LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Natomas Charter School

CDS Code: 34 75283 3430659

School Year: 2024-25

LEA contact information:

Joe Wood, Ed.D.
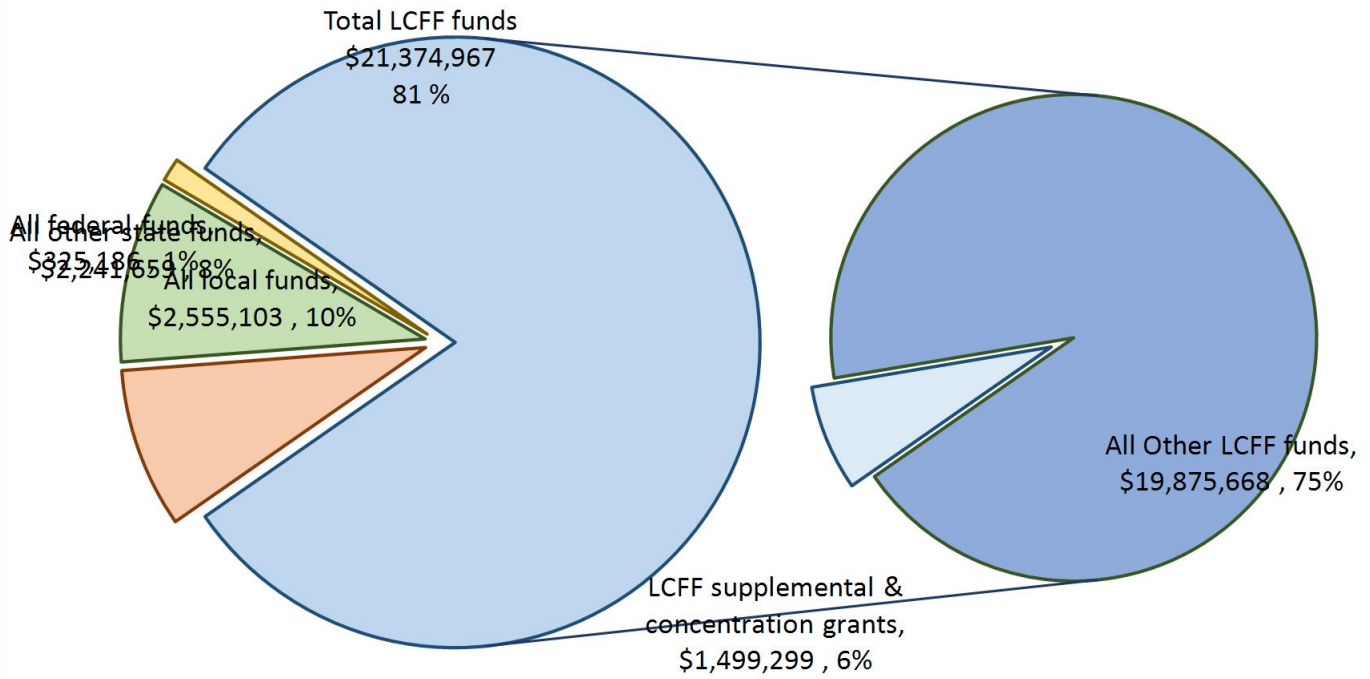
Executive Director

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(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 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$21,374,967
81 %

All federal funds,
$325,186 , 1%

All other state funds,
$2,241,659 , 8%

All local funds,
$2,555,103 , 10%

LCFF supplemental &
concentration grants,
$1,499,299 , 6%
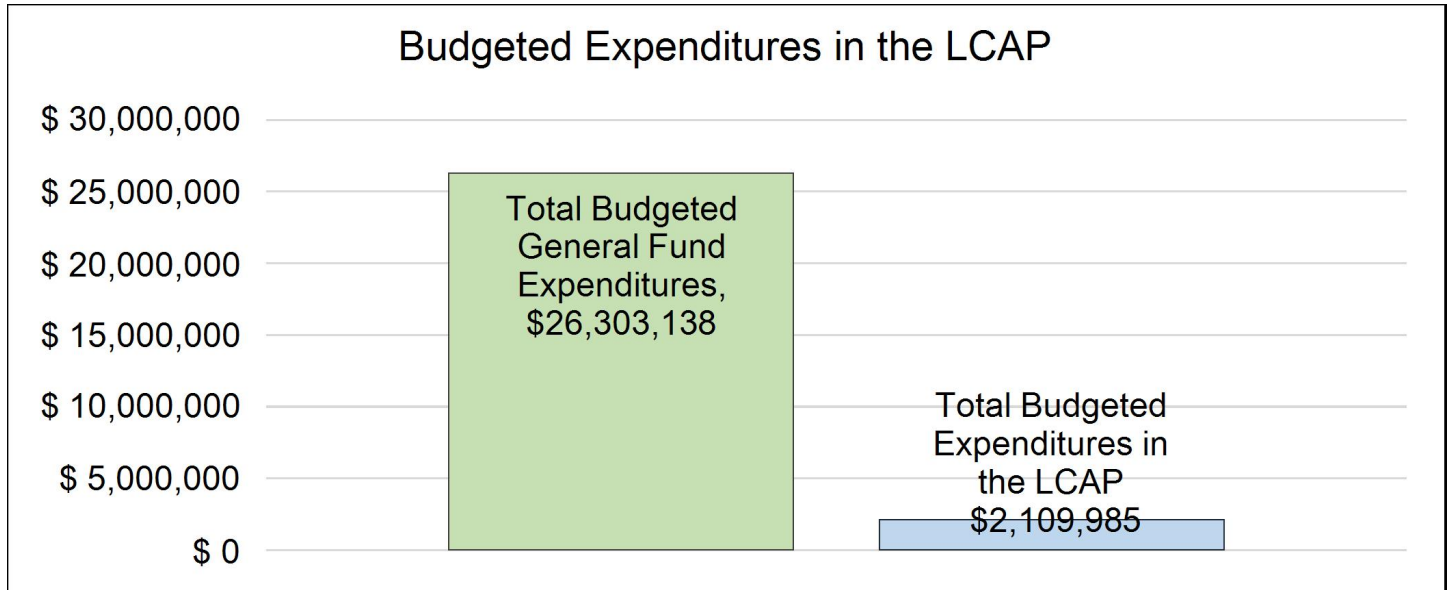
All Other LCFF funds,
$19,875,668 , 75%

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

The text description for the above chart is as follows: The total revenue projected for Natomas Charter School is $26,496,915, of which $21,374,967 is Local Control Funding Formula (LCFF), $2,241,659 is other state funds, $2,555,103 is local funds, and $325,186 is federal funds. Of the $21,374,967 in LCFF Funds, $1,499,299 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

$ 30,000,000	
$ 25,000,000	
$ 20,000,000	Total Budgeted General Fund Expenditures, $26,303,138
$ 15,000,000	
$ 10,000,000	Total Budgeted Expenditures in the LCAP $2,109,985
$ 5,000,000	
$ 0	

This chart provides a quick summary of how much Natomas Charter School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Natomas Charter School plans to spend $26,303,138 for the 2024-25 school year. Of that amount, $2,109,985 is tied to actions/services in the LCAP and $24,193,153 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
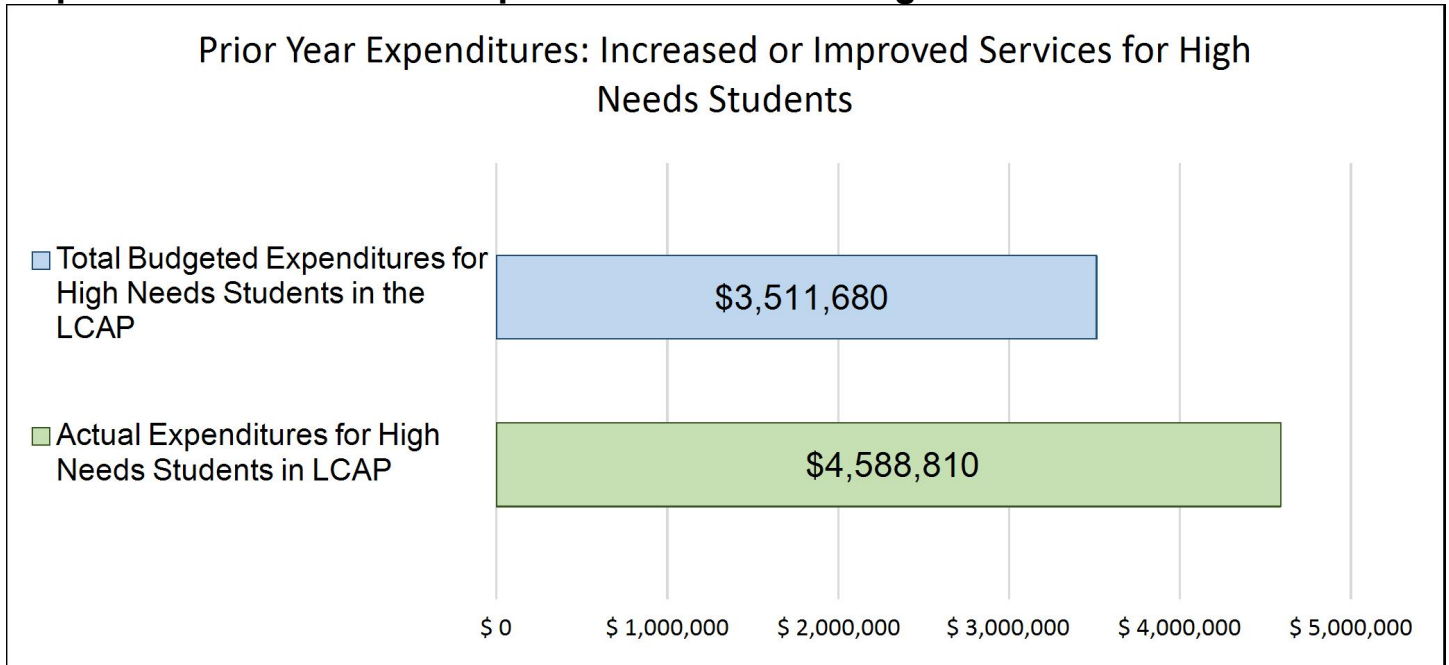
Remaining General Fund Budget Expenditures are all allocated to supporting the school's core instructional program and operational expenditures. Funds identified throughout LCAP are designated to support target schoolwide strategic goals serving our highest need students.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Natomas Charter School is projecting it will receive $1,499,299 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 $1,646,775 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 2023-24

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

□ Total Budgeted Expenditures for High Needs Students in the LCAP — $3,511,680

□ Actual Expenditures for High Needs Students in LCAP — $4,588,810

$ 0 $ 1,000,000 $ 2,000,000 $ 3,000,000 $ 4,000,000 $ 5,000,000

This chart compares what Natomas Charter School budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2023-24, Natomas Charter School's LCAP budgeted $3,511,680 for planned actions to increase or improve services for high needs students. Natomas Charter School actually spent $4,588,810 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

