for all students and staff. These clinics operated after school one-day per week on the Star Academy and Blackrock campuses. The school also partnered with Natomas Unified School District and the two other district authorized charter schools to operate a weekly vaccination clinic to ensure all staff members, age-eligible students, and community members could access free COVID-19 vaccinations as soon as possible. Approximately 5-10 staff have worked at the vaccination clinic each week starting in February 2021 through the end of the school year.

Challenges
The primary challenge for providing in-person instruction came from the changing guidance which has been both exhausting and somewhat confusing throughout the school year. Additionally, we had quite a few families who were anxious about their students returning to campus and elected to keep them at home for the remainder of the school year. To the greatest extent possible Natomas Charter School tried to overcome these challenges with timely, on-going communications for staff, students, and families including information regarding the health and safety protocols being used on campus. These communications included regular emails and virtual community meetings hosted by the Executive Director and/or academy coordinators, as well as weekly updates for staff and families.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Individual Student Devices (iPads and Chromebooks) for all students to ensure full access to all distance learning resources.	$270,964	$309,817	Yes
Cellular internet devices ("hotspots") for students who do not have internet access at home.	$40,000	$20,557	Yes
Seesaw collaboration platform for elementary students.	$1,733	$1,733	No
Zoom videoconferencing software to connect all students and families.	$7,920	$15,669	No
Presence Learning to provide access to virtual teletherapy services and assessment programs for students with disabilities.	$7,200	$7,200	No
Education Modified software to communicate special education, EL, and 504 supports.	$1,100	$1,100	No
Professional development resources including books and related training materials to support teachers in effectively implementing a research-based approach to distance and hybrid learning.	$5,013	$5,212	No
Digital platforms (Clever, Securly) to assist students in connecting to NCS services from home and provide remote filtering and monitoring.	$15,376	15,376	No
Additional employee hours for staff to deploy technology to families and provide technical assistance.	$500	$500	No
Software for digital agreements between school, families, vendors, students and staff during distance learning.	$644	$644	No
Laptops, monitors, scanners for staff to work remotely.	$6,071	$163,094	No
Online student software and materials for distance learning	$29,161	$29,594	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Throughout the pandemic Natomas Charter School aimed to provide a robust and supportive distance learning program with a comparable level of instruction to in-person learning. All substantive differences between the planned actions and/or budgeted expenditures for the distance learning program were related to the purchase of additional technology resources for students and staff to teach and learn remotely. These included additional iPads and Chromebooks for students and expanded video conferencing software licenses. We did see a decrease in the number of students who required mobile cellular "hotspots." To provide on-going support during distance learning for our highest need students, the school hired 13 distance learning facilitators (DLFs) to run on-campus and virtual support hubs, as well as added 2.5 education specialists and 3 special education paraprofessionals. A component of the substantiative differences included the purchase of technology devices for these staff members to work remotely throughout the campus closures.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Natomas Charter School spent a larger portion of the school year in full distance learning than originally anticipated. In late October when the school's Board of Directors approved a hybrid transition plan the community asked for the school to make the transition from full distance learning to hybrid instruction in early January to align with the second semester as well as after any potential holiday impacts to COVID-19 infection rates in our community. This was expressed by parents, staff, and students through numerous public comments at multiple Board meetings in September, October, and November, as well as through a schoolwide survey where close to 60% of families asked for in-person instruction to begin in January.

A few weeks after establishing this plan, infection rates in Sacramento County started increasing significantly through mid-January and the California Department of Public Health no longer permitted schools to reopen until their county's case counts decreased significantly. In Natomas Charter School's case we were finally allowed to transition to hybrid, in-person instruction in late-February for elementary students and mid-March for middle and high school students. During hybrid instruction 60% of students started attending on-campus classes, with the remainder choosing to remain at home on distance learning. On April 12th the school was able to provide 5 full days of in-person instruction with approximately 70% of students attending classes on campus and 30% continuing on distance learning for the remainder of the school year.

Successes
While we spent more time in distance learning than originally anticipated, the school provided one of the strongest distance learning programs in our region based on feedback from students, families, teachers, and staff. On the end-of-year family survey 94% of families were satisfied or very satisfied with the level of support provided by the school and 92% were satisfied or very satisfied with their decision to send their child to NCS for the 2020-21 school year. Additionally, our students made academic growth in both reading

and math as measured by the school's iReady Diagnostic benchmarking tool at levels equal to or greater than observed in pervious years. This success was due to the school's focus on creating a supportive and connected distance learning model that resembled an in-person school day to the greatest extent possible. Recognizing that distance learning is drastically different than in-person instruction, the school supported teachers with additional digital tools and related professional development through workshops and the school's Teacher on Special Assignment. Natomas Charter School also made sure every student was digitally connected, investing in both iPads and Chromebooks for every single student, as well as providing mobile hotspots and helping individual families with high-speed home internet connections.

While the majority of students were engaged in distance learning, Natomas Charter School also provided on-campus distance learning support hubs managed by credentialed teachers or special education paraprofessionals, and Distance Learning Facilitators to support students learning English, students with disabilities, and other students struggling with distance learning. All together the school supported over 10% of the student population through these Distance Learning Hubs.

Natomas Charter School intentionally developed a "location flexible" learning plan that made use of video conferencing technology and the school's learning management system to allow all students to connect to their classes virtually or in-person. All course materials were standards-aligned, grade-level content provided within the school's learning management system. Students were graded based on the completion of this content. Teachers provided instruction through live, synchronous video conference sessions and also hosted virtual office hours to provide individualized supports.

All students attended school for a full instructional day on a "bell schedule" similar to the 2019-20 school year and this schedule continued when students transitioned to in-person instruction. The "location flexible" nature of this schedule allowed for a stable and consistent schedule to be used throughout the year whether students were learning remotely or on campus.

Natomas Charter School found success in ensuring that all students have access to technology and connectivity during distance learning. We were able to distribute 835 Chromebooks, 191 iPads, and 71 hotspots to support students with distance learning. NCS took a proactive approach to distance learning professional development with summer training opportunities that continued on a weekly basis throughout the year. We observed successes in staff understanding their roles and responsibilities in distance learning through a collaborative approach in developing best practices in each academy. The teachers successfully adapted to the attendance requirements required by Senate Bill 98.

Through the use of a multi-tiered systems of support (MTSS) model teachers, administrators, and staff engaged in weekly data-informed conversations regarding students that formed the basis of our tiered reengagement plan. While the school was legally required to use the tiered reengagement plan for students missing 60% or more of their classes each week, the school established a higher threshold and used the tiered-reengagement process for any student meeting that standard or for any student with below a 2.0 grade point average (middle and high school) or not making progress on iReady Diagnostic (elementary). We were able to support our struggling students through check ins, parent contacts, and distance learning hubs. The result has been a higher-than-normal attendance rate (99%) for the 2020-2021 school year. Based on preliminary data from our beginning of year and mid-year iReady

Diagnostic the school has observed that the majority of students are making similar progress in reading and math when compared to previous years, with the exception of Leading Edge where students are actually making more growth than usual.

During distance learning the school provided not only academic supports, but social-emotional supports as well. These supports include academic coaching, counseling, and assisting with access to community services resources. Depending on each student's individual needs, staff members met with students and families via video conference or telephone and provided in-person support when allowed by the public health conditions. The Student Services Director provided targeted outreach and individualized support to families financially impacted by COVID-19. The school also increased efforts to identify students who may be experiencing homelessness and connecting with community supports as needed.

Challenges
While Natomas Charter School experienced great success implementing distance learning, the school had challenges as well. For some students, all of the supports provided by the school were not enough. The school observed an almost doubling of the numbers of students with Ds and Fs at the end of the first semester. In response to this area of concern the school provided supports in the form of on-campus distance learning hubs, virtual meetings, and providing extensions for students to complete work to earn passing grades. We have seen great success in these efforts as most students have shown growth through this reengagement model.

A second area of challenge was that the distance learning model was stressful for many staff members, learning how to teach in a completely different modality. By the end of the first semester the school had three teachers who elected to leave the profession for the remainder of the pandemic. While we were able to replace these positions with qualified staff members, the stress of having these colleagues leave was felt by the entire organization. Additionally, students are best supported by teachers and staff who feel supported and successful. As we planned for hybrid and in-person learning the school looked for structures that would make distance learning and hybrid instruction more sustainable for teachers. This included reorganizing elementary classes into in-person and distance learning classrooms, hiring 13 Distance Learning Facilitators to assist with online instruction and support, providing opportunities for teachers to pilot hybrid instruction, as well as investing in microphones and other technology tools to make instruction more accessible for staff. The school also hired an additional 2.5 education specialists and 3 instructional aides to assist students with disabilities.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
iReady Instruction and Assessment to provide a diagnostic assessment and differentiated support in reading and math to identify and address any skill gaps created as a result of COVID-related closures.	$58,778	$58,778	Yes
Coaching and support from hourly employees for students struggling with distance learning.	$187,690	$127,048	Yes
Personnel to support the distance learning hubs to mitigate academic and social-emotional loss with our highest need students.	$212,170	$76,671	Yes
Personnel to support summer learning activities for students.	$2,560	$2,560	Yes
Personnel for English learner assessments and supports.	$500	$500	Yes
Additional hours/days for special education staff to develop support structures for students during distance learning.	$6,959	$6,959	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Natomas Charter School used a collection of formative and summative assessments to measure the effectiveness of pupil learning loss. These assessments consisted of iReady diagnostic assessments in reading and math, CAASPP interim assessment blocks, writing assessments, language development assessments, and teacher-generated summative tests and projects. Teachers also used formative assessments, such as daily quizzes and exit tickets from synchronous instruction to track student progress. Any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss developed from the school modifying its approach to supporting students. Rather than compensating existing staff to provide additional support beyond their work day, the school hired 13 Distance Learning Facilitators and additional special education staff to work directly with students. This ensured students received a high degree of support and prevented employee burnout in the existing instructional staff.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Throughout the entire 2020-21 school year Natomas Charter School engaged in multiple activities to address any potential learning loss related to the COVID-19 pandemic. Our efforts were extremely successful with students demonstrating gains in reading and mathematics as measured on our iReady assessments. Based on initial K-8 assessment data, all grade levels made on average-to-above-average academic growth in both reading and math. Additionally, for students who started the year two or more years behind, 74% made more than one year's worth of growth in reading and 72% made more than one year's worth of growth in math. Throughout a challenging school year we were also able to keep students engaged and academically on track. The school is using the information gathered at the end of the current school year to plan for the 2021-22 school year.

