



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Natomas Charter School

CDS Code: 34 75283 3430659

School Year: 2026-27

LEA contact information:

Joe Wood, Ed.D.

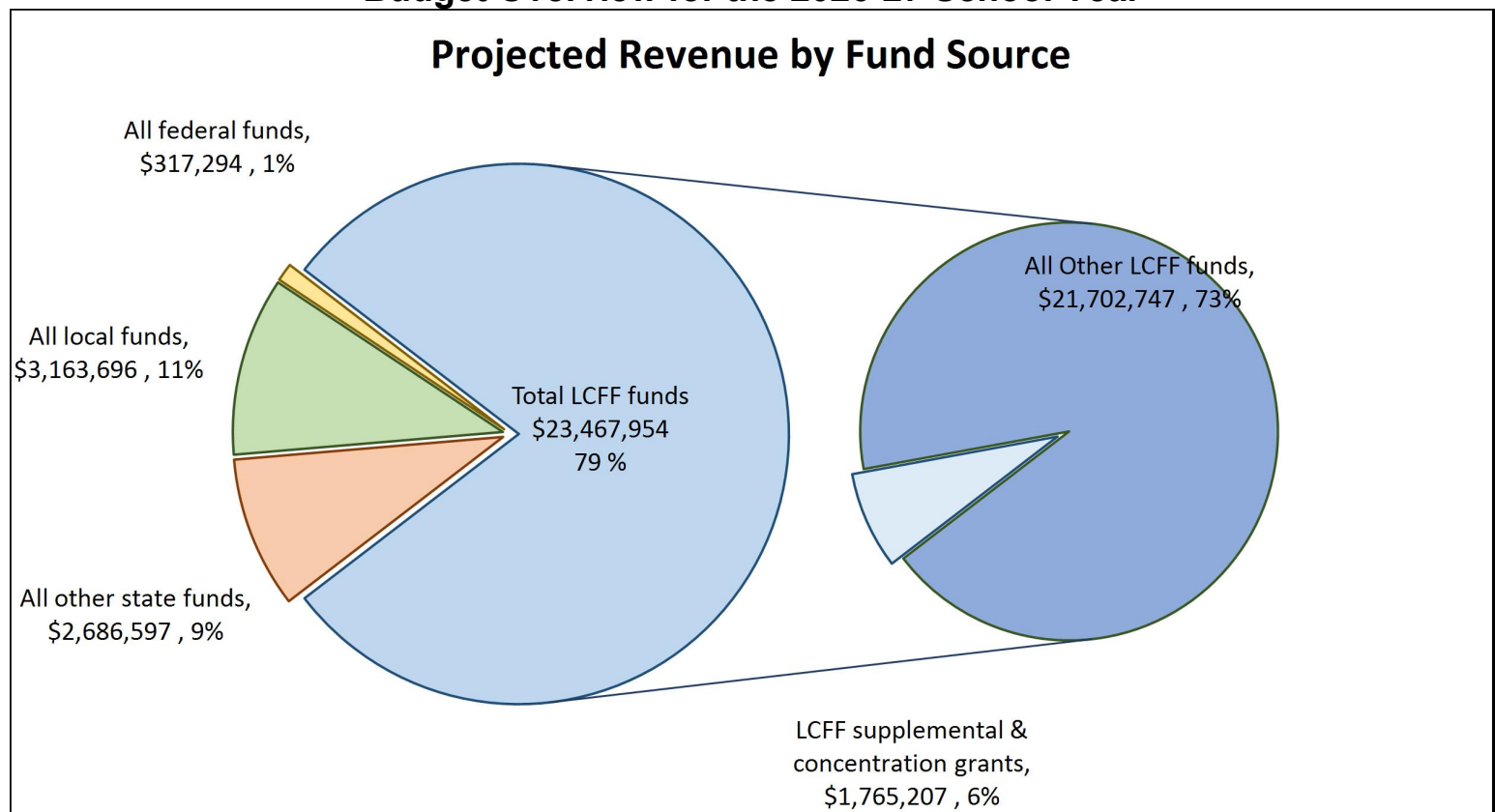
Executive Director/Superintendent

jwood@natomascharter.org

(916) 419-3788

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 2026-27 School Year

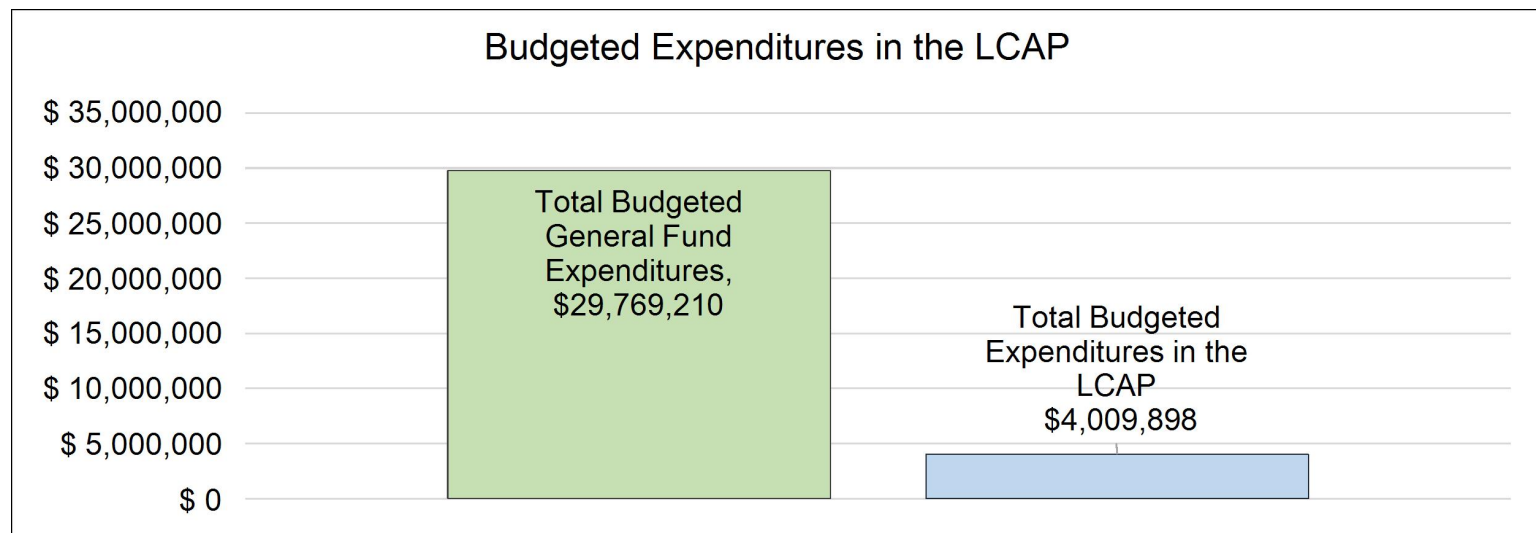


This chart shows the total general purpose revenue Natomas Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Natomas Charter School is \$29,635,541, of which \$23,467,954.00 is Local Control Funding Formula (LCFF), \$2,686,597.00 is other state funds, \$3,163,696.00 is local funds, and \$317,294.00 is federal funds. Of the \$23,467,954.00 in LCFF Funds, \$1,765,207.00 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.



This chart provides a quick summary of how much Natomas Charter School plans to spend for 2026-27. 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 \$29,769,210.00 for the 2026-27 school year. Of that amount, \$4,009,898.00 is tied to actions/services in the LCAP and \$25,759,312 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