Goals and Actions

Goal

Goal #	Description
1	Reimagine and Strengthen Teaching and Instruction

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 English Learner Progress College/Career Preparation	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%) • White74% (75.1%) • Socioeconomically Disadvantaged	ELA CAASPP 2022 Results • Schoolwide63.87% • Socioeconomically Disadvantaged (SED)47.21% • English Learners16.92% Math CAASPP 2022 Results • Schoolwide42.08% • Socioeconomically Disadvantaged (SED)22.59%	Available Data as of 6/6/23 ELA CAASPP 2022 Results • Schoolwide63.87% • Socioeconomically Disadvantaged (SED)47.21% • English Learners16.92% Math CAASPP 2022 Results • Schoolwide42.08% • Socioeconomically Disadvantaged	ELA CAASPP 2023 Results • Schoolwide66.21% • Socioeconomically Disadvantaged (SED)51.11% • English Learners14.55% Math CAASPP 2023 Results • Schoolwide42.40% • Socioeconomically Disadvantaged (SED)30.15%	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 Standard Met by 2 points each year Maintain Previous Year Status Color and/or Make Positive Growth for all

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
- 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	(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%) - White67% (56.3%) - Socioeconomically Disadvantaged	- English Learners16.67% 11th Grade ELA & Math CAASPP 2022 (% Meeting/Exceeding Std.) - Math 42.89% - ELA 81.82% SAT & ACT Scores 2022 - SAT Scores (Combined Avg.) 1054 - ACT Composite Score (Avg.) - No Student Data Graduation Rate 2022 Schoolwide 96% English Learner Progress 2022 51% College/Career Preparation 2022 45.3% of Class with 1+ College Course Complete 80% of Class A-G Eligible	(SED)22.59% - English Learners16.67% 11th Grade ELA & Math CAASPP 2022 (% Meeting/Exceeding Std.) - Math 42.89% - ELA 81.82% SAT & ACT Scores 2022 - SAT Scores (Combined Avg.) 1054 - ACT Composite Score (Avg.) - No Student Data Graduation Rate 2022 Schoolwide 96% English Learner Progress 2022 51% College/Career Preparation 2022 45.3% of Class with 1+ College Course Complete	- English Learners18.18% 11th Grade ELA & Math CAASPP 2023 (% Meeting/Exceeding Std.) - Math 34.41% - ELA 82.73% SAT & ACT Scores 2023 - SAT Scores (Combined Avg.) 1119 - ACT Composite Score (Avg.) - No Student Data Graduation Rate 2023 Schoolwide 100% English Learner Progress 2022 65.2% College/Career Preparation 2023 54.7% of Class with 1+ College Course Complete 81.2% of Class A-G Eligible	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 and/or make positive growth Graduation Rate: 95% or Above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(SED)41% (30.2%) • English Learners42% (40.4%) • Students with Disabilities (SWD)29% (21.8%) 11th Grade ELA & Math CAASPP (% Meeting/Exceeding Std.) • Math 79.3% • ELA 38% SAT & ACT Scores • SAT Scores (Combined Avg.) 1082 • ACT Composite Score (Avg.) No Data Graduation Rate Schoolwide 95.8% English Learner Progress Low 38.89% College/Career Preparation	72.5% of Class Completing Available CTE Pathway 17.5% of Students Earning Seal of Biliteracy College & Career Indicator 2022 Schoolwide 79.17% Filipino 80% Hispanic 79.14% White 76% Two or More Races 80% Socioeconomically Disadvantaged 62.5% Students with Disabilities 46.15% College Application & Acceptance Rates 2022 • 4-Year College Acceptance Rates 95% • Portion of Graduating Class Applied 80% College Success Data (2013-2018 data) 86% Entered College in First Year	80% of Class A-G Eligible 72.5% of Class Completing Available CTE Pathway 17.9% of Students Earning Seal of Biliteracy (2023) College & Career Indicator 2022 Schoolwide 79.17% Filipino 80% Hispanic 79.14% White 76% Two or More Races 80% Socioeconomically Disadvantaged 62.5% Students with Disabilities 46.15% College Application & Acceptance Rates 2022 • 4-Year College Acceptance Rates 97% • Portion of Graduating Class Applied 74% College Success Data (2013-2018 data)	75.21% of Class Completing Available CTE Pathway 17.9% of Students Earning Seal of Biliteracy College & Career Indicator 2023 Schoolwide 82.05% Filipino 100% Hispanic 72.22% White 83.33% Two or More Races 85.71% Socioeconomically Disadvantaged 80% Students with Disabilities 41.67% College Application & Acceptance Rates 2023 • 4-Year College Acceptance Rates 97% • Portion of Graduating Class Applied 74% College Success Data (2013-2018 data) 86% Entered College in First Year	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
	• 33.91% of Class with 1+ College Course Complete 75.65% of Class A-G Eligible 65.21% of Class Completing Available CTE Pathway 14.78% of Students Earning Seal of Biliteracy College & Career Indicator Schoolwide 74.34% College Application & Acceptance Rates • 4-Year College Acceptance Rates 97% • Portion of Graduating Class Applied 57% College Success Data (2013-2018 data) • Entered College in First Year 83%	78% Returned for a Second Year Employee Evaluation Survey 2022 Schoolwide Coaching Feedback - 92%	86% Entered College in First Year 78% Returned for a Second Year Employee Evaluation Survey 2022 Schoolwide Coaching Feedback - 94%	78% Returned for a Second Year Employee Evaluation Survey 2023 Schoolwide Coaching Feedback - 94%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Returned for a Second Year 78% Employee Evaluation Survey Schoolwide Coaching Feedback - New Metric - Data available 2021-2022				

Goal Analysis

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.

Overall, Natomas Charter School was able to fully implement the majority of actions/services for this goal during the 2023-2024 school year. NCS was able to bring on a part-time curriculum specialist at PACT. The curriculum coordinator completed an assessment of all curricula, impact on student learning, and ease of use for parent teachers. The curriculum specialist added new curricula and focused on two to four options for families for each curricular area and grade level. Assessments of student learning displays effectiveness of the current curriculum choices. The basic need was met and the position will continue in the 2024-2025 school year. NCS adopted new curriculum to support the learning needs of students and support the newer staff coming on board in 2022-2023 and focused professional development and coaching to effectively implement in 2023-2024: Amplify Science curriculum (6-8), Magnetic Reading (K-2), College Preparatory Mathematics (CPM) (9-12), and Character Strong SEL curriculum (K-12). Additionally NCS brought on additional para-educators to meet the needs of our increasing special education population and as added support for learning loss. Building the MTSS process and skills of staff was another area of focus with training for staff and professional development books for staff book studies.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Overall, there were no material differences between budgeted expenditures and estimated actual expenditures with the exception of additional funding being used for student intervention support and substitute coverage costs during teacher absences, including staff covering classes for others when substitutes were not available.

The Math and EL TOSAs were pivotal in the success of the year for both students and teachers. TOSAs were still able to spend significant amounts of time co-teaching, modeling strategies, leading collaboration, and providing professional development for teachers, education specialists, and paraeducators. Consequently, teachers were able to build skills and strategies that they started implementing in classrooms.

New curriculum options were brought on board this year at PACT to better support the needs of students in the areas of math, language arts, science, social studies, and social-emotional learning (SEL). The addition of a curriculum specialist enabled PACT to train Academic Advisers in the strengths and weaknesses of each curriculum to assist them in better recommending the most effective curriculum choice for each family. The use of resources such as online library resources, Schoology, and iReady have been essential in moving students forward in their learning and building skills that were missing due to distance learning. Schoology and iReady continued to be critical in assisting students with accessing curriculum. Students utilized the iReady MyPath which focuses on individualized learning needs for students in both reading and math. The online library resources and NewsELA allowed teachers to meet the needs of students by providing them readings and research at the appropriate level to allow them to build reading skills while keeping up with learning grade level concepts. The math department utilized the most release time (substitute coverage) to attend trainings, conferences, and develop curriculum plans together. This included training in College Preparatory Mathematics (CPM), and Social Emotional training. A majority of this training and collaboration was developed and led by the math TOSA.

TK-8th enrichment programs at both PACT and Star Academy operated on a weekly model that not only gave students opportunities for thematic enrichment in Spanish, Art, Reading, Social Emotional learning, but also in subjects such as musical theater, STEM investigation, physical education, music, and dance. These thematic experiences complemented and supplemented the core subjects taught either in the classroom at Star Academy or through homeschool at PACT.

The result of the specific actions in goal #1 was seen in students raising mastery levels through intervention and WIN time as seen through pre and post assessments. The data from the ongoing iReady diagnostic assessments show steady progress in the areas of math and reading. The majority of students met expected growth rates in Reading with 64% of students at grade level (12% growth since August) and 84% of students are on track to make typical annual growth. 50% of all students met expected growth rates in math with 42% of students at grade level (14% growth since August). Students will be assessed again in late May to determine full annual growth. We were able to reclassify 43 English Learner students this year based on their ELPAC scores from spring 2023 and their success in classes this year. This was a great success as the number of reclassifications were more than doubled from the previous year. In addition, 30 seniors were able to earn the State Seal of Biliteracy in spring of 2024 which was 40% higher than in 2023.

Reflections on prior practice as well as data analysis of student growth and levels has brought about some additional focus areas for the coming year and 2024-2027 LCAP. One area of need was the high school math curriculum. In 2020-21 NCS made a move to CPM for the

middle school math curriculum and over the past years we have seen the positive impact it is having on students. High school math teachers implemented the CPM curriculum starting in 2022-23. The math TOSA worked with staff to complete training and curriculum planning over the spring and continuing into fall 2023. This school year we had five new math teachers join our middle and high school programs. The math TOSA has focused on providing these individuals professional development and coaching around the CPM curriculum. The math TOSA is taking principals and teachers to a training on Building Thinking Classrooms and plans to create a math cadre to meet monthly and integrate the learning into classroom lessons.

The math TOSA led the science team through the implementation of a new middle school science curriculum, Amplify. Additionally the high school science team underwent an adoption process for science curriculum to support the CAST scores and learning loss. The TOSA continues to support staff in training and coaching in the new SAVVAS curriculum.