Successes
When campuses closed and in-person instruction did not resume, Natomas Charter School teachers, staff, and administrators developed an online summer program called the "Knight's Quest" which consisted of a series of self-paced activities aligned to Common Core standards which addressed reading and math skill development. This same program also contained additional online activities in other content areas students could explore over the summer. The Knight's Quest program was available to all students and the school employed additional staff members who connected each week with targeted students.

Throughout the 2020-21 school year, Natomas Charter School made use of iReady Diagnostic assessments to track student performance in reading and math. Teachers and staff also tracked student performance by monitoring grades and work completed through the school's learning management system, Schoology. The data generated by each of these systems was used by our multi-tiered systems of support (MTSS) teams which consisted of teachers, staff, and administrators who met each week to discuss any students of concern and brainstorm strategies to best support these students. These same teams also formed the basis of our tiered-reengagement process. By combining these two functions the school was able to track any students struggling throughout the school year.

Along with iReady Diagnostic, Natomas Charter School successfully made use of other assessments to track any student learning loss. All English learners were assessed using the English Language Proficiency Assessments for California (ELPAC). At the high school level, all 11th graders were provided the opportunity to take the SAT and were assessed in English language arts and mathematics using the Smarter Balanced (SBAC) CAASPP state assessment. All 12th graders were given the California Science Test (CAST). iReady Diagnostic was used with all K-8 students three times throughout the school year with the final assessment counting as the school's annual standardized assessment as permitted by the California Department of Education and State Board of Education.

Throughout the pandemic Natomas Charter School has also made use of iReady Instruction. This online, adaptive curriculum tool provided each student additional support in reading and math. Teachers also used resources, such as NewsELA and Khan Academy

to provide additional curricular supports based on student academic needs. Each of these online tools allowed teachers to adjust learning to support students based on recent assessment data.

When school campuses were closed to in-person instruction, Natomas Charter School operated distance learning hubs. These support structures consisted of small groups of students working directly with trained staff members to support students engaged in distance learning. Students who participated in our Distance Learning Hubs were identified through our MTSS/tiered reengagement process as individuals needing extra support. The school prioritized students with disabilities, students learning English, and those with frontline/essential worker parents who struggled most with distance learning. Natomas Charter School also hired additional special education staff members to support our students with disabilities with remote and in-person instruction. Through both distance learning hubs and virtual strategies Natomas Charter School staff were able to support students with mental health needs

Challenges
Our primary challenge addressing Pupil Learning Loss was COVID-related campus closures. Connecting with students via Zoom or Google Meet to support academic or social emotional needs was often challenging with students not fully engaged and sometimes not showing up for the meeting at all. As a result, the school administration, teachers, and staff prioritized opening campuses as soon as possible. When CDPH physical distancing guidelines were amended the school transitioned from a two-day-per-week hybrid model to five full days of in-person instruction. As students returned to campus teachers and staff focused on supporting students who struggled most with the campus closures. A second challenge was the technical difficulties with the online test system which supports ELPAC and CAASPP. Remote administration of each of these tests created numerous technical difficulties requiring a significant amount of staff time. This was one of the reasons the school elected to administer iReady Diagnostic as the standardized assessment for all 3rd-8th graders.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Throughout this school year, Natomas Charter School provided mental health support and social and emotional well-being through the school's mental health team which consists of three social-emotional counselors, two academic counselors, and two school psychologists. The school also hosted two counseling interns this year from CSU Sacramento. Additionally, teachers and administrators provided mental health support for students, families, and each other. The school year was unlike any other in our history and was emotionally charged for students and adults. Through individual and group counseling, social-emotional learning activities in classrooms, and virtual community support meetings our school provided mental health support to the community with both successes and challenges.

Successes
In order to support students and families, the school's mental health team provided both recorded (asynchronous) and live (synchronous) virtual workshops for students and families. The counseling team worked with each academy to weave in social and emotional support strategies into our advisory, production, and class meeting times. The school also developed strategies to virtually build community through online versions of WEB and Link Crew for middle and high school students. Each academy had designated time for counselors to work with students throughout the school day. Counselors on the Blackrock campus (Leading Edge, PFAA, VLA) also held virtual support hours each day and by appointment. At PACT, every day started with virtual community building activities such as yoga, mindfulness, and story time to promote community and social-emotional wellbeing. At Star Academy, the counselor provided weekly social-emotional lessons for all students in each class through our existing Kind Kids program. At Leading Edge, PFAA, and VLA mental health strategies and support were woven into homeroom and advisory classes. The school also implemented an online tool which notified a member of the counseling team anytime a student was conducting keyword searches which may indicate a suicidal ideation or other mental health concerns when using student devices.

Natomas Charter School was able to transition to hybrid in-person instruction in March 2021, followed by full in-person instruction in mid-April. The school prioritized in-person instruction to support the mental health of its students and feedback from many families and students indicated that getting back to a routine with on-campus, in-person instruction benefitted student social and emotional well-being.

Challenges
Our students were isolated from their classmates, friends, teachers, and normal school activities for over a year, and the school observed some of the effects from that isolation. One area is a significant increase in students needing mental and social-emotional support. Since the pandemic, that number of students needing support has increased with a significant change in the population being served. Some students that struggled found success during distance learning, while others found the isolation extremely challenging. While our mental health team was successful at implementing virtual services, a significant challenge was getting students to log into additional time on the computer. Students stated technology fatigue as a reason for not logging into support hours. In an effort to mitigate students being required to log into something extra, counselors conducted workshops within the school day.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Natomas Charter School experienced a high degree of success with pupil and family engagement. In order to adequately support the entire community, the school developed multiple online and in-person support structures all of which were regularly posted to the school's COVID-19 response and YouTube pages.

Parent Engagement
Throughout the school year parents engaged with the school community in multiple ways. Each academy principal sent out weekly updates in addition to frequent COVID safety updates sent out from the school's Executive Director and Student Services Director. Families participated in regular surveys regarding the quality of distance learning, feedback on preferences for hybrid learning, and comfort levels with reopening campus. Academy principals hosted quarterly or monthly parent meetings via Zoom to inform parents of updates, share plans, and allow parents a chance to communicate with the staff. On the school's end-of-year survey 88% of families reported attending one or more virtual meetings and 91% appreciated the level of communication from the school during the pandemic.

Natomas Charter School has a variety of parent committees to ensure that all stakeholders are involved in the feedback and planning process. These include the Equity and Diversity Committee, Safety Committee, Executive Director Parent Advisory Committee, ELAC, and each academy has a parent group. Each of these groups continued to meet throughout the 2020-21 school year and all Board of Directors meetings were held via Zoom broadcast to YouTube for parents and the community.

Student Engagement
In spite of the campus closures, student engagement remained relatively high throughout the school year. Nearly every student attended synchronous virtual or in-person instruction on a regular basis and in some grade levels the school's overall attendance is actually higher than a traditional school year. Students continued to make academic progress throughout the year and in times when students appeared to be falling behind the school's tiered reengagement process allowed for staff to connect with students and provide additional support.

Challenges
Our primary challenge was around student engagement. As reported by numerous other schools across the nation, students and staff members experienced "Zoom fatigue" as distance learning continued throughout the winter months. Students often turned off cameras in spite of teachers trying multiple efforts to encourage students to keep their cameras on and engage in the content. At the middle and high school level this was evident in an increasing number of Ds and Fs. For this reason, the school prioritized in-person instruction and found that as students returned to campus we were able to address many of our student engagement challenges.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Nutrition services for Natomas Charter School was provided by Natomas Unified School District (NUSD) for the duration of the 2020-21 school year. When the campuses were closed to students, the NUSD Nutrition Services team provided daily pick-up meals from our Star Academy and Blackrock campuses for all students in Natomas including those who attend Natomas Charter School. When students were able to access campus the Nutrition Services team provided meals for students on campus and continued the pick-up option for students learning via distance learning. Throughout the entire school year meals have been available free of charge to all students. We deeply appreciate this partnership with NUSD and the dedication of the Nutrition Services team that supports our campuses.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Learning Loss (Pupil Learning Loss Strategies)	Hiring of Distance Learning Facilitators (13.0 FTE) to support students with distance learning.	0.00	$229,116	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Hiring of additional Education Specialists (2.5 FTE) to support students with distance learning.	0.00	$150,684	No
Distance Learning Program (Supports for Pupils with Unique Needs)	Hiring of additional Special Education Instructional Aides (3.0 FTE) to support students with distance learning.	0.00	$91,343	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Natomas Charter School hired additional staff members to assist students with distance learning and to address any potential pupil learning loss. This consisted of 13.0 Distance Learning Facilitators, 2.5 education specialists, and 3.0 special education paraprofessionals.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The COVID pandemic was a challenge for all members of the Natomas Charter School community. However, this challenge has forever shaped how we all look at education and the function of public schools. As a school community, NCS was in the midst of developing our new LCAP when the pandemic first hit and the past school year allowed us to more deeply examine our goals and actions.