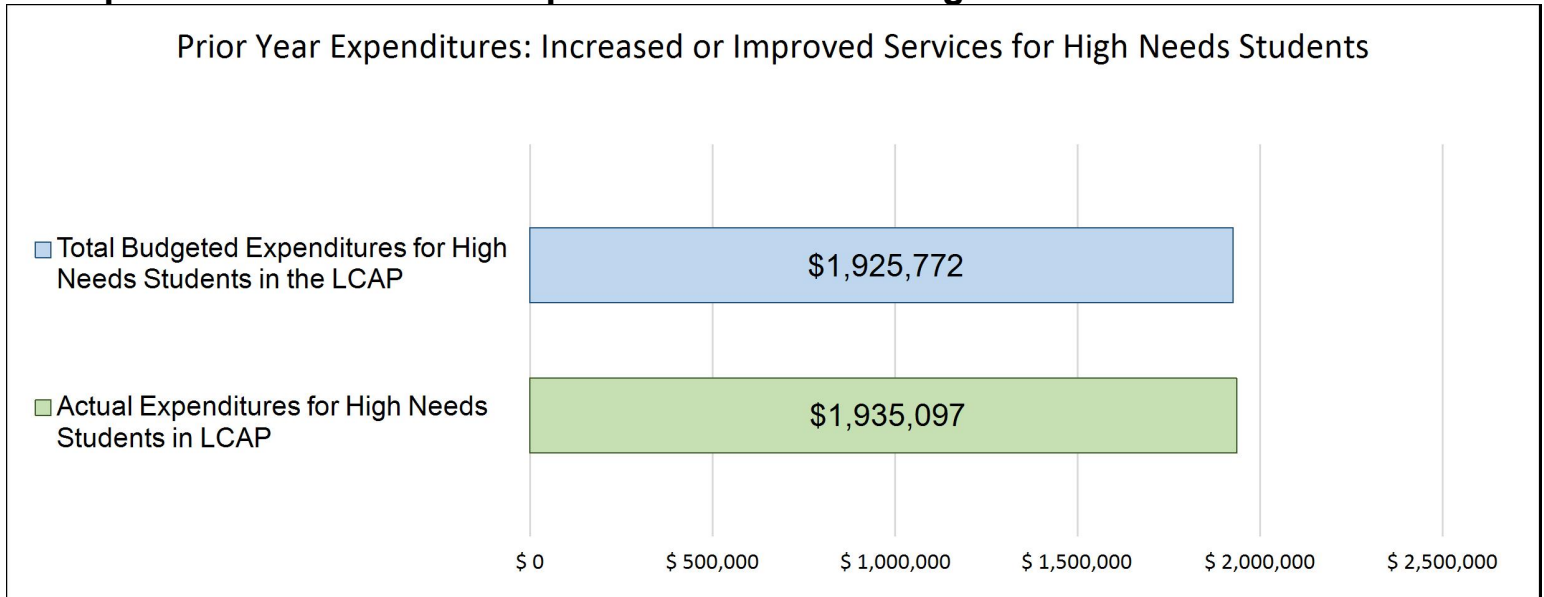
Remaining General Fund Budget Expenditures are all allocated to supporting the school's core instructional program and operational expenditures. Funds identified throughout the LCAP are designated to support target schoolwide strategic goals serving our highest need students.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Natomas Charter School is projecting it will receive \$1,765,207.00 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 \$2,198,647.00 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 2025-26



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 2025-26, Natomas Charter School's LCAP budgeted \$1,925,772.00 for planned actions to increase or improve services for high needs students. Natomas Charter School actually spent \$1,935,097.00 for actions to increase or improve services for high needs students in 2025-26.