Reflections on the progress and success of EL students, and the skill base of teachers resulted in the hiring of an EL focused TOSA to support and train teachers in best practices for English learners. The EL TOSA was effective in building a robust system for designated EL support and adopted several curricula to meet the needs of students K-12. In the coming year the TOSA will work alongside staff to continue to build capacity for teachers to better serve students with integrated and designated ELD. Additionally, the TOSA is focusing on training the staff in the Science of Reading to address all struggling readers and implement additional levels of reading assessments and reading intervention for students in grades K-12.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

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 Student Retention • Schoolwide • Site Based Programs	Parent Satisfaction Survey Schoolwide 92% or Above Very Satisfied/Satisfied Student Engagement • Elementary (3-5) 77% • Secondary (6-12) 66% Students with Disabilities • ELA Results 54% (grade 11 only) • Math Results 30% (grade 11 only) • % of Students Making Progress Towards	Parent Satisfaction Survey 2022 Schoolwide 96% or Above Very Satisfied/Satisfied Student Engagement 2022 • Elementary (3-5) 93% • Secondary (6-12) 92% Students with Disabilities 2022 • ELA Results 24.49% • Math Results 16.32% • 85% of Students Making Progress Towards IEP Goals	Data Available as of 6/6/23 Parent Satisfaction Survey 2023 Schoolwide 96% or Above Very Satisfied/Satisfied Student Engagement 2023 • Elementary (3-5) 94% • Secondary (6-12) 95% Students with Disabilities 2022 • ELA Results 24.49% • Math Results 16.32% • 85% of Students Making	Parent Satisfaction Survey 2023 Schoolwide 96% or Above Very Satisfied/Satisfied Student Engagement 2023 • Elementary (3-5) 94% • Secondary (6-12) 95% Students with Disabilities 2023 • ELA Results 32.67% • Math Results 14.9% • 85% of Students Making Progress Towards IEP Goals	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% • Math Results (CAASPP 2019) 21.8%- 2021 iReady 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Star/LE/PFAA) • Non Site Based Programs (PACT/VLA) Suspension Rate Postsecondary Preparedness Employee Evaluation Certificated Staff Retention	Goals- New Metric • Average GPA (MS and HS) - New Metric SpEd Staff Retention Year Over Year (All Staff) - New Metric Senior Satisfaction Schoolwide 98% Chronic Absenteeism Schoolwide 0.66% Student Retention • Schoolwide 95.26% • Site Based Programs 97.25%(Star/LE/PFAA) • Non Site Based Programs 85.97%(PACT/VLA) Suspension Rate Schoolwide 0% Postsecondary Preparedness Schoolwide ("Well Prepared") 90%	• Average GPA MS 2.91/4.0 and HS 2.59/4.0 SpEd Staff Retention 2022 Year Over Year (All Staff) - 75% Senior Satisfaction 2022 Schoolwide 95.3% Chronic Absenteeism 2022 Schoolwide 6.5% Student Retention 2022 • Schoolwide 97.8% • Site Based Programs (Star/LE/PFAA)- 98.5% • Non Site Based Programs (PACT/VLA) - 93.5% Suspension Rate 2022 Schoolwide 1.3% Postsecondary	Progress Towards IEP Goals • Average GPA MS 2.91/4.0 and HS 2.59/4.0 SpEd Staff Retention 2023 Year Over Year (All Staff) - 73% Senior Satisfaction 2023 Schoolwide 89% Chronic Absenteeism 2022 Schoolwide 6.5% Student Retention 2023 • Schoolwide 98.63% • Site Based Programs (Star/LE/PFAA)- 99.17% • Non Site Based Programs (PACT/ECA) - 95.23% Suspension Rate 2022	• Average GPA MS 2.70/4.0 and HS 2.6/4.0 SpEd Staff Retention 2023 Year Over Year (All Staff) - 73% Senior Satisfaction 2023 Schoolwide 89% Chronic Absenteeism 2023 Schoolwide 7% Student Retention 2023 • Schoolwide 98.63% • Site Based Programs (Star/LE/PFAA)- 99.17% • Non Site Based Programs (PACT/ECA) - 95.23% Suspension Rate 2023 Schoolwide 0.5% Postsecondary	• % 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 Postsecondary Preparedness Schoolwide ("Well Prepared")

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Employee Evaluation Schoolwide Evaluation Feedback % Helpful/Very Helpful- new metric Certificated Staff Retention • Year Over Year 82.84% • Employees 5+ Years 24.06%	Preparedness 2022 Schoolwide ("Well Prepared") 82% Employee Evaluation 2022 Schoolwide Evaluation Feedback 86.8% Helpful/Very Helpful Certificated Staff Retention 2022 • Year Over Year 87.44% • 61.84%% of Employees 5+ Years	Schoolwide 1.3% Postsecondary Preparedness 2022 Schoolwide ("Well Prepared") 88% Employee Evaluation 2023 Schoolwide Evaluation Feedback 78.95% Helpful/Very Helpful Certificated Staff Retention 2023 81.89% Year Over Year 52.80% of Employees 5+ Years	Preparedness 2023 Schoolwide ("Well Prepared") 88% Employee Evaluation 2023 Schoolwide Evaluation Feedback 78.95% Helpful/Very Helpful Certificated Staff Retention 2023 81.89% Year Over Year 52.80% of Employees 5+ Years	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

Goal Analysis

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.

Overall, Natomas Charter School was able to fully implement the majority of actions/services for this goal during the 2023-2024 school year. Staff were able to meet regularly to develop and implement a consistent MTSS process for assessing student data (attendance, diagnostic data, grades, SEL, and engagement). Most staff were also able to meet 1-4 times monthly to work in Professional Learning Communities (PLCs) to continue the MTSS process and work on developing or refining scope & sequence documents with the goal of vertical and horizontal alignment in the areas of math and English Language Arts. All instructional staff continued to develop their skills around differentiated support for students utilizing plan, do, study, act (PDSA) cycles informed by our MTSS work with the Orange County Office of Education.

NCS focused on the evaluation process as staff absences and a dearth of substitutes made it difficult for staff to get release time. The TOSA team were able to support the needs of the release time by subbing for 1-2 teachers each session. Additionally less was spent on staffing due to replacements being lower than projected due to younger staff joining the team.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Overall, there were no material differences between budgeted expenditures and estimated actual expenditures with the exception of additional funding being used for student supports in the area of supporting independent study and staffing issues.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Natomas Charter has made strides toward implementing a charter-specific special education program that provides the full continuum of services for NCS students. We continue to practice a full inclusion model where all students participate in general education courses with their neuro-typical peers. Although students are with their peers, there are mixed levels of success and implementation. In order to strengthen the co-teaching and inclusion model, we designed a leadership team to review the systems that are in place to facilitate our inclusion model. We have learned that the best inclusion programs start with strong general education instructors. Over the 2022-2023 school year it became evident that the development of the Special Education program required more focus and leadership, which resulted in a restructuring of the department in 2023-2024: addition of a Special Education Director and a Program Specialist. Substitutes were utilized to cover IEPs; however we were unable to implement collaboration time in the way originally planned. After reviewing the data the team has decided it is more effective to continue to have the substitutes available for IEP meetings and schedule collaboration time during late start Wednesdays and minimum days.

NCS has had three different individuals in the Program Specialist/Coordinator position during the years we have been an LEA. Part of the challenge is building and program maintenance are two different skills sets. NCS has created a Special Education Director for 2023-2024 to assist with program development and setting up structures for sustainability. We have seen an increase in assessment requests and mental health related concerns since 2020. Over the school year it became evident that our newer education specialists required more focus and leadership, which resulted in the addition of a Program Specialist to work as a coach and mentor for the interns and newer staff. We continued to struggle to hire staff this year and relied heavily on contractors for positions such as: Education Specialists, School Psychologists, Speech Therapists, etc.

NCS implemented a school-wide tiered approach to support academic, socio-emotional learning, and behavioral supports at each level of need through the development of the MTSS process. Staff were able to meet regularly to develop and implement a consistent MTSS process for assessing student data (attendance, diagnostic data, grades, SEL, and engagement). Most staff were also able to meet 1-4 times monthly to work in Professional Learning Communities (PLCs) to continue the MTSS process and work on developing or refining scope & sequence documents with the goal of vertical and horizontal alignment in the areas of math and English Language Arts. All instructional staff

participated in two Plan Do Study Act (PDSA) cycles this year based on the learning from previous learning from a MTSS course through the Orange County Department of Education. Staff shared their PDSA learning at three of the professional development days in an effort to inspire others with their learning.

Academies and departments met on a regular basis to work on the MTSS course and refine the MTSS process in place. Impacts of this work were seen in teacher PLCs, the development of additional student supports such as social emotional groups, intervention classes, WIN (What I Need) sessions, intervention, EL designated support, restorative conversations, and SSTs.

Staff participated in a variety of book studies with a focus on MTSS, PLCs, and restorative language. Additionally staff members were able to utilize TOSAs to cover classrooms for collaboration time. The student mentorship programs (WEB and Link Crew) were in full swing this year with a doubled effort in connection activities to bring students back on campus and assist them in making connections and feeling a part of the NCS community after school closures. Student survey data shows growth in this area with 80% of all students claiming that they feel a part of the school community.

The goal to refine and establish a goals-oriented evaluation process for all employees aligned to the NCS Professional Standards and existing salary advancement structures focused in two areas this year. The first area of focus was on completing an annual compensation study to ensure that NCS is competitive with other similar schools in the area, which resulted in aligning salaries and benefits with local schools and adding a 3-9% raise for staff in the 2024-2025 school year. Secondly, an evaluation committee met several times to restructure the evaluation process, salary schedule structure, and evaluation rubric. The committee changed the portfolio process from a structured timeline to a more flexible process allowing for staff to determine when they are ready to move to the next level.

NCS has refined the employee onboarding process to include processes and procedures for instructional staff to better prepare them for success. The IT and HR department worked closely with the TOSAs to develop clear processes and procedures for bringing staff on board and getting them invited to an additional day of instructional onboarding session that taught them the technology, expectations, common language, philosophy, strategies used at NCS, and connecting them to the NCS community. This onboarding led by TOSAs made mid-year staffing changes much more fluid and supported. In spring 2024, TOSAs met with all new staff from the past year to discuss the onboarding and gain feedback on how it can be improved for next year. The TOSAs met with mentors and new teachers on a regular basis to build skills and ensure that new staff were making progress towards credentialing goals.

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.

Reflection on the practices and progress on goals in the 2023-2024 school year has led to some adaptations and adjustments for the coming years. One area that will be enhanced is the development of the instructional staff onboarding process. The TOSAs will support new staff with a two day onboarding session and follow up monthly check in meetings that include the new staff mentors. The data collection for teacher retention will result in further alignment of the teacher portfolio process and the annual goals and evaluation system.

Additionally the leadership team will focus on the instructional leadership development and aligning staff observations with the instructional stance of Purposeful, Active, Relevant (PAR). These actions will align the various expectations and systems to make a more cohesive set of clearly identified expectations and support for staff. In the coming school year the school will continue to have two TOSAs; one focused on 4-12th grade math instruction and a second one focused on English Learner (EL) and Literacy support across all grade levels. Both of these positions are based on feedback from teachers/staff, analysis of our assessment data, and alignment to our strategic plan.