In terms of learning from the past year, the entire community learned new ways to engage and interact with students, staff, and families. Since we provided a full day of instruction via distance learning, the entire community gained a greater understanding of virtual collaboration. Teachers have become more comfortable with student technology and the benefits of using it as an instructional and collaboration tool with students. This experience will result in more goals and growth in the area of student support through engagement with technology hardware and software to increase learning, intervention, and student success. As a result, we have developed a plan for 1:1 student technology and have committed to continued use of our learning management system and digital collaboration and learning tools, such as Google Apps for Education, Zoom, iReady, and NewsELA. All of our teachers and staff also learned new means for synchronous and asynchronous professional development and collaboration in the future.

In early 2020 Natomas Charter School completed a year-long self-study as part of the school's WASC accreditation process, earning the highest level of accreditation. As part of that self-study process the school identified some key areas of focus including refining our ELA and math practices, establishing a teacher coaching framework, and investing in a social-emotional curriculum. As we navigated the pandemic, supported students remotely, and eventually brought them back to campus we observed that each of the goals we established as part of our initial WASC self-study and LCAP development were critical as we look towards the next three school years. Students will need additional academic support to meet potential learning gaps, teachers will need additional coaching to support our students, and social-emotional learning will be even more important as we reconnect students to school and each other post-pandemic.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Natomas Charter School has always used a variety of metrics to assess student progress including formative classroom assessments, classroom observations, projects, and standardized assessments. During the 2020-21 school year NCS teachers relied on work completion, grades, and iReady Diagnostic as a means of tracking student progress. As we look to the next three school years we will continue to make use of these assessments, along with CAASPP data to assess student progress. Students learning English will also be assessed using the ELPAC and classroom formative assessments and progress for students with disabilities will continue to be assessed through each student's individualized education plan (IEP) goals.

In terms of addressing learning loss, intervention programs and supports will be an area of continued development over the next few years. As students have returned to the classroom, teachers are working with individual students or in small groups to provide additional support. The school is providing extended learning opportunities, such as a summer school program and intervention classes for the coming school year. Teacher professional development will focus on supporting students with unique needs through a multitiered system of support (MTSS). The school will be working with an outside MTSS coach provided through the Orange County Office of Education.

Historically, teacher teams at NCS have met to review assessment data and make recommendations for student supports through MTSS teams. Using these structures, teachers will continue to redesign their units of study and scope and sequence documents with a focus on ensuring students are reaching or exceeding grade level content standards and providing additional support to address any

learning gaps created by the COVID pandemic. The school's Student Services team will be working to provide on-going mental health support and implement a schoolwide social emotional learning curriculum.

In terms of English learner support, teachers and staff will continue to provide targeted language support aligned to the English language development (ELD) standards. All classroom teachers in the elementary grade levels are trained in Guided Language Acquisition Design (GLAD) instructional strategies and the school will be expanding this training to middle school teachers. To support low income and foster youth, Natomas Charter School will continue to provide wrap around services though our MTSS process including social-emotional support from our school counseling and psychologist teams

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

As we developed and implemented both our 2017-20 LCAP, as well as the 2020-21 Learning Continuity and Attendance Plans our focus has been on serving our highest-needs students (students with disabilities, foster youth, English learners, low-income students) first. This allowed the school to develop a plan that would support all learners in our community. Any differences between the planned and implemented service to meet the increased or improved services requirement included additional resources to support our highest need students. These included purchasing additional student technology and software licenses for remote instruction, additional hours for special education paraprofessionals to provide virtual or in-person 1:1 support when campuses were closed for in-person instruction, and the hiring of 13.0 Distance Learning Facilitators, 2.5 educational specialists, and 3.0 special education instructional aides to support students with remote instruction.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

As Natomas Charter School developed the 2021-22 through 2023-24 LCAP, we took a comprehensive approach to evaluating student learning outcomes. This meant examining progress towards meeting student outcomes before the COVID-19 pandemic, as well as how students progressed during campus closures and as in-person instruction resumed in March 2021. As a school community we examined both academic and social-emotional outcomes, as well as our progress towards goals previously established by the school.

The development the school's 2021-24 LCAP started with a comprehensive schoolwide self-study as part of our WASC accreditation process. This involved numerous schoolwide and academy-specific conversations with students, families, and staff members. From this experience we observed that overall, our students continue to demonstrate high performance levels on multiple metrics as measured by the California School Dashboard. Students demonstrate high levels of college and career readiness, academic performance, and school culture. However, as we disaggregated this data by student groups we observed that some student groups need additional targeted support. This includes our socioeconomically disadvantaged students, English learners, and students with disabilities. Additionally, math is a greater area of need than English language arts.

During the 2019-20 school year Natomas Charter School started implementing resources and strategies to address these needs including a new middle school math curriculum, developing our own special education team, and implementing a schoolwide MTSS process. In March 2020 when campuses closed, Natomas Charter School teachers pivoted to providing virtual instruction. Initially, this started as independent study but transitioned within a few weeks to online, teacher-facilitated synchronous instruction with a focus on maintaining consistency for students and tracking down any students who may have become disconnected from school. We were able to close out the 2019-20 school year with a virtual model that kept students on track to graduate and promote to college at levels at or above previous years. The COVID-19 pandemic closures meant we had no CAASPP data at the end of the 2019-20 school year to assess the impact of these initial implementations. However, our internal benchmarks (iReady Diagnostic) indicated that our students were making progress in these areas.

Natomas Charter School provided an exceptionally robust "flexible learning" plan for the 2020-21 school year. This actually started with an online summer program where all students could access independent, online learning with a focus on math and English language arts. As we planned for the school year, we recognized that the modality of instruction was likely to change based on community COVID-19 infection rates and changing public health guidelines. To the greatest extent possible we created a structure and provided teacher professional development and support that would allow all students to still make progress towards academic standards while also remaining connected to their teacher and peers regardless of whether or not campuses were open. While our exact learning location (in-person, online, or a hybrid combination of both) might change, a non-negotiable for our community was

providing as close to a traditional school year as possible. When campuses closed we also provided virtual and in-person 1:1 or small group support for students who were struggling.

Over the course of the school year we tracked academic progress through the use of iReady Diagnostic (K-8) as well as progress towards meeting graduation requirements (9-12). In spite of the campus closures, students continued to make significant academic progress in both English language arts and math as measured by our iReady assessments. In reading school wide K-8 students started the year at 57% at or above grade level and completed the year at 73% at or above grade level. Similarly in math, schoolwide K-8 students started the year at 43% at or above grade level and completed the year at 63% at or above grade level. These growth patterns held true across grade levels and demographic subgroups. While each group made significant academic growth this school year, our students learning English, students with disabilities, and socioeconomically disadvantaged students had overall smaller proportions of students at or above grade level. Additionally, at both the schoolwide and subgroup levels the school's students performed better in reading than mathematics. As a school we are continuing to review this assessment data and will combine it with 11th grade CAASPP data when it is released later this summer.

In the high school grades, the school observed students with a higher number of 2 or more D or Fs. This pattern occurred across all four grade levels. At the end of the Fall and Spring semesters the school implemented additional resources in the form of additional 1:1 supports and Distance Learning Facilitators working directly with students. Natomas Charter School is also in the process of launching a credit recovery program for summer 2021 to assist these students with getting back on track.