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/Superintendent	jwood@natomascharter.org (916) 419-3788

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 30+ 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 (2025), NCS is one of the highest-performing schools in the Natomas region. The school also earned the "high-performing" designation on recent CDE charter school rankings. During the 2025-26 school year, the school engaged in a comprehensive self-study process and earned the highest level of accreditation from the Western Association of Schools and Colleges.

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, 2026
Northern California Chinese Classroom Consortium Member 2014-2026
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: Best Public Middle School in Sacramento County
Niche Ranking: 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, Yellowstone, Baja Mexico
Vocal Ensemble 1st Place Reno Jazz Festival 2019 and Best Overall Vocal Group Folsom Jazz Festival 2020, 2021, 2022, 2023, 2024, 2025, 2026
Percussion Ensemble, Orchestra, Jazz Band Excellent and Superior festival ratings 2017, 2018, 2019, 2022, 2023, 2024, 2025, 2026
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.

2025-2026 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 acknowledgements of that success including the following.

- The highest level of WASC Accreditation (6 Years without a review) in February 2026

- California Pivotal Practices Award from the California Department of Education in April 2022
- 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, 2019, 2023, 2024, 2025), the school has earned the highest “Blue- Very High” designation for Suspension rate. In 2025 Natomas Charter School earned a “Green- High” designation for Chronic Absenteeism as it improved from 3.7% to 3.1% which is a stronger performance than regional LEAs including Natomas Unified District (22.7%) and California statewide results (17.1%). Natomas Charter continues to work with families to increase attendance rates to help the school return to pre-pandemic rates (less than 1.0%). This is an area of focus for the 2024-2027 LCAP.

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 95% 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, 2023, 2024, 2025) Natomas Charter School has demonstrated strong academic performance in ELA CAASPP assessments earning “Blue-Very High” and “Green-High” designations. Since the pandemic, Natomas Charter School has observed a dip in the academic performance in Mathematics CAASPP assessments which paralleled regional, state, and national trends. In both ELA and Mathematics the school has results that are higher than the state average and local school district and across all significant subgroups. In the most recent 2025 Dashboard results the school performed in the “Green-High” level for English Language Arts and “Yellow-Medium” level for Mathematics. In 2025 Natomas Charter School saw improvements for subgroups in both ELA and Mathematics. A new measure for 2025, the school earned "Green-High" for Science CAST assessment.

As a small school, Natomas Charter School can see dramatic swings in results on the English Learner Progress Indicator as measured by student's ELPAC assessment results. In 2023 the school scored "Blue-Very High," in 2024 the school scored "Red-Very Low," and in 2025 is back to "Blue-Very High." While the school continues to provide dedicated and intentional support with ongoing refinement for our students learning English, the changes in this data are largely due to having a relatively small population of students (6.2%) who meet this criteria. NCS continues to use an ELD and Literacy TOSA to focus on supporting and developing staff and reviewing materials to support all levels of integrated and designated ELD.

College Admissions and Post-Secondary Success

In 2025 the school earned a "Blue-Very High" ranking on the College/Career indicator with 82.5% of graduates meeting this standard. The school's results are stronger than regional LEAs including Natomas Unified District (45.9%) and California statewide (51.7%). The Class of 2025 continued to demonstrate the school's historical pattern of meeting the College/Career readiness standard through multiple pathways. However, most students demonstrated readiness through meeting the University of California's a-g requirements (80.95%), completing the school's Arts and Media Entertainment CTE pathway (74.60%), and scoring at or above standard on the ELA and Mathematics Smarter-

Balanced Assessment (45.6%). 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. Beginning with the Class of 2021, many graduates are also meeting the College and Career readiness standard by completing college courses through our dual enrollment program with American River College and earning the State Seal of Biliteracy. In 2025 64% of graduating seniors applied to four-year colleges with 94.4% being accepted to at least one school. The school continues to see an increase in graduates electing to utilize the community college transfer route since the first to years are free to most students.

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 2024 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 (54%). Students attend many different four-year colleges including some of the most competitive CSUs, UCs, private universities, and HBCUs.

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 tracking progress 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 2020-2025 school years. As of the most recent administration of iReady (Winter 2026), in ELA 60% of students were at or above grade level, 53% of students had met typical growth and additional 41% made their stretch growth (94% total). In Mathematics, 38% of students were at or above grade level, 47% had met typical growth and 30% had made stretch growth (77% total). While these benchmark assessments demonstrate the vast majority of students are making significant growth in both areas, there still needs to be a continued focus on ELA and Mathematics.

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 numerous regional theater and music competitions and being recognized for strong visual arts and dance programs. The school also has a strong middle school sports program at Leading Edge Academy, winning district championships in multiple sports over the past eight years. Our students have also participated in international exchanges and environmental stewardship projects with students in Costa Rica, China, Baja Mexico and Yellowstone National Park.

Supporting Students with Disabilities

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 nine 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. To serve students with disabilities, the school utilizes a full-inclusion model with the goal of providing targeted support to all students within the general education classroom through co-teaching and supplemental support. The school provides the full continuum of special education support which includes partnering with the Sacramento County Office of Education SELPA to support students with significant needs.

Feedback from families and the community, validates 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 with the largest growth in the school's independent study programs, PACT Academy and Early College Academy. The school continues to hire staff and make adjustments to programming to support our students with disabilities and is making gains on outcomes on students with disabilities.

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 for increased salaries and remote work opportunities. 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. Staff retention is key for building a strong school culture and academic instruction. Since 2020, year-over-year staff retention has been inconsistent (79%-95%). 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. Once educators are hired into our school environment the school provides comprehensive coaching and support through the use of TOSAs and peer mentoring by experienced staff.