As we plan for the next LCAP cycle, a focus of our efforts will be around chronic absenteeism. During the 2022-23 school year NCS's chronic absenteeism rate increased slightly while its overall school attendance rate improved. This indicates that while most students are regularly attending school, we still have some students and families who need additional support in ensuring regular school attendance. During the 2023-24 school year, principals and the Student Services Director implemented refined attendance procedures, but we still have more work to do in helping families break down barriers to regular school attendance. This includes communicating with families the importance of regular school attendance and accessing community resources to address on-going transportation and mental health needs.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Expand Organizational Capacity

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 95.26% Certificated Staff Retention Data Available Fall 2021 79.72% Year Over Year (All Staff) 32.08% of Employees 5+ Years (All Staff) 82.84% Year Over Year (Certificated) 24.06% of Employees 5+ Years (Certificated)	PACT/VLA Enrollment 79.4% of Non Site Based Enrollment 75.7% of PACT Maximum Enrollment 86.2% of VLA Maximum Enrollment Student Retention Schoolwide 97.44% Certificated Staff Retention 87.44% Year Over Year (All Staff) 61.84% of Employees 5+ Years (All Staff) 87.5% Year Over Year (Certificated) 43.69% of Employees 5+ Years (Certificated) Employee Evaluation	Data Available as of 6/6/23 PACT/VLA Enrollment 2023 71.6% of Non Site Based Enrollment 63.9% of PACT Maximum Enrollment 85.4% of ECA Maximum Enrollment Student Retention 2023 Schoolwide 98.63% Staff Retention 2023 79.79% Year Over Year (All Staff) 48.70% of Employees 5+ Years (All Staff) 81.89% Year Over Year (Certificated)	PACT/VLA Enrollment 2023 71.6% of Non Site Based Enrollment 63.9% of PACT Maximum Enrollment 85.4% of ECA Maximum Enrollment Student Retention 2023 Schoolwide 98.63% Staff Retention 2023 79.79% Year Over Year (All Staff) 48.70% of Employees 5+ Years (All Staff) 81.89% Year Over Year (Certificated) 52.80% of Employees 5+ Years (Certificated)	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
	Employee Evaluation Leadership Opportunities- Satisfied/Very Satisfied- New Metric for 2021-2022	Leadership Opportunities- Satisfied/Very Satisfied 92.1%	52.80% of Employees 5+ Years (Certificated) Employee Evaluation 2023 Leadership Opportunities- Satisfied/Very Satisfied 95.1%	Employee Evaluation 2023 Leadership Opportunities- Satisfied/Very Satisfied 95.1%	

Goal Analysis

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.

Overall, funds for this goal were largely implemented on the indicated actions/services. NCS was able to meet all goals. NCS was successful in the development of the Early College Academy (ECA) with a focus on expanding dual enrollment through American River College for students. Access to dual enrollment courses was extended to 9th grade this year with all freshmen at ECA able to take college courses in the spring semester. The goal is to have students able to earn up to 60 college credits before high school graduation.

NCS focused on PBIS and restorative practices this year with guest speakers, book studies, and PLC work through the MTSS model. In fall 2023 the school hosted a four day Responsive Classroom training for both elementary and middle school teachers. The human resources team was expanded this year with the goal of better attraction and retention of staff. The team was able to attend 10+ job fairs and organized a regional charter school job fair to increase diversity of communities for recruitment.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Overall, there were no material differences between budgeted expenditures and estimated actual expenditures with the exception of fewer funds expended in some areas. One area of underspending is due to lower than projected costs for dual enrollment materials.

Reflection of the development of multiyear instructional program plans for PACT and ECA to increase overall enrollment 5% per year up to facility capacity has shown strides in the instructional program growth. Both programs have focused on developing the academic rigor and provided to students. This year PACT continued to implement foundations workshops for students performing below grade level on standardized assessments. ECA continued the implementation of dual enrollment college classes. During the 2023-24 NCS did observe continued stagnation in the total enrollment of students in non-site based academies. A trend in independent study families seeking significant flexibility and reduced accountability for student academic growth, resulted in 50+ students enrolling in PACT/ECA and leaving due to the high levels of academics and accountability required. While many of these spots were filled with new students, NCS has noted the importance of helping families better understand the requirements of independent study and ensuring students make academic growth early in their enrollment with the school NCS stands strong in our dedication to providing rigorous academics and high levels of accountability for students, staff, and parents to support student learning.

The PACT Homeschool Academy focused on supporting parent teachers with effective routines to support their instruction with monthly professional development sessions. Additionally the process and procedures were strengthened to build the structures and support for students and parents through the MTSS process.

We have found great success with dual enrollment courses at ECA throughout the year with 90+ students completing courses through American River College. NCS was able to offer 20+ college classes to students in both ECA and PFAA with a student persistence rate of 94% and an average grade of B earned in each course. NCS is proud to offer even more dual enrollment courses in 2024-2025.

Reflection of the employee recruiting and leadership development program reveals great success. NCS has participated in 10+ in person and online job fairs that spanned across California in an effort to bring in a diverse staff to better align with our student population.

An intentional effort was made this year to increase NCS' presence on social media for communication within the community about successes and accomplishments on campus as well as for advertising staffing needs. The school digital signs have reflected the social media postings for staff and events. NCS continues to partner with local universities and county offices of education as we hire interns and for induction program support. With the introduction of teacher residence programs, NCS has partnered with Sacramento County Office of Education and Fortune School of Education to promote teacher interns and resident teachers. NCS hosted 5 interns, 2 resident teachers, and 15 teachers in induction in 2023-2024. NCS was able to send teachers to Responsive Classroom training in July 2023 and hosted both elementary, middles school, and non instructional training sessions in summer 2023 with the goal of training all elementary staff by 2025.

The impact on classroom culture has been positive. The leadership team meets monthly to assess the MTSS process and plan out how to integrate the MTSS course learnings into each academy/department's staff meetings and professional development. The MTSS focus continued and integrated into the scope & sequence and PLC discussions with every PLC team completing two PDSA cycles in 2023-2024. This training along with the work of the Diversity, Equity, and Inclusion (DEI) team have assisted NCS in making positive strides toward growth in this area. The DEI team worked with an outside consultant to develop staff, student, and family culture surveys which were followed up by listening sessions to gather data on areas for improvement for the 2024-2027 LCAP. Additionally the school participated in a PBIS grant and training through the Placer County Office of Education. Teams from each academy completed four days of training and are working with each staff to develop PBIS structures to implement in the fall of 2024.

Reflecting on the goal of attracting, retaining, and developing quality staff to meet and reflect the school vision and mission has become even more important in 2023-2024. The priority areas from the 2022 Strategic Plan were aligned with current LCAP and WASC goals. These priorities guide the school as we set goals and plan for the future.

Each year NCS completes a compensation study to ensure that we are competitive for retaining and attracting staff. This year the compensation study compared NCS with 24 regional school districts and 10 charter schools. As part of this study, NCS also examined the per-student LCFF funding received by NCS and comparison organizations. The results indicated that NCS receives approximately 9% less per student than the comparison organizations due to NCS serving fewer students who qualify a socio-economically disadvantaged.

According the compensation study, NCS was competitive with regional schools and districts for classified hourly staff and health and welfare benefits with benefits. Our "employee only" benefit amounts are 14% higher than all charter schools and districts, which is our commitment to ensuring every employee is fully covered for medical, dental, and vision. "Employee +1" and "Family" benefit amounts were average for comparison school districts and 13% higher than comparison charter school.

As schools and districts in our region have increased salaries for certificated staff, the compensation study indicated that NCS needed to make investments in teachers, administrators, counselors, and certificated special education staff. At the March 2024 meeting, the Board of Directors approved new certificated salary schedules which resulted in an average 9% increase in salaries for all certificated staff when compared to 2023-24. The school also implemented longevity programs as part of each certificated salary schedule which rewards certificated employees for remaining part of Natomas Charter School. Finally, the school redesigned its portfolio-based salary schedule for teachers based on staff feedback. This new salary schedule recognizes all certificated teaching years and allows for staff members to advance across the salary schedule at their own pace.

NCS is working with the district to upgrade facilities and expand middle and high school classrooms on the Blackrock campus to better serve our 6th-12th grade students, as well as our students with disabilities.. The school is also hoping to expand transitional kindergarten with additional classrooms as the state or local school district provides additional facility funding.

The Internet Technology department has maintained and made updates to all web services and ensured that all students and staff had access to technology. NCS uses Securely to ensure that students are not able to access inappropriate topics on school devices or when logged in with school email on a device. The Securely system notifies the school of any concerning material that students try to access and the Student Services department is then able to support families. Technology updates and upgrades have continued through the 2023-2024 school year as we continued with the 1:1 technology program on an as needed basis and for all independent study students (PACT & ECA), with only 10% of students participating. The bulk of student technology was placed in classroom carts to ensure students could access technology in class. In addition NCS replaced/updated the digital arts technology lab, staff computers, and expanded the wireless access at the secondary campus. The IT department was able to complete over 800 support tickets that encompassed students and staff and successfully supported 500+ students at a time in completing digital CAASPP testing.

The health and safety of our staff, students and community has become a stronger focus after the COVID pandemic. The safety leadership team meets on a regular basis to review and make updates to ensure that we are following all safety protocols and the safety binders are up

to date. NCS implemented a new app based process for communication and attendance during safety drills and events. This new system, CatapultEMS, allows staff to communicate more effectively and quickly in an emergency. One area of focus has been staff training; every staff member has completed the annually required trainings in addition to ALICE Training, all staff participated in violent critical incident tabletop activities, and suicide prevention and awareness. NCS is fortunate to have a full time school nurse and two health aides to support overall student health, along with assessments for special education. Our school nurse has been beneficial as we continue to see an increase in students with significant medical needs such as diabetes and seizures that need on-going monitoring.

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.

Over the course of the 2023-2024 year, NCS has supported 15 teachers in induction and 5 staff in intern, and two teacher residents. This in addition to the state developing opportunities to develop local educational opportunities to develop new educators has lead to NCS to build relationships with the Sacramento County Office of Education for the Teacher Residency Program and to partner with Fortune School of Education and other charter school leaders to support a new TK-8th grade multiple subject credential intern program. Through the development of the MTSS process and the staff training, it has become apparent that some staff need additional training in MTSS strategies. NCS plans to continue the Aspiring Leaders group to build the capacity of our staff to prepare them for future leadership roles.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and 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 [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Authorized in 1993, Natomas Charter School (NCS) is the 19th charter to be numbered in the state of California. NCS was a school created from "the ground up" to serve a diverse number of students in the Natomas Unified School District and the surrounding Sacramento area. During its 31 years of operations, NCS has grown from 80 students to nearly 1,900 students in five innovative academies that span TK-12th grades. All NCS academies provide 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. Today, Natomas Charter School is considered one of the most reputable public charter schools in California and has distinguished itself both at the state and national levels. Based on the most recent results published on the California School Dashboard (2023), NCS is one of the highest-performing schools in the Natomas region. The school also earned the "high-performing" designation on the CDE charter school rankings (2024).