Reviewing the school's performance at the conclusion of the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan we are observing overall positive trends. However, there is some difference in terms of academic outcomes for certain student groups. Some areas of focus moving forward are in the areas of mathematics instruction, overall additional student support for specific student populations, and implementing a schoolwide social-emotional learning curriculum. The school is also examining ways to provide additional support for teachers and staff in differentiating instruction for all students through our multitiered systems of support (MTSS). Natomas Charter School plans to continue with a focus on teacher support and development through the professional learning community (PLC) coaching model that focuses on data informed collaboration. The focus of this peer coaching will be to determine areas of learning loss and developing intervention systems, extended learning programs, and English learner support. Combined with this focus on pupil learning loss, Natomas Charter School will focus on the social-emotional health of our students as we reconnect as an in-person culture. The past year has highlighted ways in which our community needs to grow in the areas of equity, diversity, and inclusion. We have already started a focus group with staff, parents, and students to start determining needs and next steps. Finally, this past school year highlighted the strength of our teachers, staff, and administrators. A component of our 2021-24 LCAP will center around creating leadership development and recruitment programs, as well as fostering on-going staff retention by investing in our employee compensation structures.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	12,852,892.00	13,439,323.00
Base	11,859,504.00	12,490,024.00
Donations	46,700.00	23,940.00
Lottery	26,700.00	32,460.00
Miscellaneous Grants	0.00	0.00
Supplemental	919,988.00	892,899.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	12,852,892.00	13,439,323.00
1000-1999: Certificated Personnel Salaries	2,827,268.00	2,806,040.00
2000-2999: Classified Personnel Salaries	459,746.00	435,013.00
4000-4999: Books And Supplies	79,150.00	90,149.00
5000-5999: Services And Other Operating Expenditures	1,006,526.00	1,116,124.00
5800: Professional/Consulting Services And Operating Expenditures	93,977.00	91,017.00
6000-6999: Capital Outlay	8,386,225.00	8,900,980.00
	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	12,852,892.00	13,439,323.00
1000-1999: Certificated Personnel Salaries	Base	2,391,316.00	2,397,362.00
1000-1999: Certificated Personnel Salaries	Supplemental	435,952.00	408,678.00
2000-2999: Classified Personnel Salaries	Base	242,965.00	238,923.00
2000-2999: Classified Personnel Salaries	Supplemental	216,781.00	196,090.00
4000-4999: Books And Supplies	Base	21,950.00	27,431.00
4000-4999: Books And Supplies	Lottery	26,700.00	32,460.00
4000-4999: Books And Supplies	Supplemental	30,500.00	30,258.00
5000-5999: Services And Other Operating Expenditures	Base	754,616.00	866,415.00
5000-5999: Services And Other Operating Expenditures	Donations	46,700.00	23,940.00
5000-5999: Services And Other Operating Expenditures	Miscellaneous Grants	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	205,210.00	225,769.00
5800: Professional/Consulting Services And Operating Expenditures	Base	62,432.00	58,913.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	31,545.00	32,104.00
6000-6999: Capital Outlay	Base	8,386,225.00	8,900,980.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	812,146.00	837,466.00
Goal 2	971,456.00	919,032.00
Goal 3	11,069,290.00	11,682,825.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$102,968.00	$115,505.00
Distance Learning Program	$385,682.00	$570,496.00
Pupil Learning Loss	$468,657.00	$272,516.00
Additional Actions and Plan Requirements		$471,143.00
All Expenditures in Learning Continuity and Attendance Plan	$957,307.00	$1,429,660.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$102,968.00	$115,505.00
Distance Learning Program	$74,718.00	$240,122.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		$242,027.00
All Expenditures in Learning Continuity and Attendance Plan	$177,686.00	$597,654.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	$310,964.00	$330,374.00
Pupil Learning Loss	$468,657.00	$272,516.00
Additional Actions and Plan Requirements		$229,116.00
All Expenditures in Learning Continuity and Attendance Plan	$779,621.00	$832,006.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Natomas Charter School	Joe Wood, Ed.D. Executive Director	jwood@natomascharter.org (916) 928-5353

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Natomas Charter School (NCS) was originally authorized by the Natomas Unified School District (NUSD) Board of Trustees in the spring of 1993 and began operations in the fall of 1993 as the 19th charter school in California. The school was created from "the ground up" to serve a diverse number of students in the Natomas Unified School District and the surrounding Sacramento area with the mission to provide teachers, students and parents with expanded choices in the types of educational opportunities that are available within the public school system.

Today, Natomas Charter School is considered one of the most reputable public charter schools in California. Now comprised of five "schools within the school," NCS has grown from 80 students in 1993 to over 1900 students today. The school serves a diverse student population representing many racial, ethnic, religious, and linguistic backgrounds. Within the Natomas community the school is also know as a positive and affirming environment for members of the LGBTQ+ community, attracting many LGBTQ+ students and families.

In keeping with the mission of "expanded choices," the school consists of five very diverse and innovative academies, spanning grades TK-12th grades. Each academy has its own unique instructional delivery system. A description of each of the five academies (listed in order of age of the program) follows:

Leading Edge Academy (LE): LE is a classroom-based middle school program (grades 6-8) comprised of students willing to meet the challenges of a rigorous, integrated academic curriculum. The program offers moderate class sizes and a hands-on approach to learning, including design thinking, interactive instructional technology, field experiences, community service, parent participation, and an expanded physical fitness/intramural sports program. Students also take an active role in creating projects and reflecting on their own learning.

Pursuing Academic Choices Together (PACT) Academy: PACT Academy (grades K-8) is a non-classroom based program that provides families with the flexibility of homeschooling, under the supervision of a credentialed teacher. Students may attend site-based classes and workshops in the arts, science, technology, music, writing, and hands on math. New classes are introduced each quarter, designed to

challenge and broaden a student's experiences. Whole school events, field trips, and clubs provide additional hands on learning and social experiences for students. PACT also offers a hybrid middle school path focused on academic writing and project-based learning.

Performing and Fine Arts Academy (PFAA): PFAA is a middle and high school classroom-based program (grades 6-12) which emphasizes college-preparatory, core academics, while offering intensive artistic training through a broad range of elective courses. Available arts disciplines range from drama, dance, music and the fine arts to stagecraft and digital arts and are taught by professional artists who are respected experts in their fields. PFAA emphasizes academic rigor in conjunction with artistic excellence in a supportive, safe and caring environment where creativity and self-expression are highly valued.

Virtual Learning Academy (VLA): VLA is a hybrid onsite and non-classroom based high school (grades 9-12) program that combines an online, college preparatory course of study with interactive in-person classes and workshops. Students have flexibility within their day-to-day school schedules and may take opportunities to fulfill their high school graduation requirements through community college classes, work experience, internships, and project-based learning.

Star Academy (Star): Star Academy is a classroom-based program that offers primary grade students (TK-5) a comprehensive, balanced, and student-centered curriculum in a supportive and nurturing environment. Hands-on learning activities emphasize critical thinking and real-world problem-solving, and encourage creativity. A myriad of academic and social enrichment activities support literacy, wellness, technology, the arts, and second language learning.

Although each of its five academies is unique and innovative in its own way, all of Natomas Charter School's academies follow the same mission and philosophy outlined in the school's charter with the goal of serving learners who have diverse needs. Natomas Charter School's aim is to give its students the opportunity to develop unique interests, uncover hidden talents, experience satisfaction in accomplishments, gain a sense of responsibility, and pursue education as a way of life through educational programs tailored to their own specific needs. All five NCS academies utilize integrated, hands-on curriculum, instructional technology, parental involvement, community involvement, and alternative assessments in the pursuit of helping all students achieve their goals and positively shape the future.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Natomas Charter School continues to demonstrate a high level of success in multiple areas as measured by the California School Dashboard and local data. As a school community we have demonstrated success in the areas of School Culture and Climate, Academic Achievement, College Admissions and Post-Secondary Success, and Navigating the COVID-19 Pandemic. In each of these areas the school has earned multiple awards and accolades including the highest level of WASC Accreditation (6 Years without a review) in February 2020.

School Culture and Climate
Natomas Charter School has an exceptionally strong school culture and climate. As measured by the three most recent California School Dashboard releases (2017, 2018, and 2019), the school has earned the highest "Blue- Very High" designation for Suspension rate and

Chronic Absenteeism, indicating a school community that is safe and desirable by both students and families. This is also reflected in our annual, student, staff, and family surveys where Natomas Charter School is described by all community stakeholders as being a warm and welcoming environment for diverse student populations. For example, the school is often sought out by members of the LGBTQ+ community as a safe and affirming space. In our most recent family survey (May 2021) over 92% of families described being "Very Satisfied" or "Satisfied" with their choice to send their children to Natomas Charter School.

Academic Achievement
A supportive school culture and environment creates the conditions for strong academic success. On the three most recent California School Dashboard releases (2017, 2018, and 2019) Natomas Charter School has demonstrated strong academic performance in ELA and Mathematics, English Learner Progress, and College & Career readiness. In each of these areas the school has average student scores or results that are higher than the state average and local school district schoolwide and across all significant subgroups. In the most recent English Language Arts Dashboard results the school performed in the "Green- High" zone and "Yellow – Medium" zone for mathematics. While a College & Career readiness indicator was not formally calculated for 2020, the school would have earned the "Blue- Very High" designation for both schoolwide and all significant student subgroups. The Class of 2020 demonstrated College & Career readiness primarily through meeting the University of California's a-g requirements (92.6%), completing the school's Arts and Media Entertainment CTE pathway (56.4%), and earning high levels on the Smarter-Balanced Assessment (59.6%). Beginning with the Class of 2021, many graduates are also meeting the College and Career readiness standard by completing college courses through our dual enrollment program with American River College and earning the State Seal of Biliteracy.

Over the past years, the NCS academies have experienced significant rises in the number of students with IEPs and 504s and those who are English Learners. The school has responded by implementing a schoolwide Multi-Tiered System of Support (MTSS) approach to supporting students academically and social-emotionally. NCS's own self-analyses validate that students with a variety of academic and social/emotional and behavioral needs choose NCS for its unique instructional approaches. Additionally, the school became its own LEA for special education during the 2019-20 school year with the focus on developing stronger, comprehensive , more integrated systems of support for all students in all academies.

College Admissions and Post-Secondary Success
When students graduate from Natomas Charter School they demonstrate strong results on postsecondary outcomes. The school's four-year rolling average high school graduation rate is 98.0%. During the most recent California School Dashboard releases (2017, 2018, and 2019) the school demonstrated "Blue – Very High" performance for graduation rates. While a color was not officially calculated for the Class of 2020, the school would have earned the Blue-Very High designation for a fourth year. During the past four years Natomas Charter School students have continued to demonstrate a high level of college preparedness as measured through SAT/ACT scores and the California State University's Early Assessment Program. Over the past four years 74% of graduating seniors have applied to four-year colleges with 99% being accepted to at least one school. Based on alumni data provided from the National School Clearinghouse through Naviance for 2013-2018 high school graduating classes, 77% of high school graduates enrolled in college immediately with 83% enrolling in the first year and 78% returning for a second year.