Learning Recovery Block Grant Needs Assessment

Natomas Charter School has remaining funds from the Learning Recovery Block Grant that we have planned to use over several years to fund student support positions such as Teachers on Special Assignment (TOSAs) and student interventions, curriculum resources, and an additional math intervention teacher. NCS completed a Needs Assessment using the state template to determine the groups most in need of support. Each academy principal worked with staff to review data in the following areas: CAASPP scores, CA Dashboard, Chronic Absenteeism, and Suspensions. The principals worked with the leadership team to combine data to come up with a school-wide conclusion that English Learners are our group most in need of Learning Recovery Supports. The greatest need for our English Learners is to have access to the curriculum and having teachers that utilize strategies that support their language development. Additionally work needs to be done to ensure high quality and consistency of the designated ELD instruction. In response, the school has revamped designated ELD supports for the 2025-2026 school year with additions of new curricula, a secondary ELD teacher, and staff training on ELD supports and strategies.

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
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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 four 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 and additionally as part of our 2026 WASC self study accreditation process. Community feedback collected during the 2026 WASC self-study has been used to update and refine LCAP goals and actions for 2026-2027.

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. In 2025-2026, the school continued to gather feedback from educational partners through surveys, parent meetings, and listening sessions.

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, NOVAs, ImPACT, etc.) ramped up events in the past year. Overall, parents reported on surveys that they feel the communication level has been high over the course of the past year. In the 2026-2027 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. 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 in 2023-2025. Survey feedback was collected in winter of 2024 and used to develop listening sessions where students were invited to discuss areas for focus with the DEI team. In 2024-2025 the DEI team focused on staff feedback sessions. 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. This feedback is being used to inform the school's LCAP process.

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 of 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. Staff continued the discussions and analysis of LCAP goals throughout the 2025-2026 school year and a mid-year LCAP presentation was made in a winter board meeting. This year we rapped up a two-year comprehensive WASC self-study process, engaging stakeholders in multiple feedback sessions including a site visit from the accreditation team in February 2026. The feedback provided through this process has been used to continue to refine our LCAP goals and actions.

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 and refine our 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 has observed slowing academic gains 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 2025 Dashboard results the school performed "Yellow-Medium" level for Mathematics. Natomas Charter School saw improvements in student subgroup results with no groups in the "Red-Very Low" category, two subgroups in the "Orange-Low" category (Hispanic, Students with Disabilities), four subgroups in the "Yellow-Medium" category (African American, English Learners, Socioeconomically Disadvantaged, and White), and three subgroups in the "Green-High" category (Asian, Filipino, 2+ Races). Compared to the 2024 results, both African American and English Learners made significant growth in Mathematics. Natomas Charter School continues to focus on Mathematics 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	CA Dashboard 2023: All Students: Yellow 23.9 points below standard maintained (improved) +1.2 points	CA Dashboard 2024: All Students: Yellow 22.2 points below standard	CA Dashboard 2025: All Students: Yellow All Students: 23.2 points below standard	CA Dashboard 2026: All Students: Green 13 points below standard	CA Dashboard All Students: Color Remained the Same

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	mathematics. Annually all student subgroups will increase their average scale score by 10 points on the math CAASPP.	CAASPP 2023 42.46% Met/Exceeded Standard	maintained (improved) +1.7 points CAASPP 2024 41.94% Met/Exceeded Standard	maintained -1.0 points CAASPP 2025 40.68% Met/Exceeded Standard	Student Growth +10 points All Subgroups: Yellow or better CAASPP 2026 48% Met/Exceeded Standard	Average scaled score decreased by 0.7 points. % Met/Exceeded Standard decreased by 1.78%

Goal Analysis [2025-26]

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.

While outperforming local school districts and the state as a whole, Mathematics continues to be a key focus for Natomas Charter School with a need to focus in on middle and high school outcomes. In the transition from elementary to middle school and middle to high school the school enrolls 50% new students who were not enrolled in the previous grade span. During the 2024-2025 school year NCS conducted a comprehensive Math Self Study which highlighted significant performance differences in middle school math results based on their elementary school enrollment with students who originated from the school's elementary programs (Star/PACT) performing 30% better on CAASPP. Much of this difference was due to students coming from elementary schools outside of NCS not having as strong knowledge of mathematical concepts and fact fluency. During 2025-2026 the school implemented a new summer middle school boost program, benchmark fluency assessments, as well as continued professional development in the school's College Preparatory Mathematics (CPM) secondary math curriculum.

Middle and high school (secondary) Mathematics teacher staffing has been consistent since the 2023-2024 school year. Math teachers and education specialists (co-teachers) have engaged in multiple professional learning activities, attending the Mid School Math Conference and the CPM conference, as well as receiving training from Curriculum Associates. The secondary math team has fully implemented Building Thinking Classrooms which is a discussion-based instructional approach that has shown strong initial results. This has been complimented by common prep periods for grade level teachers and co teachers. Intervention and tutoring practices are consistent and are showing additional growth from those students involved. The focus on math facts fluency has yielded more community engagement through Math Fluency and STEM nights where parents were invited to learn math games that can be played at home to complement the at school instruction. Classroom observations yield a more math confident student community, and teachers consistently implementing the math discourse and engagement strategies.

Learning Recovery Block Grant Needs Assessment

Natomas Charter School has remaining funds from the Learning Recovery Block Grant that we have planned to use over several years to fund student support positions such as Teachers on Special Assignment (TOSAs) and student interventions, curriculum resources, and an additional math intervention teacher. NCS completed a Needs Assessment using the state template to determine the groups most in need of support. The principals worked with the leadership team to combine data to come up with a school-wide conclusion that English Learners are our group most in need of Learning Recovery Supports. The greatest need for our English Learners is to have access to the curriculum and having teachers that utilize strategies that support their language development in math. Additionally work needs to be done to ensure high quality and consistency of the designated ELD instruction. In response, the school has revamped designated ELD supports for the 2025-2026 school year with additions of new curricula, a secondary ELD teacher, and staff training on ELD supports and strategies.