All NCS Academies have the following distinguishing characteristics as established in the NCS charter: ** High Academic Expectations **
Active "Real-Life" Learning ** Parental Involvement ** Differentiated Academic Plans ** Community Involvement

NATOMAS CHARTER ACADEMIC & ARTS DISTINCTIONS
Bronze Award (Top 10% of High Schools in the Nation), US News and World Report
Region's 25 Smartest High Schools (NCS ranked #16 based on SATs), Sacramento Business Journal
Top High Schools in Sacramento County in terms of UC Admissions for Class of 2019, 2020 2021, and 2022, Sacramento Bee
Top 10 High Schools in Sacramento, Sacramento Magazine
98% Acceptance Rate to Four-Year Universities for over 20 years
Western Association of Schools and Colleges (WASC) Accreditation Highest Terms 2002, 2008, 2014, 2020
Northern California Chinese Classroom Consortium Member 2014-2022
Niche Ranking: Top 10 Public High Schools in the Region/Top 100 Public High Schools in California
Niche Ranking: Top 10 Middle Schools in the Region
Niche Ranking: 2022 Best Public Middle School in Sacramento County
Niche Ranking: 2023, 2024 Best Charter Middle School in Sacramento County
Niche Ranking: Top 5 Charter Elementary, Middle, and High Schools in the Region
California Pivotal Practice Award 2022
California Charter School of the Year 2006
California Distinguished School 2007 and 2013
California Exemplary Arts Award 2013
Civics Learning Award of Merit 2014, 2016, 2020
California Gold Ribbon School 2015
Region's #1 Ranked High School, Sacramento Business Journal
California Honor Roll School 2015, 2016, 2017, 2018, 2019
Rita Moreno Award for Best High School Musical 2022
One Voice Arts Ambassador Program – Turkey, China, Costa Rica, and Yellowstone
Vocal Ensemble 1st Place Reno Jazz Festival 2019 and Best Overall Vocal Group Folsom Jazz Festival 2020, 2021, 2022, 2023, 2024
Percussion Ensemble, Orchestra, Jazz Band Excellent and Superior festival ratings 2017, 2018, 2019, 2022, 2023, 2024
Support Music Merit Award – National Association of Music Merchants 2020
NCS PFAA students named California Arts Scholars and recognized by the California State Summer School for the Arts and Herb Alpert
Foundation as Emerging Young Artist Scholars 2021

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023-2024 Reflections
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. In each of these areas the school has earned multiple awards and accolades including the following.

- The highest level of WASC Accreditation (6 Years without a review) in February 2020,
- California Pivotal Practices Award from the California Department of Education in April 2022, and
- Seven-year charter renewal (2022-2029) from the Natomas USD Board of Trustees in May 2022

School Culture and Climate
Natomas Charter School has an exceptionally strong school culture and climate. As measured by the past California School Dashboard releases (2017, 2018, 2019, and 2023), the school has earned the highest "Blue- Very High" designation for Suspension rate. In 2023 Natomas Charter School earned a "Yellow- Medium" designation for Chronic Absenteeism as it increased from 6.5% to 7%, which is a stronger performance than regional LEAs including Natomas Unified District (32.6%) and California statewide results. Natomas Charter is aware of the year-over-year increase in absenteeism and is working with families to increase attendance rates. This will be an area of focus for the 2024-2027 LCAP.

In 2022 the California School Dashboard changed the designation system to performance levels and Natomas Charter earned a very high ranking (84.9%) in College/Career Readiness, which is a stronger performance than regional LEAs including Natomas Unified District (42.5%) and California statewide (43.9%) results. NCS also utilizes data from the National Student Clearinghouse to track the college success for each graduating class. Data from graduating classes of 2017 through 2023 shows a significant number of students attend college the year immediately following high school (85%), persist on to a second year of college (92%), and finish their degree within six years (58%).

NCS is a school community that is safe and desirable by both students and families. This high level of achievement 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. Over the past two years of family surveys over 96% 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. In the past California School Dashboard releases (2017, 2018, 2019, 2022, and 2023) Natomas Charter School has demonstrated strong academic performance in ELA and English Learner Progress, and College & Career Readiness earning "Blue- Very High" designation for the English Learner Progress, and College & Career Readiness indicators in 2023. Natomas Charter School saw a dip in the academic performance in Mathematics which paralleled regional LEAs and state scores. In each of these areas the school has average student scores or results that are higher than the state average and local school district at the schoolwide level and across all significant subgroups. In the most recent 2023 Dashboard results the school performed in the "Green- High" level for English Language Arts and "Yellow- Medium" level for mathematics. Natomas Charter School did have one student group, Students with Disabilities, that earned a "Red- Very Low" designation in Mathematics. Natomas Charter is aware of the drop and is working to increase Students with Disabilities achievement in math. This will be an area of focus for the 2024-2027 LCAP.

While a College & Career readiness indicator was not formally calculated for 2022, the school would have earned the "Very High" (84.9%) designation for both schoolwide and all significant student subgroups. The Class of 2023 demonstrated College & Career readiness primarily through meeting the University of California's a-g requirements (81%), completing the school's Arts and Media Entertainment CTE pathway (75%), and scoring at or above standard on the ELA and math Smarter-Balanced Assessment (81%). 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 (54%) and earning the State Seal of Biliteracy (18%).

Over the past few years, Natomas Charter School has experienced significant increases in the number of students with IEPs and 504s, as well as those identified as English Learners. During the past eight years the school's population of students with IEPs has increased from 5% to 11% of the overall student population. The school has responded by implementing a school wide 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. Since that transition, families have shared their desire to enroll at NCS due to our highly supportive special education program. The school has continued to hire staff and make adjustments to programming to support our students with disabilities.

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 98.2%. During the most recent California School Dashboard releases (2017, 2018, and 2019, 2022, and 2023) the school demonstrated "Blue – Very High" performance for graduation rates. 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. In 2023 74% of graduating seniors applied to four-year colleges with 97% being accepted to at least one school. Based on alumni data provided from the National School Clearinghouse through Naviance for 2017-2023 high school graduating classes, 85% of high school graduates enrolled in college immediately with 87% enrolling in the first year and 92% returning for a second year.

Benchmark Assessments
During the pandemic NCS started tracking student academic progress through the use of the iReady Diagnostic assessment 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, 2021-2022, and 2022-2023 school years. While we did see an increase in the number of high school students with Ds and Fs during the 2020-21 school year, those rates decreased significantly in the 2021-22, 2022-23, and 2023-24 school years due to additional services provided by the school as students returned to campus.

Additional Accomplishments
Natomas Charter School strives to create well-rounded students who are academically accomplished with opportunities to develop their skills through the arts and middle school athletics. Over the past few years Natomas Charter School students have received numerous artistic awards. This includes winning the Rita Moreno Award for the Best High School Musical in Northern California (2022), winning numerous music competitions including Music in the Parks, and being recognized for strong visual arts and dance programs. The school also has a

strong middle school sports program at Leading Edge, winning district championships in multiple sports over the past five years. Our students have also participated in international exchanges and environmental stewardship projects with students in Costa Rica, China, and Yellowstone National Park.

Staffing
Similar to all charter schools and school districts, we are hiring teachers and staff in a very competitive job market. Additionally, as staff members have left NCS they are transitioning to careers outside of education as remote work opportunities have provided individuals in our community with greater job flexibility. At the same time, many of the credentialing agencies in our community are reporting significant decreases in individuals entering teacher credential programs. This means fewer qualified applicants are available to fill teaching vacancies especially in high-demand areas including mathematics and special education. A final area of need for the school is to continue to evaluate our ability to attract and retain highly qualified teachers and staff. Staff retention is key for building a strong school culture and academic instruction. Over the past three years year over year staff retention has been inconsistent (79%-87%). As a result, the school has made significant investments increasing wages and benefits, as well as providing on-going professional development in working with an increasingly diverse student population. The school has also engaged in comprehensive recruitment strategies including partnerships with local credentialing agencies, collaborating with other charter schools on job fairs, and supporting the growth of classified/hourly staff members in obtaining credentials or other certifications.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

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.

Not Applicable

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

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

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.

Natomas Charter School started over 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 2024-2027 LCAP is directly connected to a comprehensive self-study the school conducted during the 2018-2020 school years and again in 2022-2023 for the midterm review as part of our WASC accreditation process.

During the 2022-2023 school year NCS engaged in a comprehensive, community wide strategic planning process with a focus on evaluating our current progress and developing plans for the coming school years. Feedback from the strategic planning process has been used to continue to inform the school's LCAP process.

The school continues to place a focus on community development through more on-campus activities and opportunities for parent involvement. Examples of this are the Open House, NCS Multicultural Celebration, LGBTQ+ Pride Conference, Black History Month Celebrations, and performances on campus. Each academy parent group (P4A, LEAP, EPIC, etc.) ramped up events in the past year. The school also hosted multiple formal and informal parent groups including the English Learner Advisory Committee (ELAC) and African-American parent affinity group. Staff-led parent groups continue in the coming school year: Overall, parents reported on surveys that they feel the communication level has been high over the course of the past year. In the 2024-25 school year the school will continue to partner with parents and families to build stronger parent groups including relaunching our community advisory council for special education.

Natomas Charter School gathers community feedback through our annual surveys of staff, parents/families, and students. In fall of 2023, the Diversity, Equity, and Inclusion (DEI) committee worked with a consultant to complete a comprehensive culture, climate, and academic survey for staff, students, and parents/families. Survey feedback was collected in winter of 2024 and used to develop listening sessions where students and staff members were invited to discuss areas for focus with the DEI team. This feedback is being used to inform the school's LCAP process. Additionally, family members were invited to participate in six different feedback sessions held over the course of four weeks; including morning and evening, and attached to Open House and regularly scheduled meetings. To ensure all families could participate, an asynchronous online opportunity was available as well.

Natomas Charter School was founded on the concept of a three way compact between the student, family, and school as all three are critical for the success of students. It is this dedication to the families and students that guides the community feedback for the LCAP development process. The LCAP development process started in January 2024 with the leadership team completing an assessment of goal achievement from the 2021-2024 LCAP goals and actions by reviewing LCAP data collection, the School Accountability Report Card (SARC) and the California Dashboard. The group determined if the goals were met, needed continued focus with the current strategy or needed a more effective strategy for the coming LCAP. This discussion and gathering feedback continued in winter 2024 at staff meetings (including teachers and certificated staff, classified staff, and administrators,), with secondary level student groups (grades 6-12), and at family sessions (ELAC meetings, SELPA meetings, Parent Group meetings, and at Open House). Finally the Natomas Charter School Board of Directors approved the 2024-2027 LCAP as required by Education Code Section 47606.5 (California Legislative Information).

Throughout our survey and community feedback processes, community feedback was 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 passionate and creative staff. Our community has a strong connection to the school campuses, each other, and in-person coursework and activities. 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 to build relationships and belonging;
- Investing in retaining highly qualified staff with professional development and competitive compensation;
- Assisting students with recovering from the pandemic learning gaps with additional academic intervention/ differentiation and social-emotional support;
- Increase proactive communication with families about policies, procedures, and expectations (chronic absenteeism, behavior expectations, academic support in place, etc.);
- Increase community events focused on math, literacy, and building community among families;
- Increased opportunities for parents to learn how to support students at home (math and literacy fluency games, etc.);
- Continued focus on diversifying the staff and ensuring wages are competitive;

Feedback from the Natomas Charter School community is an essential part of the charter and plan development. The community feedback in

conjunction with the state and local data was utilized to determine the LCAP goals and actions.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Solidify Data-Focused and Research-Based Instructional Practices to Increase Math Fluency and CAASPP Scores.	Focus Goal

State Priorities addressed by this goal.