Navigating the COVID-19 Pandemic
Without a doubt the COVID-19 pandemic and related campus closures created one of the most challenging school years in Natomas Charter

School's history. However, the school created an intentional and comprehensive response to the pandemic to ensure all students could access learning. For 2020-21 the school utilized a four-stage flexible learning plan based on the premise of providing full, synchronous instructional days whether the instruction was provided in-person or online. Our goal was to provide as close to a traditional school year as possible, recognizing that how students attended school would need to change based on the public health conditions. We provided technology to every student, along with mobile hotspots for students who did not have internet access. Our special education and counseling teams provided both virtual and in-person services throughout the duration of campus closures and we hired supplemental staff to provide additional support. Teachers provided additional office hours, break out groups, and intervention classes when needed. When campuses were permitted to reopen in March 2021 the school pivoted to in-person learning to the greatest extent possible with the opportunity for all students to return to campus on April 12, 2021 for five full days of in-person instruction. By the close of the school year almost 75% of students in site-based programs had returned to campus.

Throughout the pandemic we tracked student academic progress through the use of iReady Diagnostic from Curriculum Associates for K-8 students, as well as through grades and work completion for 6-12th grade students. Based on the iReady results, Natomas Charter School students on average made the same or higher academic growth in reading and mathematics during the 2020-2021 school year. While we did see an increase in the number of high school students with Ds and Fs, the increases were smaller than at neighboring high schools and we were able to deploy additional supports for remediating assignments and grades immediately.

Feedback from parents, students, and staff regarding the school's response to the pandemic has been positive. In a recent parent/guardian survey (May 2021), 92% of parents appreciated the level of support teachers and staff provided throughout the school year. In this same survey 61% of families felt their child made expected academic growth for the year and 45% felt their children made expected socioemotional growth for the year.

Community Feedback and Enrollment
As a school of choice within the Natomas community, each year Natomas Charter School receives significantly more applications than available spots. In the past three years the school has on average received three to four times more applications than available spots. Based on feedback provided during our application surveys, families applying to our school are primarily choosing Natomas Charter School for its strong school climate and academic reputation.

Awards and Accolades
During the past few years Natomas Charter School has received the following awards and accolades.
- California Gold Ribbon School
- California Civics Learning Award of Merit
- Confucius Classroom
- Niche Ranking: Top Middle School in the Region, Top 10 Public High Schools in the
- Region/Top 100 Public High Schools in the California
- Region's #1 Ranked High School, Sacramento Business Journal
- California Honor Roll School 2015, 2016 and 2017, 2018, 2019
- Top 10 High Schools in Region with Highest College Admissions Rate

Natomas Charter School started nearly 30 years ago based on the pillars of students first, accountability, and innovation. While Natomas Charter School has multiple areas of success, we strive to continue to refine our practices and structures to ensure all students achieve academic and social-emotional success. The development of our 2021-2023 LCAP is directly connected to a comprehensive self-study the school conducted during the 2018-2019 and 2019-2020 school years as part of our WASC accreditation process.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As noted in the section above, Natomas Charter School students demonstrate strong performance in multiple academic domains. The school has some of the strongest results in the region as measured by the California School Dashboard and the school has a very strong and supportive campus culture and climate (based on qualitative and quantitative data). However, Natomas Charter School is committed to the continuous improvement process in service of ALL students who attend the school.

Based on the three most recent California School Dashboard releases (2017, 2018, and 2019) overall student academic achievement (as measured by CAASPP scores) is relatively flat in English language arts (ELA) and have even trickled slightly downward year-over-year in mathematics. The school is in the "Green-High" category for English language arts and "Yellow-Medium" tier for mathematics on the California School Dashboard. Student cohort data shows that students who enroll in NCS (particularly those who have been in the school or academy for 3 or more years) are making consistent levels of academic growth performance. However, year over year, students who are new to the school have arrived with lower academic performance data.

Additionally, academic achievement in ELA and math is uneven across student subgroups. While schoolwide numbers in ELA are higher when compared to other schools, students with disabilities, students learning English, and socioeconomically disadvantaged students have overall lower performance. Similarly, in mathematics these same subgroups, along with students who identify as African American or two or more races have lower overall performance.

Over the past five years, NCS has observed a steady increase in the number of students with IEPs and 504s. The school's special education population, for example, has more than doubled. In this time, the NCS English Learners (EL) population has also doubled schoolwide. Further, NCS is experiencing a much larger enrollment of students with required social-emotional supports. NCS surveys and focus group conversations confirm that students with a variety of academic and social/emotional and behavioral needs choose our school for its unique instructional approaches, for its small size and for its supportive environment.

Prior to the COVID-19 pandemic Natomas Charter School has started addressing some of these areas through the following actions:
- Adopting new mathematics curriculum across all grade levels (K-8)
- Adopting a new ELA curriculum for elementary students;
- Developing intervention classes and differentiated support at all grade levels, such as WIN (What I Need Time);

- Implementing a comprehensive benchmark assessment tool (iReady Diagnostic) to more formally track K-8 student reading and math progress throughout the year with actionable data for teachers;
- Developing an independent special education program which could more fully integrate special education and general education services;
- Hiring additional Student Services and counseling staff.
- Implementing multi-tiered systems of support (MTSS) and professional learning communities (PLCs) for teachers and staff regularly review student academic, behavioral, and socio-emotional data and develop timely supports.

While the COVID-19 pandemic was a challenge for our entire community, Natomas Charter School continued to focus on implementing many of these actions. Teachers have continued to provide full synchronous days of instruction whether online or in person. For all K-8 students, the school implemented iReady Diagnostic as a benchmarking tool and complemented this with iReady Instruction to ensure that all students were provided an individualized instructional path to maintain skills and address gaps in reading and mathematics. The school provided professional learning in distance and hybrid instruction starting in Spring 2020 and continued through the 2020-2021 school year. The distance/hybrid learning model was the focus of PLCs this year. Throughout the school year the data-focused conversations of our MTSS process were used as a key component of our tiered re-engagement strategy to identify students struggling with distance learning. Finally, to maintain a sense of community, NCS opened campuses in March as soon as allowed by Sacramento County Public Health with a pivot to full days of on-campus instruction on April 12, 2021.

Collectively, all of these efforts have produced positive results. We have observed growth in reading and mathematics commensurate with a typical school year in all grade levels over the course of the 2020-2021 school year. iReady Diagnostic data (K-8) identified that 59% of students were at or above grade level in reading and 43% were at or above grade level in math. 65% of students that tested below grade level in fall made 1.25-1.5 grade levels of growth in reading and 20% of students that tested below grade level in fall made 1-1.6 grade levels of growth in math. The most significant jumps in growth were seen in students that tested two or more grade levels below in fall in both reading and math.

However, this growth is inconsistent across student subgroups. English Learners and socioeconomically disadvantaged students made similar growth to the group of all students, while special education students lagged behind in growth in both reading and math.

Percent of students reading at or above grade level in iReady (K-8th grade)
All students: 74% Spring 2021 (+14% from Fall 2020)
English Learners: 44% Spring 2021 (+11% from Fall 2020)
Special Education Students: 48% Spring 2021 (+16% from Fall 2020)
Socioeconomically Disadvantaged Students: 58% Spring 2021 (+16% from Fall 2020)
African American Students: 61% Spring 2021 (+14% from Fall 2020)
LatinX Students: 62% Spring 2021 (+30% from Fall 2020)
More than One Race: 73% Spring 2021 (+10% from Fall 2020)

Percent of students at or above grade level in math (K-8th grade)
All students: 63% Spring 2021 (+20% from Fall 2020)

English Learners: 42% Spring 2021 (+14% from Fall 2020)
Special Education Students: 29% Spring 2021 (+10% from Fall 2020)
Socioeconomically Disadvantaged Students: 41% Spring 2021 (+20% from Fall 2020)
African American Students: 41% Spring 2021 (+11% from Fall 2020)
LatinX Students: 46% Spring 2021 (+15% from Fall 2020)
More than One Race: 64% Spring 2021 (+19% from Fall 2020)

In spite of many creative efforts employed by our teaching staff we also observed increases in the number of students with two or more Ds/Fs during the COVID-19 pandemic. This trend was a result of lack of student engagement and ability to complete work in a distance format. NCS put measures in place through the MTSS process to support students earning Ds or Fs. Supports included additional time for assignment completion, distance learning hybrid pods on campus prior to reopening. With the supports in place the numbers decreased. The trend was highest for students that remained on distance learning after the reopening of the school campus for five day a week instruction. Even with the supports in place the number of students in need of remediation was larger than in past years. NCS utilized the Expanded Learning Opportunities funds for a credit recovery summer school program in 2021 and 2022.

Similar.to all charter schools and school districts, we are hiring teachers and staff in very competitive job market, especially as some educators elect to leave education post-pandemic. A final area of need for the school is to continue to evaluate our ability to attract and retain highly qualified teachers and staff. Along with wages and benefits, a component of this is providing on-going professional development in working with an increasingly diverse student population.

As we reflect on our previous 2017-2020 LCAP and emerge from the pandemic we have identified the following areas of need over the next three years:
- Assist all students in reconnecting to peers and in-person learning;
- Improving overall student academic performance in mathematics;
- Continuing the gains we have made in English language arts;
- Ensuring key subgroups (students with disabilities, socioeconomically disadvantaged students, English learners, and students who identify as African American or more than one race) grow at a rate similar or higher to schoolwide increases;
- Address increasing student mental health needs;
- Continue to build a fully-inclusive special education program where general education and special education staff work together to serve all students;
- Provide options to assist high school students in remediating any Ds or Fs to ensure they continue to be on track to graduate and UC a-g eligible.

Natomas Charter School was founded on three pillars - students first, accountability, and innovation. As we look to the future this plan represents our path towards ensuring academic success for ALL members of our community using innovative approaches and holding ourselves accountable to these actions.