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.

Goal one had some variances in the budgeted and actual expenditures within the actions but overall we spent an additional \$87,384 over the estimated expenditures. The biggest difference was in the area of Action 1.4 Data Informed Instruction, we underspent by \$40,000 but this was due to use of free trainings being offered at the county office of education. We ended up overspending in Action 1.2 Intervention & Mentoring and Action 1.3 Shared Instructional Practices as we added additional intervention supports (1.2) and worked with Corwin for PLC+ training for staff (1.3).

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

As we wait on 2026 CAASPP scores and CA Dashboard, the school is reliant on the local diagnostic tool, iReady and our 2025 CAASPP results. Based on the most recent administration of iReady (Winter 2026), in Mathematics, 38% of students were at or above grade level, 47% had met typical growth and 30% had made stretch growth (77% total).

The use of math diagnostics has resulted in targeted intervention groups and a concentration on math fluency for grades K-8. We have seen growth and closing of gaps in math due to the interventions and tutoring put in place. An example of this is that all students in school math intervention courses made 1-3 grade levels of growth and 50% of students in middle courses already met annual growth by January.

Aligned instructional practices have been achieved through training for staff in data based strategies through training from the Math TOSA and Curriculum Associates (K-5 Ready Classroom). Math teachers also attended a variety of conferences and trainings CPM Conference, Mid School Math Conference, YouCubed, etc.), in addition to a department wide book study (Building Thinking Classrooms). Staff focused collaboration and PDSA cycles on specific strategies and how they impact student learning and success. We have seen a rise in student confidence levels with math fluency and problem solving.

This year NCS hosted several math nights for families to learn more about the curriculum being used and strategies that can be used at home to support student learning. This aligns with a core concept of the NCS charter: the three way compact that unites the student, parent, and school as equal partners in student success. Math nights included CPM Math Night (grades 6-12), STEAM Nights (grades TK-8), and Math Fluency Night (grades K-8). Parent participation was strong and parents were excited to receive and be trained on math game packs that were created to fit the individual needs of their student(s).

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.

The math team will continue to focus on Building Thinking Classrooms strategies and focus all professional learning community (PLC) research on raising student achievement. A new curriculum will be utilized in the high school Math 1 Intervention course. Additionally, NCS is planning to work with CSU Sacramento students to offer tutoring for struggling students in Math 2 & Math 3. After CAASPP scores are released, the team will meet to discuss specific areas that need more focus for the 2026-2027 school year. After participating in the a WASC Self Study and Site Visit in February of 2026, NCS will adjust Action 1.3 to add the element of rigor to the focus on instructional practices in Mathematics.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Math Assessment	Utilize diagnostic math assessments to track growth, inform differentiated instruction, and intervention.	\$42,080.00	Yes
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).	\$303,185.00	Yes
1.3	Shared Instructional Practices	Develop and implement focused expectations around instructional practices and rigor (pedagogy, materials, and assessments) in mathematics for all grade levels through professional development and coaching.	\$179,088.00	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.	\$113,865.00	Yes
1.5	Parent Engagement & Partnerships	Educate and engage parents about the importance of math education and at-home support strategies.	\$136,297.00	Yes

Action #	Title	Description	Total Funds	Contributing

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.

Natomas Charter School continues to demonstrate strong results in English Language Arts (ELA), outperforming local school districts and the state as a whole in terms of overall results and student subgroups. In the most recent 2025 Dashboard results, the school performed "Green-High" for ELA. The school had no student subgroups in "Red-Very Low" or "Orange- Low" subgroups. The school had two subgroups in "Yellow-Medium" (English Learners and Students with Disabilities), five subgroups in "Green-High" (African American, Filipino, Hispanic, 2+Races, and Socioeconomically Disadvantaged), and two subgroups in "Very High-Blue" (Asian and White). Compared to the 2024 results, five subgroups made significant gains (Hispanic, Students with Disabilities, African American, Socioeconomically Disadvantaged, and White), demonstrating that our investments in English Language Arts are making an impact.

Learning Recovery Block Grant Needs Assessment

Natomas Charter School has remaining funds from the Learning Recovery Block Grant that we have planned to use over several years to fund student support positions such as Teachers on Special Assignment (TOSAs) and student interventions, curriculum resources, and an additional ELD teacher. The principals worked with the leadership team to combine data to come up with a school-wide conclusion that English Learners are our group most in need of Learning Recovery Supports. The greatest need for our English Learners is to have access to the curriculum and having teachers that utilize strategies that support their language development. Additionally work needs to be done to ensure high quality and consistency of the designated ELD instruction. In response, the school has revamped designated ELD supports for the 2025-2026 school year with additions of new curricula, a secondary ELD teacher, and staff training on ELD supports and strategies.

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 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.	CA Dashboard 2023 All Students: Green-High 36.5 points above standard +5.7 points growth Red Subgroups None Orange Subgroups African-American CAASPP 2023 66.30% Met/Exceeded Standard	CA Dashboard 2024 All Students: Green-High 32.1 points above standard 3.5 points decline Red Subgroups None Orange Subgroups African-American English Learners Students with Disabilities CAASPP 2024 65.66% Met/Exceeded Standard	CA Dashboard 2025 All Students: Green-High 36.5 points above standard 4.4 points growth Red Subgroups None Orange Subgroups None CAASPP 2025 66.86% Met/Exceeded Standard	CA Dashboard 2026 All Students: Green-High 50 points above standard 5 points growth All Subgroups: Yellow or higher CAASPP 2026 72% Met/Exceeded Standard	CA Dashboard All Students: Green-High Average scaled score maintained (0.0 pts). % Met/Exceeded Standard increased by 0.56% Five subgroups made made growth, no subgroups in Red-Very Low or Orange-Low subgroups.