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 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Similar to regional and statewide results, Natomas Charter School observed a decrease in the academic performance in Mathematics for students and across key subgroups.. The school has average student results which are higher than the state average and local school district at the schoolwide level and across all significant subgroups. In the most recent 2023 Dashboard results the school performed "Yellow-Medium" level for mathematics. Natomas Charter School had two student groups, two or More Races and African American, that earned a "Orange- Low" designation in Mathematics. Natomas Charter School also has one student group, Students with Disabilities, that earned a "Red- Very Low" designation in Mathematics. Natomas Charter is aware of the decrease and is working to increase achievement in math across all subgroups. This will be an area of focus for the 2024-2027 LCAP.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	By 2027 NCS will be green for all students and all subgroups will be yellow or better and better than the state average on the CA School Dashboard in mathematics. Annually	CA Dashboard 2023: All Students: Yellow 23.9 points below standard maintained 1.2 points			CA Dashboard 2027: All Students: Green 0 points below standard Student Growth +10 points	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	all student subgroups will increase their average scale score by 10 points on the math CAASPP.				All Subgroups: Yellow or better	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Math Assessment	Utilize diagnostic math assessments to track growth, inform differentiated instruction, and intervention.	$24,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Intervention & Mentoring	Refine existing intervention, tutoring and mentoring programs with a focus on supporting subgroups with most significant needs in math based on CAASPP results (ex: AA, SpEd, and EL students).	$105,068.00	Yes
1.3	Shared Instructional Practices	Develop and implement focused expectations around instructional practices (pedagogy, materials, and assessments) in mathematics for all grade levels through professional development and coaching.	$138,375.00	Yes
1.4	Data Informed Instruction	Engage in data informed collaborative conversations between teachers and staff (MTSS) to provide individualized support in mathematics to students through intervention.	$159,261.00	Yes
1.5	Parent Engagement & Partnerships	Educate and engage parents about the importance of math education and at-home support strategies.	$83,199.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Build strong literacy instructional practices across all content areas to increase literacy skills and CAASPP ELA scores.	Focus Goal

State Priorities addressed by this goal.

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 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In the past California School Dashboard releases (2017, 2018, 2019, 2022, and 2023) Natomas Charter School has demonstrated strong academic performance in English Language Arts. Natomas Charter School earned Green- High" for the ELA indicator in 2023. In English Language Arts, the school has average student r results that are higher than the state average and local school district at the schoolwide level and across all significant subgroups. In the most recent 2023 Dashboard results the school performed in the "Green- High" level for English Language Arts. At Natomas Charter School two student groups showed growth but are still achieving below standard in ELA. Students with Disabilities earned a "Yellow- Medium" designation in ELA but only 31% of students met or exceeded standard. English Learners earned a "Green- High" designation in ELA but only 26% of students met or exceeded standard. The subgroup that is of most concern is African American as they earned a "Orange- Low" designation in ELA and saw a drop in scores as only 44% of students met or exceeded standard. Natomas Charter is aware of the decrease and is working to increase student achievement across al subgroups in ELA. This will be an area of focus for the 2024-2027 LCAP.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	By 2027 NCS will be green for all students and all subgroups will be yellow or better and better than the state	CA Dashboard 2023 All Students: Green- High 36.5 points above standard			CA Dashboard 2027 All Students: Green	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	average on the CA School Dashboard in English language arts (ELA). Annually all student subgroups will increase their average scale score by 5 points on the ELA CAASPP.	+5.7 points growth English Learners: Green-High Students with Disabilities: Yellow-Medium African American: Orange-Low			50 points above standard 5 points growth All Subgroups: Yellow or higher	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Literacy Assessment	Utilize diagnostic literacy/reading assessments to track growth, inform differentiated instruction, and intervention. Additional literacy screeners will be utilized for English Learners and struggling students.	$19,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Intervention	Refine existing intervention, tutoring, and mentoring programs with a focus on supporting subgroups with most significant needs in ELA based on CAASPP results (ex: AA, SpEd, and EL students).	$127,972.00	Yes
2.3	Shared Instructional Practices	Develop and implement focused expectations around instructional practices (pedagogy, materials, and assessments) in ELA for all grade levels through professional development and coaching.	$54,164.00	Yes
2.4	Data Informed Instruction	Engage in data informed collaborative conversations between teachers and staff (MTSS) to provide individualized supports in literacy to students.	$132,261.00	Yes
2.5	Parent Engagement & Partnerships	Educate and engage parents about the importance of literacy education and at-home support strategies.	$71,369.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase School Attendance Through a Strong School Culture	

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Natomas Charter School has an exceptionally strong school culture and climate. As measured by the past California School Dashboard releases (2017, 2018, 2019, and 2023), the school has earned the highest "Blue- Very High" designation for Suspension rate. In 2023 Natomas Charter School earned a "Yellow- Medium" designation for Chronic Absenteeism as it increased from 6.5% to 7%, which is a stronger performance than regional LEAs including Natomas Unified District (32.6%) and California statewide results. Natomas Charter is aware of the increase in absenteeism and is working with families to increase attendance rates. This will be an area of focus for the 2024-2027 LCAP.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	By 2027 NCS will be green for all students. All subgroups will be yellow or better and higher than the state for Chronic Absenteeism on the CA Dashboard. Annually all student subgroups will see a 1% point reduction in chronic absenteeism until that group reaches a level of 3% or lower.	CA Dashboard 2023 All Students: Yellow-Medium 6.7% Chronic Absenteeism Maintained 0.2%			CA Dashboard All Students: Green- High Decreased/Maintained 3% Chronic Absenteeism All Subgroups: Yellow or higher	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Positive Attendance Program	Implement a positive attendance program across all five academies.	$101,815.00	Yes
3.2	PBIS Program Implementation	Implement a schoolwide PBIS program to build a strong student culture.	$113,985.00	Yes
3.3	Diversity Training	Implement staff training to support a strong sense of belonging for a diverse student population including Students with Disabilities, English Language Learners, African American students and students who identify as LGBTQ+.	$160,817.00	Yes
3.4	SEL Curriculum	Implement a schoolwide socioemotional learning (SEL) curriculum to build self-advocacy and problem solving skills for students.	$76,579.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Short Term Independent Study	Refine short term independent study processes to be more effective in site-based programs (Star, LE, and PFAA).	$219,727.00	No
3.6	Parent Engagement & Partnerships	Educate and engage parents about the importance of regular school attendance and the availability of community-based mental health resources.	$97,660.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Attract and Retain Highly Qualified and Diverse Staff Through a Strong School Culture	Broad Goal

State Priorities addressed by this goal.

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 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Similar to all charter schools and school districts, we are hiring teachers and staff in a very competitive job market. Additionally, as staff members have left NCS they are transitioning to careers outside of education as remote work opportunities have provided individuals in our community with greater job flexibility. At the same time, many of the credentialing agencies in our community are reporting significant decreases in individuals entering teacher credential programs. This means fewer qualified applicants are available to fill teaching vacancies especially in high-demand areas including mathematics and special education. A final area of need for the school is to continue to evaluate our ability to attract and retain highly qualified teachers and staff. Staff retention is key for building a strong school culture and academic instruction. Over the past three years year over year staff retention has been inconsistent (79%-87%). As a result, the school has been making significant investments increasing wages and benefits, as well as providing on-going professional development in working with an increasingly diverse student population. The school has also engaged in comprehensive recruitment strategies including partnerships with local credentialing agencies, collaborating with other charter schools on job fairs, and supporting the growth of staff members in obtaining credentials or other certifications.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	NCS will meet or exceed salaries and benefits for comparable schools by 2027, ensure all certificated positions are	All Staff Retention Year over Year 79% % Employees 5+ Years at NCS 48%			All Staff Retention Year over Year 85% % Employees 5+ Years at NCS 70%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	staffed with fully qualified individuals, and maintain year-over-year employee retention rates of 80% or above.	All Certificated Staff Retention Year over Year 81% % Certificated Employees 5+ Years at NCS 52% Employee Survey: Access to Valuable Leadership Opportunities 95%			All Certificated Staff Retention Year over Year 90% % Certificated Employees 5+ Years at NCS 70% Employee Survey: Access to Valuable Leadership Opportunities +95%	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Compensation Study	Conduct an annual compensation study for key certificated positions and make on-going investments in salary and benefits using this information to attract and retain employees.	$45,760.00	No
4.2	Staff Onboarding & Support	Refine and expand the new employee onboarding and support processes and procedures for instructional staff. Provide opportunities for staff to grow as professionals.	$122,477.00	No
4.3	Culturally Responsive Hiring Practices	Implement practices for increasing culturally responsive recruiting and hiring practices.	$180,450.00	No
4.4	Community Partnerships	Cultivate community and parent partnerships to attract, retain, and develop quality staff to meet and reflect the school vision and mission.	$75,246.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,499,279.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.570%	0.000%	$0.00	7.570%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions
For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Math Assessment **Need:** Math CAASPP scores of less than 50% students meeting or exceeding standard for subgroups: African American, Hispanic, Two or More Races, Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students.	A focus will be on struggling students LEA-wide and specifically the following subgroups: African American, Hispanic, Two or More Races, Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students.	CA Dashboard, CAASPP scores, Local Diagnostic Data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.2	**Action:** Intervention & Mentoring **Need:** Math CAASPP scores of less than 50% students meeting or exceeding standard for subgroups: African American, Hispanic, Two or More Races, Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students. **Scope:** LEA-wide	A focus will be on struggling students LEA-wide and specifically the following subgroups: African American, Hispanic, Two or More Races, Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students.	CA Dashboard, CAASPP scores, Local Diagnostic Data, and Intervention Data.
1.3	**Action:** Shared Instructional Practices **Need:** Math CAASPP scores of less than 50% students meeting or exceeding standard for subgroups: African American, Hispanic, Two or More Races, Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students. **Scope:** LEA-wide	A focus will be on struggling students LEA-wide and specifically the following subgroups: African American, Hispanic, Two or More Races, Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students.	CA Dashboard, CAASPP scores, Local Diagnostic Data, and teacher instructional practices.
1.4	**Action:** Data Informed Instruction	A focus will be on struggling students LEA-wide and specifically the following subgroups: African	CA Dashboard, CAASPP scores, Local Diagnostic