LCAP Highlights

Natomas Charter School has developed three main areas of focus through the LCAP and WASC processes. These areas align with our mission and vision of continual innovation to ensure that we are preparing students for the ever changing and indeterminate future while also being a leader in educational innovation. The three focus areas are listed below:

Reimagine and Strengthen Teaching and Instruction:
Based on the changing demographics of students in all academies and a review of trends in the school's current student performance data, Natomas Charter School has a renewed focus on curriculum development that centers around differentiation. All teachers will need to develop a broader repertoire of differentiated practices in alignment with the school-wide MTSS framework to help all learners access a rigorous and relevant curriculum and to meet state academic standards. Specific goals are focused around refining instructional practices, developing shared expectations of instruction, developing a coaching framework, and implementing a school-wide social emotional learning (SEL) curriculum. The 2020-2021 school year has provided insight and innovation in the strategies used to support students, this has resulted in a renewed focus on scope and sequence, interventions, and the need for Teachers on Special Assignment (TOSAs) to lead professional learning and support teachers in best practices in the classroom. Teacher collaboration is further improved through Professional Learning Communities (PLCs) and school-wide professional development (Responsive Classroom, GLAD, and Trauma Informed Teaching, etc.). The Student Services staff assist in addressing the SEL needs of students via a new K-12 SEL curriculum and pushing into classes for universal SEL support and learning for students.

Develop a Cohesive Culture of Innovation and Accountability:
While Natomas Charter School has traditionally provided personalized approaches to learning, changing demographic trends have prompted the school to take a more systematic approach to a Multiple Tiered System of Support (MTSS). As a small school, NCS will need to build a more comprehensive and robust MTSS framework (inclusive of a continuum of supports at all levels) to help all students meet its high academic standards and its school-wide learner outcomes. Specific goals are focused around developing an inclusive model special education program, implementing a school-wide MTSS process, developing a goals oriented evaluation process, and developing onboarding processes and procedures. NCS has been a leader in Special Education innovation throughout the pandemic and will continue to develop the program through additional support of paraprofessionals and the use of screeners with training for parents of elementary students. A focus on professional development in co-teaching strategies with the support of an Education Specialist TOSA will further the use of Universal Design for Learning (UDL) strategies that benefit all students. The use of PLCs in combination with the refinement of the staff portfolio, goal setting, and evaluation process will lead to deeper reflection and analysis on best instructional practices.

Expand Organizational Capacity:
In order to sustain and exceed current levels of performance, NCS must continue to be sensitive to changing academic learning environments, authorizer relations, state educational policies, and the country's economic challenges. NCS must continuously exercise due diligence to make sure that it has the educational resources, operational capacity and human capital necessary to accomplish its overarching mission. Specific goals are focused around non site-based instructional program development, employee development, and refocusing on our mission and vision. A focus on the development and growth of the non site based academies (PACT & VLA) has been essential to meet

the growing demand in the 2020-2021 school year. Both academies have innovated to ensure that student academics were expanded. VLA will continue to develop the dual enrollment relationship with American River College (ARC) and PACT continues to train and support parent educators. The addition of new staff throughout the 2020-2021 school year has further fueled the need for a robust onboarding and support system for new staff to ensure that the mission and vision are a central part of staff decisions and growth. Employee development and retention is essential in providing a consistent learning environment for students. NCS plans to focus on staff leadership and development opportunities with ongoing support to develop the talent and diversify our staff.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

As a single school LEA we do not currently have any schools that are eligible for comprehensive support and assessment.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Throughout our entire reflection and drafting process, stakeholders have been a critical component of the Natomas Charter School (NCS) LCAP development. This plan has been written to intentionally connect with on-going strategic focus areas identified by our community. The 2021-24 LCAP development process started with the completion of our WASC self-study during the 2019-20 school year which engaged our entire community of stakeholders including parents, teachers/staff, and students in schoolwide self-reflection and goal setting. During the 2020-21 school year NCS continued to engage the community in the development of our Learning Continuity Plan, as well as our Expanded Learning Opportunities Grant plan through multiple community meetings, surveys, and focus groups. The stakeholder feedback and needs identified from each of these plans formed the basis of our 2021-24 LCAP.

During the drafting of the 2021-24 LCAP, NCS intentionally connected with our community of stakeholders through multiple means. Families and community members completed multiple feedback surveys and participated in community meetings throughout the 2020-21 school year that were used to inform the plans goals and actions. Teachers and staff were engaged in the process through discussions and goal-setting at professional development days and staff meetings, as well as through multiple surveys. The NCS Board of Directors has been integral in the process as they support discussions of data analysis, goal setting, and involving stakeholders. The Executive Director's, Parent Advisory Committee, which includes representatives from each of the academies at Natomas Charter School, provided feedback on the aspects of the plan. The LCAP was presented at the English Learner Advisory Committee (ELAC), Inclusive Education, and Parent Equity Committee meetings to engage all stakeholders in the LCAP development process. The final drafts of the 2021-24 LCAP were formally shared with stakeholder groups at the following meetings:
- NCS Board Presentations (04/19/21 and 06/14/21)
- Family LCAP and ELO Plan Review Meetings (04/21/21 and 04/22/21)
- Inclusive Education Parent Meeting (04/21/21) – Special Education families
- Executive Director Parent Advisory Committee (LCAP Parent Advisory Committee) (04/26/21)
- English Learner Advisory Council (ELAC) Meeting on (04/21/21).

All of the above meetings were facilitated virtually in alignment with COVID-19 protocols with breakout rooms for feedback discussions. For families who could not attend the meetings recordings were posted to the school's YouTube page and all families were sent a survey link to ensure that all voices and perspectives were heard.

A summary of the feedback provided by specific stakeholder groups.

Throughout our survey and community feedback processes, stakeholder feedback was highly consistent across academies, grade levels, and stakeholder groups. Overall, students, families, and staff members expressed that the school provided an academically rigorous and supportive instructional experience with a strong school culture and social-emotional supports. Our community has a strong connection to the school campuses, each other, and in-person coursework and activities and as a result a common trend throughout the data was a strong

desire for school to resume as close to pre-COVID normal as possible. Feedback provided through these stakeholder meetings, surveys, and focus groups largely focused into these primary areas:

- Continued development of teaching and learning practices with a focus on supporting diverse student needs including our African-American students, LatinX students, students with disabilities, and students learning English;
- Continued focus on mathematics instruction, materials, and course-sequence development and ensuring all subgroups are making progress towards meeting grade level standards;
- Investing in multiple pathways to help students reach post-secondary success including dual enrollment programs;
- Developing additional mental health supports such as counseling and social-emotional curriculum;
- Investing in retaining highly qualified staff with professional development and competitive compensation;
- Assisting students with recovering from the COVID-19 pandemic with additional academic and social-emotional support.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The Natomas Charter School stakeholders provided largely consistent feedback across all groups. This feedback focused on these primary areas:

- Continued development of teaching and learning practices with a focus on supporting diverse student needs including our African-American students, LatinX students, students with disabilities and students learning English
- Continued focus on mathematics instruction, materials, and course-sequence development and ensuring all subgroups are making progress towards meeting grade level standards;
- Investing in multiple pathways to help students reach post-secondary success including dual enrollment programs;
- Developing additional mental health supports such as counseling and social-emotional curriculum;
- Investing in retaining highly qualified staff with professional development and competitive compensation;
- Assisting students with recovering from the COVID-19 pandemic with additional academic and social-emotional support.

As a result, the school's LCAP outlines specific goals around the areas of deepening instructional practices, building our Multi-Tiered Systems of Support (MTSS) program, investing in mental health resources, retaining highly qualified staff, and investing in mathematics instruction. Stakeholder feedback influenced the goals set forth in the LCAP directly. Stakeholders were clear that the needs of students have changed, especially in light of the pandemic, and a focus on community and socioemotional learning is more important than ever. We will continue to develop universal supports for all students and supplemental supports for struggling students. Feedback continues to reveal that the academic and arts focus of Natomas Charter School is critical to the stakeholders. We will continue to focus on staff training and collaboration through the data driven process of Professional Learning Communities (PLCs).

Stakeholders from our Inclusive Education Parent committee (special education families) and English Learning Advisory Council asked for additional supports for students with disabilities and English learners in the form of more curriculum materials and professional development for staff. In multiple stakeholder groups parents and students requested materials for working with our racially, gender identity, and sexual orientation diverse student populations. This led to the creation of some of our professional development actions. Finally, feedback from parent groups, as well as the NCS Board of Directors and the Parent Advisory Council informed some of the metrics the school will be using to measure the effectiveness of the goals and actions including in the plan. These include measuring student academic achievement

(CAASPP scores) for specific student subgroups including African American and LatinX students, students who identify as more than one race, students with disabilities and students learning English. Based on feedback from these groups we also have a diverse set of post-secondary measurements to assess college/career readiness, as well as college success.