Goal Analysis [2025-26]

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.

Overall the implementation of the goal is on track with the planned actions. English Language Arts teachers and education specialists (co teachers) participated in multiple trainings and K-5 teachers received training from Curriculum Associates. This has been complimented by common prep periods for grade level teachers and co teachers. Intervention and phonics practices are consistent and are showing significant growth from those students involved. The focus on literacy and reading fluency has yielded more community engagement. An elementary literacy team was formed and is working to develop reading and writing support structures.

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.

Goal two had some variances in the budgeted and actual expenditures within the actions and overall we underspent by \$65,180 compared to the estimated expenditures. The biggest differences was in the area of Action 2.1 Literacy Assessment, we underspent by \$50,132 but this

was due to use of free trainings being offered at the county office of education and our ability to get the new Reading Screener free for the first year when we paid for training.

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

As we wait on 2026 CAASPP scores, the school is reliant on the local diagnostic tool, iReady as well as the 2025 CAASPP results. A deeper analysis of the 2025 CAASPP results demonstrated that students who attended a Natomas Charter School elementary program tended to outperform their peers from other elementary programs in middle school by as much as 25%. As a result, this year the school implemented more reading screeners at the middle school level as well as more directed phonics and early reading instruction. As of the most recent administration of iReady (Winter 2026), in ELA 60% of students were at or above grade level, 53% of students had met typical growth and additional 41% made their stretch growth (94% total).

The use of reading diagnostics has resulted in targeted intervention groups and a concentration on reading fluency. The kindergarten, first, and second grade teachers implemented the state reading screener (DIBELS). The use of the new screener and additional intervention resources has strengthened our MTSS process. Third grade phonics intervention resulted in 55% of students involved growing by 1-2 grade levels. The Literacy TOSA worked with staff to complete additional reading screeners to determine specific needs of 3-8th grade students. The team implemented phonics instruction with students to fill gaps. We have seen growth of up to two grade levels from 50% of middle school students involved in intervention and closing of gaps in reading due to the interventions and tutoring put in place.

Shared instructional practices has been achieved through training for staff in data based strategies through training from the Literacy TOSA and Curriculum Associates (Ready Classroom). Staff focused collaboration and PDSA cycles on specific strategies and how they impact student learning and success. We have seen a rise in student confidence levels with reading fluency and writing.

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.

The use of the DIBELS reading screener in 2026-2027 has inspired an implementation of further use with students in grades 3-8th as needed. Students in first and second grade will be assessed using DIBELS three times to determine growth. The school will implement new ELD courses for middle and high school students with a focus on using SBAC interim assessments. The teacher professional learning communities (PLCs) in 2026-2027 will focus on this goal and literacy rigor across the curriculum. After CAASPP scores are released, the team will meet to discuss specific areas that need more focus for the 2026-2027 school year. After participating in the a WASC Self Study and Site Visit in February of 2026, NCS adjusted Action 2.3 to add the element of rigor to the focus on instructional practices in ELA.

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.

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.	\$33,500.00	Yes
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).	\$278,685.00	Yes
2.3	Shared Instructional Practices	Develop and implement focused expectations around instructional practices and rigor (pedagogy, materials, and assessments) in ELA for all grade levels through professional development and coaching.	\$103,766.00	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.	\$168,234.00	Yes
2.5	Parent Engagement & Partnerships	Educate and engage parents about the importance of literacy education and at-home support strategies.	\$121,298.00	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, 2023, 2024, 2025), the school consistently demonstrated strong results in this area earning either the "Green-Low" or "Blue-Very Low" designation. For 2025 the school earned the "Blue-Very Low" designation for suspension rate with only 1.0% of students being suspended from school in the previous year. While the school's suspension rates are low, Natomas Charter has observed an increase in students with more negative behaviors post-pandemic leading to the implementation of a schoolwide PBIS (positive behavior interventions and supports) program. Similar to the suspension rate and student behavior, Natomas Charter School has an overall low chronic absenteeism rate. In 2025 Natomas Charter School earned a "Green-Low" designation for Chronic Absenteeism as it improved from 3.7% to 3.1% which is a stronger performance than regional LEAs including Natomas Unified District (22.7%) and California statewide results (17.1%). However, the school's chronic absenteeism rate is still higher than before the pandemic (less than 1.0%). Related, before the pandemic the school regularly demonstrated a 98% or higher average daily attendance (ADA) rate. While attendance rates have improved since 2022 the school consistently sees ADA closer to 95-97%.
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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	CA Dashboard 2023 All Students: Yellow-Medium 6.7% Chronic Absenteeism	CA Dashboard 2024 All Students: Blue-Very Low	CA Dashboard 2025 All Students: Green-Low	CA Dashboard 2026 All Students: Green-Low	Chronic Absenteeism decreased by 3.6% with a Green-Low status

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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.	Maintained 0.2% Suspension Rate: Very Low - 0.5%	3.7% Chronic Absenteeism Declined 3.1% Suspension Rate: Green - Low 0.8%	3.1% Chronic Absenteeism Declined 0.6% Suspension Rate: Blue - Low 1.0%	Decreased/Maintained 3% Chronic Absenteeism All Subgroups: Yellow or higher	Suspensions Increased by 0.50% moving from with a Blue-Very Low status

Goal Analysis [2025-26]

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.