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Math CAASPP scores of less than 50% students meeting or exceeding standard for subgroups: African American, Hispanic, Two or More Races, Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students. **Scope:** LEA-wide	American, Hispanic, Two or More Races, Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students.	Data, and teacher instructional practices.
1.5	**Action:** Parent Engagement & Partnerships **Need:** Math CAASPP scores of less than 50% students meeting or exceeding standard for subgroups: African American, Hispanic, Two or More Races, Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students. **Scope:** LEA-wide	A focus will be on struggling students LEA-wide and specifically the following subgroups: African American, Hispanic, Two or More Races, Students with Disabilities, English Learners, and Socioeconomically Disadvantaged Students.	CA Dashboard, CAASPP scores, Local Diagnostic Data, and Parent Engagement.
2.1	**Action:** Literacy Assessment **Need:** ELA CAASPP scores of less than 50% students meeting or exceeding standard for subgroups: African American, Students with Disabilities, and English Learners.	A focus will be on struggling students LEA-wide and specifically the following subgroups: African American, Students with Disabilities, and English Learners Students.	CA Dashboard, CAASPP scores, Local Diagnostic Data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2	**Action:** Intervention **Need:** ELA CAASPP scores of less than 50% students meeting or exceeding standard for subgroups: African American, Students with Disabilities, and English Learners. **Scope:** LEA-wide	A focus will be on struggling students LEA-wide and specifically the following subgroups: African American, Students with Disabilities, and English Learners Students.	CA Dashboard, CAASPP scores, Local Diagnostic Data.
2.3	**Action:** Shared Instructional Practices **Need:** ELA CAASPP scores of less than 50% students meeting or exceeding standard for subgroups: African American, Students with Disabilities, and English Learners. **Scope:** LEA-wide	A focus will be on struggling students LEA-wide and specifically the following subgroups: African American, Students with Disabilities, and English Learners Students.	CA Dashboard, CAASPP scores, Local Diagnostic Data, Instructional Plans
2.4	**Action:** Data Informed Instruction **Need:** ELA CAASPP scores of less than 50% students meeting or exceeding standard for	A focus will be on struggling students LEA-wide and specifically the following subgroups: African American, Students with Disabilities, and English Learners Students.	CA Dashboard, CAASPP scores, Local Diagnostic Data, Instructional Plans.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	subgroups: African American, Students with Disabilities, and English Learners. **Scope:** LEA-wide		
2.5	**Action:** Parent Engagement & Partnerships **Need:** ELA CAASPP scores of less than 50% students meeting or exceeding standard for subgroups: African American, Students with Disabilities, and English Learners. **Scope:** LEA-wide	A focus will be on struggling students LEA-wide and specifically the following subgroups: African American, Students with Disabilities, and English Learners Students.	CA Dashboard, CAASPP scores, Local Diagnostic Data, Parent Engagement Data.
3.1	**Action:** Positive Attendance Program **Need:** School Chronic Absenteeism rates increased to higher than 6% for All Students and subgroups: English Learner, White, Students with Disabilities, Hispanic, Two or More Races, African American, and Socioeconomically Disadvantaged. **Scope:** LEA-wide	A focus will be on struggling students LEA-wide and specifically the following subgroups: English Learner, White, Students with Disabilities, Hispanic, Two or More Races, African American, and Socioeconomically Disadvantaged.	CA Dashboard, Attendance Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	**Action:** PBIS Program Implementation **Need:** School Chronic Absenteeism rates increased to higher than 6% for All Students and subgroups: English Learner, White, Students with Disabilities, Hispanic, Two or More Races, African American, and Socioeconomically Disadvantaged. **Scope:** LEA-wide	A focus will be on struggling students LEA-wide and specifically the following subgroups: English Learner, White, Students with Disabilities, Hispanic, Two or More Races, African American, and Socioeconomically Disadvantaged.	CA Dashboard, Attendance Rates, Suspension Rates
3.3	**Action:** Diversity Training **Need:** School Chronic Absenteeism rates increased to higher than 6% for All Students and subgroups: English Learner, White, Students with Disabilities, Hispanic, Two or More Races, African American, and Socioeconomically Disadvantaged. **Scope:** LEA-wide	A focus will be on struggling students LEA-wide and specifically the following subgroups: English Learner, White, Students with Disabilities, Hispanic, Two or More Races, African American, and Socioeconomically Disadvantaged.	CA Dashboard, Attendance Rates, Suspension Rates
3.4	**Action:** SEL Curriculum **Need:** School Chronic Absenteeism rates increased to higher than 6% for All Students and subgroups: English Learner, White, Students	A focus will be on struggling students LEA-wide and specifically the following subgroups: English Learner, White, Students with Disabilities, Hispanic, Two or More Races, African American, and Socioeconomically Disadvantaged.	CA Dashboard, Attendance Rates, Counseling Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	with Disabilities, Hispanic, Two or More Races, African American, and Socioeconomically Disadvantaged. **Scope:** LEA-wide		
3.5	**Action:** Short Term Independent Study **Need:** School Chronic Absenteeism rates increased to higher than 6% for All Students and subgroups: English Learner, White, Students with Disabilities, Hispanic, Two or More Races, African American, and Socioeconomically Disadvantaged. **Scope:**	A focus will be on struggling students LEA-wide and specifically the following subgroups: English Learner, White, Students with Disabilities, Hispanic, Two or More Races, African American, and Socioeconomically Disadvantaged.	CA Dashboard, Attendance Rates, Short Term Independent Study Success Data
3.6	**Action:** Parent Engagement & Partnerships **Need:** School Chronic Absenteeism rates increased to higher than 6% for All Students and subgroups: English Learner, White, Students with Disabilities, Hispanic, Two or More Races, African American, and Socioeconomically Disadvantaged. **Scope:** LEA-wide	A focus will be on struggling students LEA-wide and specifically the following subgroups: English Learner, White, Students with Disabilities, Hispanic, Two or More Races, African American, and Socioeconomically Disadvantaged.	CA Dashboard, Attendance Rates, Parent Engagement Data

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$19,805,537	$1,499,279.00	7.570%	0.000%	7.570%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,928,272.00	$181,713.00			$2,109,985.00	$1,726,039.00	$383,946.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Math Assessment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$0.00	$24,300.00		$24,300.00			$24,300.00	7.57%
1	1.2	Intervention & Mentoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$105,068.00	$0.00	$81,432.00	$23,636.00			$105,068.00	7.57%
1	1.3	Shared Instructional Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$86,673.00	$51,702.00	$138,375.00				$138,375.00	7.57%
1	1.4	Data Informed Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$156,866.00	$2,395.00	$159,261.00				$159,261.00	7.57%
1	1.5	Parent Engagement & Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$71,369.00	$11,830.00	$83,199.00				$83,199.00	7.57%
2	2.1	Literacy Assessment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$19,500.00		$19,500.00			$19,500.00	7.57%
2	2.2	Intervention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$127,972.00	$0.00	$127,972.00				$127,972.00	7.57%
2	2.3	Shared Instructional Practices	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$43,369.00	$10,795.00	$43,369.00	$10,795.00			$54,164.00	7.57%
2	2.4	Data Informed Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$132,261.00	$0.00	$132,261.00				$132,261.00	7.57%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Parent Engagement & Partnerships	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$71,369.00	$0.00	$71,369.00				$71,369.00	7.57%
3	3.1	Positive Attendance Program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$101,815.00	$0.00	$101,815.00				$101,815.00	7.57%
3	3.2	PBIS Program Implementation	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$111,985.00	$2,000.00	$93,670.00	$20,315.00			$113,985.00	7.57%
3	3.3	Diversity Training	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$95,817.00	$65,000.00	$147,017.00	$13,800.00			$160,817.00	7.57%
3	3.4	SEL Curriculum	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$47,579.00	$29,000.00	$47,579.00	$29,000.00			$76,579.00	7.57%
3	3.5	Short Term Independent Study	All	No			All Schools		$219,727.00	$0.00	$219,727.00				$219,727.00	7.57%
3	3.6	Parent Engagement & Partnerships	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$97,660.00	$0.00	$86,593.00	$11,067.00			$97,660.00	7.57%
4	4.1	Compensation Study	All	No					$45,760.00	$0.00	$45,760.00				$45,760.00	7.57%
4	4.2	Staff Onboarding & Support	All	No					$92,477.00	$30,000.00	$122,477.00				$122,477.00	7.57%
4	4.3	Culturally Responsive Hiring Practices	All	No					$62,950.00	$117,500.00	$166,650.00	$13,800.00			$180,450.00	7.57%
4	4.4	Community Partnerships	All	No					$55,322.00	$19,924.00	$59,746.00	$15,500.00			$75,246.00	7.57%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$19,805,537	$1,499,279.00	7.570%	0.000%	7.570%	$1,313,912.00	151.400%	158.034 %	**Total:**	$1,313,912.00
								LEA-wide Total:	$1,313,912.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Math Assessment	Yes	LEA-wide	English Learners Low Income	All Schools		7.57%
1	1.2	Intervention & Mentoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$81,432.00	7.57%
1	1.3	Shared Instructional Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$138,375.00	7.57%
1	1.4	Data Informed Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$159,261.00	7.57%
1	1.5	Parent Engagement & Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$83,199.00	7.57%
2	2.1	Literacy Assessment	Yes	LEA-wide	English Learners Low Income	All Schools		7.57%
2	2.2	Intervention	Yes	LEA-wide	English Learners Low Income	All Schools	$127,972.00	7.57%
2	2.3	Shared Instructional Practices	Yes	LEA-wide	English Learners Low Income	All Schools	$43,369.00	7.57%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Data Informed Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	$132,261.00	7.57%
2	2.5	Parent Engagement & Partnerships	Yes	LEA-wide	English Learners Low Income	All Schools	$71,369.00	7.57%
3	3.1	Positive Attendance Program	Yes	LEA-wide	English Learners Low Income	All Schools	$101,815.00	7.57%
3	3.2	PBIS Program Implementation	Yes	LEA-wide	English Learners Low Income	All Schools	$93,670.00	7.57%
3	3.3	Diversity Training	Yes	LEA-wide	English Learners Low Income	All Schools	$147,017.00	7.57%
3	3.4	SEL Curriculum	Yes	LEA-wide	English Learners Low Income	All Schools	$47,579.00	7.57%
3	3.5	Short Term Independent Study				All Schools	$219,727.00	7.57%
3	3.6	Parent Engagement & Partnerships	Yes	LEA-wide	English Learners Low Income	All Schools	$86,593.00	7.57%

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,752,767.00	$7,911,686.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Refine Instructional Practices	Yes	$1,554,287.00	$1,555,917.00
1	1.2	Shared Expectations of Instruction	Yes	$764,645.00	$708,793.00
1	1.3	Coaching Framework	No	$781,414.00	$709,978.00
1	1.4	SEL Curriculum	No	$193,590.00	$182,042.00
2	2.1	Development of a Special Education Program	No	$1,062,168.00	2,122,173.00
2	2.2	Implement MTSS Schoolwide	No Yes	$707,602.00	$858,422.00
2	2.3	Goals Oriented Evaluation Process	No	$23,800.00	$23,800.00
2	2.4	Onboarding Process and Procedures	No	$74,125.00	$74,125.00
3	3.1	Non-Site Based Instructional Program Development	No	$70,144.00	$86,146.00
3	3.2	Employee Leadership & Recruiting Development	No	$122,402.00	$124,612.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Attract, Retain, Develop Staff to Refocus on School Mission and Vision	Yes	$1,398,590.00	$1,465,678.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,297,842	$3,511,680.00	$4,588,810.00	($1,077,130.00)	30.280%	26.160%	-4.120%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Refine Instructional Practices	Yes	$820,035.00	$1,555,917.00	7.57%	6.54%
1	1.2	Shared Expectations of Instruction	Yes	$621,473.00	$708,793.00	7.57%	6.54%
2	2.2	Implement MTSS Schoolwide	Yes	$671,582.00	$858,422.00	7.57%	6.54%
3	3.3	Attract, Retain, Develop Staff to Refocus on School Mission and Vision	Yes	$1,398,590.00	$1,465,678.00	7.57%	6.54%

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$19,850,749	$1,297,842	0%	6.538%	$4,588,810.00	26.160%	49.277%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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 the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

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

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

    o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

    o   Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners 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 tool for engaging educational partners.