Goals and Actions

Goal

Goal #	Description
1	Reimagine and Strengthen Teaching and Instruction

An explanation of why the LEA has developed this goal.
Based on the changing demographics of students in all academies and a review of trends in the school's current student performance data, Natomas Charter School has a renewed focus on curriculum development that centers around differentiation. All teachers will need to develop a broader repertoire of differentiated practices in alignment with the schoolwide MTSS framework to help all learners access a rigorous and relevant curriculum and to meet state academic standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA Results (Dist. Fr. Std.) 2021 iReady /(2019 CAASPP) by subgroup growth Math Results (Dist. Fr. Std.) 2021 iReady /(2019 CAASPP) by subgroup growth 11th Grade ELA & Math CAASPP SAT & ACT Scores Graduation Rate	ELA Results (Dist. Fr. Std.) 2021 iReady /(2019 CAASPP) by subgroup growth • Schoolwide73% (69.4%) • African American 61% (59.0%) • Asian83% (75.9%) • Filipino80% (84.8%) • Hispanic62% (61.8%) • Two or More Races73% (70.9%)				English Language Arts Results: Maintain Previous Year Status Color and/or Make Positive Growth for all Subgroups in Red, Orange, or Yellow Maintain 70% and/or demonstrate positive growth in percent of students meeting or exceeding standard on CAASPP for all subgroups Mathematics Results: Increase schoolwide Distance from

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress College/Career Preparation • Dual Enrollment • UC a-g Eligibility • CTE Completion • Seal of Biliteracy College & Career Readiness Indicator % Prepared College Application & Acceptance Rates College Success Data Employee Evaluation Survey	• White74% (75.1%) • Socioeconomically Disadvantaged (SED)58% /(51.6%) • English Learners44% /(45.4%) • Students with Disabilities (SWD)48% /(33.3%) Math Results (Dist. Fr. Std.) 2021 iReady /(2019 CAASPP) by subgroup growth • Schoolwide61% (49.5%) • African American41% (29.5%) • Asian79% (71.8%) • Filipino77% (65.2%) • Hispanic46% (35.2%) • Two or More Races 64% (49.7%)				Standard Met by 2 points each year Maintain Previous Year Status Color and/or Make Positive Growth for all Subgroups in Red, Orange, or Yellow. Maintain 60% and/or demonstrate positive growth in percent of students meeting or exceeding standard on CAASPP for all subgroups 11th Grade ELA & Math CAASPP Maintain Previous Year Status Color and/or Make Positive Growth for all Subgroups in Red, Orange, or Yellow. Maintain 60% and/or demonstrate positive growth in percent of students meeting or exceeding standard on CAASPP for all subgroups SAT & ACT Scores: Maintain previous year average scores

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• White67% (56.3%) • Socioeconomically Disadvantaged (SED)41% (30.2%) • English Learners42% (40.4%) • Students with Disabilities (SWD)29% (21.8%) 11th Grade ELA & Math CAASPP (% Meeting/Exceeding Std.) • Math TBD July 2021 • ELA TBD July 2021 SAT & ACT Scores Data Available Fall 2021 • SAT Scores (Combined Avg.) • ACT Composite Score (Avg.) Graduation Rate				and/or make positive growth Graduation Rate: 95% or Above English Learner Progress - Maintain 65% or above College/Career Preparation: Maintain previous year % and/or make positive growth CCI Indicator: 70% or Above "Prepared" College Application & Acceptance Rates Maintain previous year % and/or make positive growth College Success Data Maintain previous year % and/or make positive growth Employee Coaching Feedback on Annual Survey - 50% with 2%+ growth each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Schoolwide 95.8% English Learner Progress No data 2021 College/Career Preparation Data Available Fall 2021 • % "Prepared" Overall • % of Class with 1+ College Course Complete • % of Class A-G Eligible • % of Class Completing Available CTE Pathway • # of Students Earning Seal of Biliteracy 17 College & Career Indicator (2019 Dashboard) Schoolwide 81.5% College Application & Acceptance Rates				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 4-Year College Acceptance Rates 97% • Portion of Graduating Class Applied 57% College Success Data (2013-2018 data) • Entered College in First Year 83% • Returned for a Second Year 78% Employee Evaluation Survey Schoolwide Coaching Feedback - New Metric - Data available 2021-2022				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Refine Instructional Practices	Refine ELA and math practices to fully incorporate differentiated instruction for all students A. Math TOSA to support professional development (Math TOSA/Coach 1.0) B. Curriculum Specialist (PACT) C. Intervention Teachers (ELA & Math)	$438,577.00	Yes

Action #	Title	Description	Total Funds	Contributing
		D. Benchmark Assessments, Assessment Support & Differentiation Tools (iReady, ELPAC, etc.) E. NewsELA Subscription F. Online library resources G. Schoology LMS H. Substitutes for teacher release time for data analysis and planning I. Enrichment Programs (for PACT) J. Star Academy Enrichment Staff (Spanish, Art, Kind Kids, Library)		
2	Shared Expectations of Instruction	Develop a shared understanding of expectations around instructional practices (pedagogy, materials, and assessments) A. TOSA to support professional development (General TOSA) B. Professional Development (GLAD, Responsive Teaching, EL, Math, etc) C. PLC Collaboration Time D. Library & Media Tech E. SAT/PSAT funds F. MTSS Training & Collaboration Time G. Professional Learning Texts H. EL Support Curriculum & Classroom Resources	$306,299.00	Yes
3	Coaching Framework	Establish a schoolwide coaching framework and process A. PLC+ materials, training, and collaboration time B. Department/Grade Level Leads Stipends C. MTSS Training & Collaboration Time D. MTSS TOSA to support professional development (1.0) E. Release time/substitutes for peer observations and data analysis and collaboration F. Induction Mentors and SCOE Induction Program costs	$455,476.00	No

Action #	Title	Description	Total Funds	Contributing
4	SEL Curriculum	Establish and implement a schoolwide socioemotional learning (SEL) curriculum A. Counselors leading small groups B. Purchase K-12 SEL Curriculum C. Counselors push into classes D. Increase FTE for Academic Counselor	$98,506.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Develop a Cohesive Culture of Innovation and Accountability

An explanation of why the LEA has developed this goal.

While Natomas Charter School has traditionally provided personalized approaches to learning, changing demographic trends has prompted the school to take a more systematic approach to a Multiple Tiered System of Support (MTSS). As a small school, NCS will need to build a more comprehensive and robust MTSS framework (inclusive of a continuum of supports at all levels) to help all students meet its high academic standards and its schoolwide learner outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Satisfaction Survey Student Engagement Students with Disabilities • ELA Results • Math Results • % of Students Making Progress Towards Goals • Average GPA SpEd Staff Retention Senior Satisfaction Chronic Absenteeism	Parent Satisfaction Survey Schoolwide 92% or Above Very Satisfied/Satisfied Student Engagement • Elementary (3-5) 84% • Secondary (6-12) 73% Students with Disabilities (Reported in Fall) • ELA Results (CAASPP 2019) 33.3% - 2021 iReady 48%				Parent Satisfaction Survey: 90% or Above Very Satisfied/Satisfied Student Engagement • Elementary: 90% Favorable • Secondary: 78% Favorable Students with Disabilities (Reported in Fall) • ELA Results (CAASPP 2019) 33.3% 2021 iReady 54%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Retention • Schoolwide • Site Based Programs (Star/LE/PFAA) • Non Site Based Programs (PACT/VLA) Suspension Rate Postsecondary Preparedness Employee Evaluation Certificated Staff Retention	• Math Results (CAASPP 2019) 21.8% - 2021 iReady 29% • % of Students Making Progress Towards Goals- New Metric • Average GPA (MS and HS) - New Metric SpEd Staff Retention Year Over Year (All Staff) - New Metric Senior Satisfaction Schoolwide 82% Chronic Absenteeism Schoolwide 0.07% Student Retention (2019-2020 99.5%) 20/21 Data Available Fall 2021 • Schoolwide % • Site Based Programs (Star/LE/PFAA)- New Metric				• Math Results (CAASPP 2019) 21.8%- 2021 iReady 30% • % of Students Making Progress Towards Goals- New Metric Average GPA (MS and HS) - New Metric SpEd Staff Retention Year Over Year (All Staff) 70% or better with growth each year Senior Satisfaction- Seniors Feel Well Prepared for Postsecondary Options - 95% or greater each year Chronic Absenteeism: 2.5% or below each year Student Retention Rate: 95% or greater each year Suspension Rate- 1% or below each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- Non Site Based Programs (PACT/VLA) - New Metric Suspension Rate (2020-21 Reported in Fall) Schoolwide 0.5% in 2019-2020 Postsecondary Preparedness Schoolwide ("Well Prepared") 82% Employee Evaluation Schoolwide Evaluation Feedback % Helpful/Very Helpful New Metric Certificated Staff Retention Available in Fall 2021 - Year Over Year % - % of Employees 5+ Years- New Metric				Postsecondary Preparedness Schoolwide ("Well Prepared") Employee Evaluation Feedback on Annual Survey 54% favorable in 2020 with 2%+ growth each year Certificated Staff Retention - Year Over Year 2%+ growth each year - % of Employees 5+ Years- 2%+ growth each year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Development of a Special Education Program	Implement a charter-specific special education program providing the full continuum of services for NCS students A. Staff Training in Co-Teaching Model & Inclusive Model B. Substitutes for IEP and SPED Team Collaboration Release Time C. SPED Contractors (behaviorist, modified PE, etc.) D. Additional SPED Certificated Staff for Growth (Program Specialist, Psychologists, etc.) E. Additional SPED Non-Instructional Staff for Growth (Instructional Aides/Paraprofessionals, SLPA, etc.) F. Development of Screeners G. Parent Training	$1,040,238.00	No
2	Implement MTSS Schoolwide	Implement a schoolwide tiered approach to support with academic, socioemotional learning, and behavioral supports at each level of need A. TOSAs for MTSS & PD Support B. Professional Development Funds C. Substitutes for PD Release Time D. Book Study Materials E. Intervention Programs & Staff (Flexi-Sched, Learning Lab, Support Staff, etc.) F. Student Mentorship Programs (WEB, Link Crew, etc.) G. Additional Mental Health Supports H. Homeless Student Support	$614,825.00	Yes
3	Goals Oriented Evaluation Process	Refine and establish a goals-oriented evaluation process for all employees aligned to the NCS Professional Standards and existing salary advancement structures A. Admin FTE (oversight and management of portfolio process) B. Substitutes for Observation Release Time for Portfolio Teams	$20,436.00	No

Action #	Title	Description	Total Funds	Contributing
4	Onboarding Process and Procedures	Refine the employee onboarding process to include processes and procedures for instructional staff A. IT Staff B. Human Resources Staff C. TOSA (leading onboarding sessions) D. New Teacher Mentor Stipends E. Induction Coordinator	$54,252.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Expand Organizational Capacity

An explanation of why the LEA has developed this goal.