Each academy at Natomas Charter School has developed an Attendance Engagement Plan to support regular attendance for our students. All principals have created a tiered plan to support all students in attending school and addressing students who may be either at risk or considered chronically absent. These plans include proactive and reactive strategies to be implemented throughout the year. Proactive strategies include monthly assemblies to celebrate good attendance and certificates for high attendance. Reactive strategies include implementing a plan to communicate 5, 10 and 15 days of absences to our families through auto-generated emails at each of these thresholds. At 10 days of absences, our principals follow up with families to better understand what is getting in the way of regular attendance and connect them with needed resources and supports. At 15 days of missed instruction, a School Attendance Review Team (SART) meeting is held that is comprised of support staff (eg. school nurse, counselor, Ed Specialist, administration) to provide an additional layer of support. Additionally, the director team presented to all parent groups about how attendance is directly connected to both student achievement and school funding. This was supported by internal NCS test score data demonstrating that regular attendance increases CAASPP scores by 10-20% in English Language Arts and Math.

Natomas Charter School implemented a Positive Behavior Interventions & Supports (PBIS) program in the 2024-2025 school year at each academy and continued that work in 2025-2026. Academies had staff run PBIS teams that led training for staff, developed location and activity specific expectations, and site acronyms for students. This was implemented through signage on campus, explicit training of students, family communications, and reward systems in place to track and honor students for meeting expectations. The rewards systems spanned from monthly assemblies with awards, weekly drawings, reward snack stores, to special events for successful students. The three academies on our 6-12th campus are working closely within their PBIS teams in reviewing multiple sources of data to evaluate and refine our practices in explicitly teaching, reteaching and reinforcing behavior expectations. Our Tk-8th grade academies have been engaged in the development of Tier 2 practices through the lens of Positive Behavior Interventions and Supports (PBIS). Both teams are receiving training from the Placer County Office of Education.

At NCS, all five Academies have successfully adopted and implemented the social emotional learning (SEL) curriculum and lessons. Students in grades TK-12 have regular access to lessons through Wayfinder which covers the six CASEL competencies. In collaboration with

each of our academy teams, including teachers and administrators, counselors are working to make adjustments to our curriculum to meet the needs of our students as we begin planning for the 2026-2027 school year. NCS partnered with Natomas USD to plan and execute the third annual LGBTQIA+ Student Conference on our site in 2026.

The short-term independent study program was streamlined to remove any duplication in the system and to ensure that accurate accounting was in place for student work product. The accountability for teachers in the process was raised with monthly check points and support sessions for staff that needed additional training and motivation.

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.

Goal three had some variances in the budgeted and actual expenditures within the actions but overall we spent an additional \$19,041 over the estimated expenditures. The biggest differences were in the area of Action 3.3 Belonging and Access Training, we overspent by \$45,600 but this was due to additional trainings for staff and implementing training to support the PBIS program. We ended up underspending in Action 3.4 SEL Curriculum as we were in the refining stage of implementation.

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

At NCS, all five Academies have successfully implemented the SEL curriculum, Wayfinder. Students in grades TK-12 have regular access to lessons through Wayfinder in the six CASEL competencies. Students were assessed on the six CASEL competencies and show growth over the course of the year. There have been a number of challenges in the implementation of our SEL curriculum, Wayfinder. Users have reported materials with typos, comments from students that the curriculum is not engaging and teachers reporting limited time to present SEL instruction to students. Because of this, our counseling time is reflecting on and refining SEL instruction, in collaboration with teachers and administrators.

The focus on positive attendance programming has made a positive impact on overall attendance rates as well as chronic absenteeism. The preliminary 2025 attendance data includes an improvement in our chronic absenteeism rate (from 3.7% to 3.1%), as well as an average daily attendance rate just below 97%. Over 80% of student who were involved in the SART process due to missing 15 or more days of school saw an improvement in their attendance after the SART meeting.

While each academy principal has created a site specific Attendance Plan, each academy is working on implementing the incentives and interventions with fidelity. In addition, support is still needed from principals to connect with families who have missed 10 days of instruction. Through parent meetings it became clear that parents were not aware of how attendance impacted funding. Goals for 2026-2027 include implementing the processes with fidelity with regular check-ins with principals.

PBIS has provided opportunities to reward positive and desired behavior across all five Academies. NCS has successfully created and implemented Positive Behavioral Supports and Interventions (PBIS) programs. Teams meet regularly to look at student behavior data and make adjustments based on this data. Preliminary suspension data demonstrates that NCS is likely to maintain a low suspension rate for 2025-2026

The LGBTQIA+ Student Conference was a success with students, parents, and community members participating in activities, partnering with community business and services, and a student panel. Students from NCS and Natomas High School were leaders in the planning and leading of the student panel. All community members in attendance are excited to participate in the coming years.

The streamlining of the short term independent study process has been successful as we have seen less errors on initial completion of the paperwork. The teacher support has resulted in quicker and more consistent completion of independent study documentation by teachers. The school will continue to refine this process and explore attendance recovery options through summer school to improve overall attendance rates.

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.

Based on reflections from the 2025-2026 implementation of Goal 3 actions, Natomas Charter School will refine several strategies to strengthen effectiveness and ensure greater consistency across academies. Attendance Engagement Plans will continue at each academy; however, additional emphasis will be placed on consistent implementation of intervention thresholds and principal follow-up with families after 10 days of absence. Regular check-ins with principals will be implemented to ensure fidelity to the attendance processes and improve communication with families about the importance of daily attendance and its connection to student achievement and school funding. In response to feedback regarding the Wayfinder SEL curriculum, including concerns about engagement, instructional time, and content quality, the counseling team will work with teachers and administrators to refine how SEL instruction is delivered and identify adjustments to better meet student needs. PBIS implementation will continue to expand, with increased focus on strengthening Tier 2 supports and using behavior data across academies to guide reteaching and reinforcement of expectations. Additionally, systems such as the streamlined short-term independent study process will continue with ongoing monitoring and staff support to maintain accuracy and efficiency. These refinements are intended to build on successful practices while addressing implementation challenges identified through data review and stakeholder feedback. After participating in the a WASC Self Study and Site Visit in February of 2026, NCS will add Action 3.7 to add the element of increased Parent Learning to promote student success (culture, instructional expectations, instructional model, resources, parenting practices).