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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 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 and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

- Identify the schools within the LEA that have been identified for CSI.

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

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

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

Engaging Educational Partners
Purpose
Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners 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 must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners 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 must 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. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.

    o All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)
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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

    o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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 educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o 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.

  o Indicate the school year to which the baseline data applies.

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

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o This discussion 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

   - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

   - Professional development for teachers.

   - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

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

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

  - **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 transitional kindergarten through grade five), 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."

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
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2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-2024			0	1	0	0		

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

   Rating Scale (lowest to highest):
   - 1 - Exploration and Research Phase
   - 2 - Beginning Development
   - 3 - Initial Implementation
   - 4 - Full Implementation
   - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

   Rating Scale (lowest to highest):
   - 1 - Exploration and Research Phase
   - 2 - Beginning Development
   - 3 - Initial Implementation
   - 4 - Full Implementation
   - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

    Rating Scale (lowest to highest):
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education					5	
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language					5	

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

    Rating Scale (lowest to highest):
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)
6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

> Teachers are using the Professional Learning Community (PLC) process to review and to ensure that all courses are meeting the needs of all students and aligned with the state standards.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction
Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions
This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

      1 - Exploration and Research Phase
      2 - Beginning Development
      3 - Initial Implementation
      4 - Full Implementation
      5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Natomas Charter School demonstrates continued strength in the collaborative relationships we build with all parents. Teachers at the school use websites and the school's learning management system as tools for communicating resources and information for parents to use in supporting their student's learning and development. NCS continues to hold monthly board meetings, academy and whole school parent meetings to allow parents a venue for making community connections and sharing feedback. NCS continues to expand parent and student participation through our Parents United English Learner Advisory Committee (ELAC).

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

All academies hosted on-site open houses and parent orientations with the goal of providing families the tools and information they need to adequately support students. The Student Services department held parent education sessions and shared many resources to support students in their social emotional development at home. For the 2024-2025 school year, NCS continues to refine its own independent special education department by providing greater opportunities for parents to be included in the decision making for students with exceptional needs as one of the outcomes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

While building partnerships is a strength of Natomas Charter School, the school community continues to refine its practices by ensuring all families are fully engaged in these partnerships and looking for opportunities to incorporate more parental decision making. A decrease in student and family connectedness resulted from previous pandemic and the community's hesitancy to attend in person meetings in 2023-2024. The focus for 2024-2025 is belonging and is steeped in rebuilding relationships and developing healthy social emotional learning strategies for students and staff. Families have indicated through our parent surveys that the most significant barrier to being fully engaged in school activities is their own personal schedules. Using this information, staff and administrators have been exploring different models for providing information, such as online videos and creating events that are more focused on specific topics or areas of interest. Overall, parents reported on surveys that they feel the communication level has been high over the course of the past year.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Natomas Charter School demonstrates continued strength in the collaborative relationships we build with all parents and students. The development of our multi-tiered systems of support (MTSS) over the past seven years has grown to be a strength for building partnerships for student outcomes. MTSS has been a focus of professional development over the past years with a specific focus on using the Plan Do Study Act (PDSA) process in teams. The MTSS strategies result in data focused discussions with staff as they focus on struggling students and partnering with families for student success. Through student success team meetings families partner with staff to support students in success strategies. In addition, the student services department holds Parent University nights to teach parents about common parenting and educational hurdles and how to support students at home.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

For the 2024-2025 school year, NCS continues to refine developing the NCS community and rebuilding it after the pandemic. While we were able to reach many parents through the use of virtual meetings and live streaming board of directors meetings on YouTube, our goal is to get more parents back on campus to be a part of the community. Staff

and parent groups have been working extra hard to bring families back on campus and communicating about how families can volunteer and support the work at the school. Parent feedback shows growth of parent community and a desire for more community connection.Examples of this include the Welcome Back Family Picnic, Family Math Night, Back to School Night, and a school team for the local Race for the Arts 5K.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Building partnerships is a strength of Natomas Charter School. The pandemic decreased overall parent engagement. However, the school continues to place a focus on community development through more on campus activities and opportunities for parent involvement. Examples of this are the Open House, NCS Multicultural Celebration, LGBTQ+ Pride Conference, Black History Month Celebrations, and performances on campus. Each academy parent group (P4A, LEAP, EPIC, etc.) ramped up events in the past year. The school also hosted multiple formal and informal parent groups including the English Learner Advisory Committee (ELAC) and African-American parent affinity group. Staff-led parent groups continue in the coming school year: Overall, parents reported on surveys that they feel the communication level has been high over the course of the past year. In the 2024-25 school year the school will continue to partner with parents and families to build stronger parent groups including relaunching our community advisory council for special education.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

  1 - Exploration and Research Phase
  2 - Beginning Development
  3 - Initial Implementation
  4 - Full Implementation
  5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Natomas Charter School demonstrates continued strength in the collaborative relationships we build with all parents and students. A strength is in our awareness that students and parents should have a voice in the process of decision making. Students are encouraged and educated on the proactive strategies to be active participants in the educational process and in sharing input through clubs, ASB, leadership, and senior projects. Students are encouraged to gather student voices and ideas to make changes to policies and procedures at the school. Parent

committees are focused on gathering feedback and sharing ideas and planning for policies and procedures for the coming school year. Each year families, staff, and students are surveyed on school climate, academics, culture, and current topics. In 2023-2024, ten student, staff, and parent feedback sessions were held to follow up on survey data. Surveys and feedback sessions are used as a part of the data to determine the direction of policies and procedures.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

For the 2024-2025 school year, NCS continues to ensure that a diverse cross section of the community is attending meetings and sharing input with the school. Ensuring all voices are heard is important to a healthy community and culture at NCS. A focus area is increasing the diversity and numbers of stakeholders that are engaged in sharing input and a part of the decision-making process.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The school's three way compact with the family, student, and school has been a strength since the beginning in 1993. The school is in the mid cycle review for Western Association of Schools & Colleges (WASC) accreditation process, which engages all stakeholders in reflective conversations and a review of goals, action plans, and data. The end goal is to revise strategic goals for success in the next two years. In addition, in an effort to further this communication and reflect on needs for the coming years, NCS participated in strategic planning (2022-2023) to reinvigorate the discussions around the mission, vision, and action plan for the coming years. This includes inviting community members from all groups to be a part of this discussion. The strategic plan is used to inform LCAP development at NCS in 2023-2024 and for years to come.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Natomas Charter School prides itself in creating small, supportive learning environments for all students. Students have opportunities to be involved in school decisions. The overall small school environment creates a place in which students are treated and respected as individuals. To assist with this effort, NCS has four social emotional counselors and collaborates with California State University to host counseling interns each school year. The school continues to refine initiatives such as WEB (Where Everyone Belongs) in middle school and Link Crew in high school to provide additional student leadership opportunities and peer-to-peer mentoring. These programs were expanded to have peer-to-peer academic support as well.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Families participated in an annual school climate survey to provide feedback on school climate and provide feedback on the school environment, educational support, and school safety. Key findings from the parent survey include: Over 99% of parents reported feeling satisfied with the levels of support and communications.Over 97% of parents reported feeling satisfied with the levels of safety at the school. 93% of parents reported that Teachers are dedicated to helping students learn. In addition, parents gave feedback about their child's growth and educational progress in 2024. 92% of parents reported that their child made expected academic growth. 94% of parents reported that their child made expected social emotional growth. 93% of parents reported that their child felt well connected to staff. 96% of parents reported that they are satisfied overall with Natomas Charter School.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Natomas Charter School will continue to use parent and student feedback each year to refine our practices. Overall, Natomas Charter School tends to perform well in all areas measured under school climate. The school will continue to invest in programs that ensure students are well connected to school, such as WEB and LinkCrew. Additionally, the school is focusing all professional development on implementing effective strategies to support academic, behavioral, and socioemotional learning. There has been a specific focus on staff training in Diversity, Equity, and Inclusion (DEI). We expect these professional development activities to help us sustain and grow in the areas of school climate.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Natomas Charter School is founded on three pillars - student's first, innovation, and accountability. As a result, all students have access to, and are enrolled in, a broad course of study. This occurs across grade levels and student groups including English learners, foster youth, students identified as socioeconomically disadvantaged, and students, and individuals with special needs. NCS offers a full inclusion model for all students and every student is enrolled in college preparatory courses. NCS utilizes the tools provided in the California State Dashboard as metrics for tracking student achievement, such as the college career indicator, CAASPP scores, graduation rates and local metrics such as diagnostic assessments (iReady for K-8).

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students have access to an inclusive college preparatory course of study that meets the UC a-g course requirements. Additionally, the school provides opportunities for high school students to complete a career technical education (CTE) pathway and earn college credit through dual enrollment with the local community college before graduating from high school. This preparation starts in the elementary grades when there is an emphasis on providing all students access to more than the core subjects. Elementary (TK-5) students are involved in art, world languages, library literacy, and social emotional learning on a weekly basis. This focus on arts and social emotional learning continues into middle school where students are introduced to a wider variety of topics and experiences.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

The inclusive college preparatory educational program is consistent for all students at the school including English Learners and students with Individualized Education Plans (IEPs). NCS utilizes a Teacher on Special Assignment (TOSA) to support staff and students in literacy with a focus on English Learners (EL). Additional courses for EL students in 2023-2024 have bolstered student literacy. The TOSA leads intervention committee, coaches teachers, and trains teachers to bolster the success of ELs and struggling readers.

The special education department is in its fifth year and continues to support all students in college preparatory courses through the use of a full inclusion model. Barriers come in the form of the changing needs of students and in hiring and maintaining specialized staff. NCS utilizes data informed decision making when barriers are encountered. To bolster these needs, NCS hired a Special Education Director and Program Specialist to further train staff and develop the support for students. Additionally, NCS is working with Sacramento County Office of Education (SCOE) to develop an Alternate Diploma Pathway to support our most challenged students in earning a diploma.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

NCS is dedicated to continual data analysis, reflection, and improvement on all structures at the school. We analyze new trends and the changing needs of our student population and adjust as necessary. Professional development is a key factor in ensuring that all staff are trained and qualified to support student needs as they arise. The current focus of professional development is Multi Tiered Systems of Support (MTSS). This includes additional training for staff on supporting English learners, unduplicated students, and students with individualized education plans (IEPs) through universal design for learning (UDL), diversity equity and inclusion (DEI), and tiered levels of support.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					