In order to sustain and exceed current levels of performance, NCS must continue to be sensitive to changing academic learning environments, authorizer relations, state educational policies, and the country's economic challenges. NCS must continuously exercise due diligence to make sure that it has the educational resources, operational capacity and human capital necessary to accomplish its overarching mission.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PACT/VLA Enrollment Student Retention Certificated Staff Retention Employee Evaluation Leadership Opportunities	PACT/VLA Enrollment 94.7% of Non Site Based Enrollment 94% of PACT Maximum Enrollment 95% of VLA Maximum Enrollment Student Retention Schoolwide % Data Available Fall 2021 Certificated Staff Retention Data Available Fall 2021 Year Over Year (All Staff) % of Employees 5+ Years (All Staff)				PACT/VLA Enrollment Annual increases of 5% or more each year up to facility capacity Student Retention Rate: 95% or greater each year Certificated Staff Retention: 2%+ growth each year Employee Evaluation Leadership Opportunities (% Satisfied/Very Satisfied): 2%+ growth each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Year Over Year (Certificated) % of Employees 5+ Years (Certificated) Employee Evaluation Leadership Opportunities- Satisfied/Very Satisfied- New Metric for 2021-2022				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Non-Site Based Instructional Program Development	Develop multiyear instructional program plans for PACT and VLA to increase overall enrollment 5% per year up to facility capacity A. PACT Curriculum Additions B. PACT Curriculum Specialist (ELA & Math) C. VLA Expansion Teacher Salaries D. ARC Dual Enrollment Instructional Materials and Additional Costs	$151,089.00	No
2	Employee Leadership & Recruiting Development	Establish an employee recruiting and leadership development program A. Job Fairs B. Job Posting Subscriptions C. Trainings with Local Universities D. Promotional Materials (for hiring) E. Professional Development Funds & Resources (for rising leaders) F. Responsive Classroom Training G. Trauma Informed Training (all staff) H. Non Instructional Professional Development	$63,444.00	No

Action #	Title	Description	Total Funds	Contributing
3	Attract, Retain, Develop Staff to Refocus on School Mission and Vision	Attract, retain, and develop quality staff to meet and reflect the school vision and mission A. Administrative & Teacher Salary Schedules B. Facilities Planning C. Strategic Planning Services D. Web Services E. Health, Safety Supplies & Maintenance Costs F. Data Management & Analysis Support G. Technology Devices & Replacement Schedule	$1,029,542.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.49%	$944,756

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1 Reimagine and Strengthen Teaching and Instruction - Actions 1 Refine Instructional Practices & 2 Shared Expectations of Instruction
After assessing the needs, conditions, and circumstances of our low-income, EL, and foster students, we learned that the English and math assessment scores are 20-30% lower than the scores for all students.

In order to address this condition of our low-income, EL, and foster students, we will develop and implement a focus on differentiation, intervention classes, curriculum specialists and learning resources to ensure that learning gaps are being filled. Goal 1, Actions 1 and 2 provide increased levels of professional development, coaching support, PLC and MTSS time to ensure that staff are using data based practices to support our struggling students. The focus on refining instructional practices and developing shared expectations with common strategies around EL learners specifically will lead to more consistent support for struggling students.

These actions are being provided on an LEA-wide basis and we expect/hope that all students with lower than average English and Math scores will benefit. However, because of the significantly lower assessment scores of our low-income, EL, and foster students and the focus on access and equity, we expect their scores to increase significantly more than the rate of all other students.

Goal 2- Develop a Cohesive Culture of Innovation and Accountability Action 2- Implement MTSS Schoolwide
After assessing the needs, conditions, and circumstances of our low-income, EL, and foster students, we learned that the English and math assessment scores are 20-30% lower than the scores for all students and a higher rate of disengagement with school through the 2020-2021 school year. In order to address this condition of our low-income, EL, and foster students, we will continue to develop and revise our MTSS process to ensure that students are getting the academic, behavioral, and socioemotional support needed for success.

Goal 2, Action 2 provides professional development, coaching support, PLC and MTSS time to ensure that staff are using data based practices to support our struggling students. We are adding an intervention program that focuses on both academic and socioemotional needs and will be developed to target specific needs for universal and supplemental support for students.

These actions are being provided on an LEA-wide basis and we expect/hope that all students with lower than average English and Math scores and with lower rates of engagement will benefit. However, because of the significantly lower assessment scores of our low-income, EL, and foster students and the focus on access and equity, we expect their scores to increase significantly more than the rate of all other students.

Goal 3- Expand Organizational Capacity   Action 3- Refocus on School Mission and Vision
After assessing the needs, conditions, and circumstances of our low-income, EL, and foster students, we learned that the English and math assessment scores are 20-30% lower than the scores for all students and a higher rate of disengagement with school and access to technology and health services throughout the 2020-2021 school year. In order to address this condition of our low-income, EL, and foster students, we will increase our one to one technology program and health services on campus.

Goal 3, Action 3 provides strategic planning around the areas of technology access, facilities, and health services to support our growing population of needy students.

These actions are being provided on an LEA-wide basis and we expect/hope that all students with low academic scores, technology and health needs will benefit. However, because of the significantly lower assessment scores of our low-income, EL, and foster students and the focus on access and equity, we expect their scores to increase significantly more than the rate of all other students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Natomas Charter School supports a diverse student population including foster youth, English learners, and low-income students using a differentiated, individualized approach that exceeds the cost of providing basic educational services. Academic and social-emotional needs will be identified through our existing MTSS process and tiered engagement process by using academic and social-emotional data to determine additional supports, such as additional academic coaching, counseling services, and 1:1 time with staff. This structure allows the school to provide tailored supports for students and families most struggling with learning or overcoming non academic challenges created by COVID-19. Natomas Charter School will provide technology devices to all students. In addition, low-income families, English learners, and foster youth will be supported by ensuring home internet access through cellular hotspots or strategizing free/low cost residential high speed internet. This will ensure that every student can connect to their teachers, support staff, and curriculum materials. English language learners will be supported through additional staff time for ELPAC support and testing and providing designated language support. These staff members will also check in with English learner students and families monthly to determine additional needs. The school implemented Education Modified, an online component in our LMS that ties student accommodations/supports with class lists, to clearly articulate and coordinate supports for our high needs students including English learners, students with disabilities and 504 plans.

These actions are being provided on an LEA-wide basis and we expect that all students with a ELA CAASPP score below standard will benefit. However, because of the significantly lower rate of EL students meeting standard, we expect that the ELA CAASPP scores for our EL students will increase significantly more than the average rate of all other students. In order to continue to address this condition of our EL students we will develop and implement a new EL support interventions that are designed to address some of the major areas for growth in ELA, including the codifying of designated supports for our English Learners. Goal 1, Actions A, B, and C provide teacher training and classroom EL resources. The school-wide focus on scope and sequence, along with the MTSS process is integral in supporting our foster and low-income youth as well. The process brings to light the needs of struggling students and develops individual plans for support and growth.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$3,023,794.00	$1,248,890.00			$4,272,684.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$3,294,110.00	$978,574.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Refine Instructional Practices	$153,982.00	$284,595.00			$438,577.00
1	2	English Learners Foster Youth Low Income	Shared Expectations of Instruction	$306,299.00				$306,299.00
1	3	All	Coaching Framework	$191,685.00	$263,791.00			$455,476.00
1	4	All	SEL Curriculum	$88,506.00	$10,000.00			$98,506.00
2	1	Students with Disabilities	Development of a Special Education Program	$1,020,238.00	$20,000.00			$1,040,238.00
2	2	English Learners Foster Youth Low Income	Implement MTSS Schoolwide	$96,391.00	$518,434.00			$614,825.00
2	3	All	Goals Oriented Evaluation Process	$20,436.00				$20,436.00
2	4	All	Onboarding Process and Procedures	$54,252.00				$54,252.00
3	1	All	Non-Site Based Instructional Program Development	$96,004.00	$55,085.00			$151,089.00
3	2	All	Employee Leadership & Recruiting Development	$63,444.00				$63,444.00
3	3	English Learners Foster Youth Low Income	Attract, Retain, Develop Staff to Refocus on School Mission and Vision	$932,557.00	$96,985.00			$1,029,542.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,489,229.00	$2,389,243.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$1,489,229.00	$2,389,243.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Refine Instructional Practices	Schoolwide	English Learners Foster Youth Low Income	All Schools	$153,982.00	$438,577.00
1	2	Shared Expectations of Instruction	Schoolwide	English Learners Foster Youth Low Income	All Schools	$306,299.00	$306,299.00
2	2	Implement MTSS Schoolwide	Schoolwide	English Learners Foster Youth Low Income	All Schools	$96,391.00	$614,825.00
3	3	Attract, Retain, Develop Staff to Refocus on School Mission and Vision	Schoolwide	English Learners Foster Youth Low Income	All Schools	$932,557.00	$1,029,542.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.