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Positive Attendance Program	Implement a positive attendance program across all five academies.	\$136,029.00	Yes
3.2	PBIS Program Implementation	Implement a schoolwide PBIS program to build a strong student culture.	\$184,591.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Belonging and Access 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+.	\$38,885.00	Yes
3.4	SEL Curriculum	Implement a schoolwide socioemotional learning (SEL) curriculum to build self-advocacy and problem solving skills for students.	\$594,555.00	Yes
3.5	Short Term Independent Study	Refine short term independent study processes to be more effective in site-based programs (Star, LE, and PFAA).	\$188,095.00	Yes
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.	\$125,916.00	Yes
3.7	Parent Learning Series	Develop & implement Parent Learning Series to promote student success (culture, instructional expectations, instructional model, resources, parenting practices).	\$223,993.00	No

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, NCS is 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 and higher income. 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%-95%). 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 90%	All Staff Retention Year over Year 93%	All Staff Retention Year over Year 97.9%	All Staff Retention Year over Year 85%	All Staff Retention Year over Year increased 7.9%

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 84% % Certificated Employees 5+ Years at NCS 61% Employee Survey: Access to Valuable Leadership Opportunities 82%	All Certificated Staff Retention Year over Year 94% % Certificated Employees 5+ Years at NCS 29% Employee Survey: Access to Valuable Leadership Opportunities 80%	All Certificated Staff Retention Year over Year 99% % Certificated Employees 5+ Years at NCS 46.48% Employee Survey: Access to Valuable Leadership Opportunities 80%	All Certificated Staff Retention Year over Year 90% % Certificated Employees 5+ Years at NCS 70% Employee Survey: Access to Valuable Leadership Opportunities +95%	All Certificated Staff Retention Year over Year increased by 15% % Certificated Employees 5+ Years at NCS decreased by 14.5% (an improvement from previous years) Employee Survey: Access to Valuable Leadership Opportunities increased by 13%

Goal Analysis [2025-26]

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.

Annually Natomas Charter School completes a compensation study for key certificated positions to determine if staff are paid a competitive wage. In 2025-2026 the compensation study indicated a need for continuing to focus on increasing salaries for certificated teachers and administrative staff. The school also observed a need to revisit classified salaries, especially for positions with a starting salary less than California fast food minimum wage (\$20/hour) and in specific technical positions (i.e. Information Technology). For 2026-2027 the NCS Board of Directors approved a 2% raise for all employees with significant investments in key positions to be at-or-above average compensation in these positions when compared to charter schools and school districts with similar per-pupil funding. The total cost for these increases is approximately \$1.2 million.

During the end of 2024-2025 school year the school formed a Health and Welfare Benefits committee to explore alternative options for providing benefits and hopefully reducing costs. As a result of the H/W Committee work, Natomas Charter School secured a new medical broker and was able to make changes to our medical providers for the 2026 Plan Year. These changes resulted in significant out-of-pocket savings for employees choosing the non-Kaiser options with smaller savings for Kaiser employees due to the insurance providers "break

away rate" program. For the 2027 Plan Year the school will have Kaiser rates based on their employee pool. Additionally the committee is bringing short term disability options to the staff to vote on for implementation in 2026-2027.

The new staff onboarding process underwent changes based on the new staff feedback at the end of the school year. Staff were started with one day of training and support on their campus with leadership and then joined in a charter-wide onboarding training process that included mission, vision, community building, processes, breakout sessions with differentiated training, and a tour of all three campuses. In the 2025-2026 school year we saw an unprecedented number of newly credentialed teachers and new to teaching staff with Short Term Permits as they started in preservice courses for credential programs. NCS built in an additional TOSA position to focus on supporting and mentoring new teachers in addition to monthly training for new teachers with topics ranging from scope & sequence development, to classroom management. The TOSA team worked with principals to develop a new teacher support system that met monthly to build skills and support the new teachers.

Natomas Charter School has partnered with community and parent partnerships throughout the year to attract, retain, and develop quality staff to meet and reflect the school vision and mission. A focus was made on communicating to the community and NCS families about the culture and academics through student presentations, social media posts, attendance at community events, and news broadcasts. Additionally, all job postings were shared with the community and targeted to local community groups. This year the Human Resources staff had professional development on understanding unconscious bias within the interview and hiring process. These strategies were incorporated into the department's procedures and training was provided to our administrators. During the year staff attended ten career and job fairs to recruit and attract applicants.

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.

Goal four had some variances in the budgeted and actual expenditures within the actions but overall we underspent by \$64,161 under the estimated expenditures. The biggest difference was in the area of Action 4.3 Culturally Responsive Hiring Practices, we underspent by \$42,711 but this was due to our DEI consultant passed away unexpectedly and we did not replace her.

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

The implementation of the compensation study along with intentional budgeting resulted this year in increasing all staff salaries by 2% in addition to a COLA and regular step and column adjustments for 2026-2027 at a cost of approximately \$1.2 million.

Updates in the new staff onboarding process have been positive. New staff feedback is indicating that they appreciate the time on campus and connection with other new staff. Some suggestions are to add more check-ins throughout the year and more consistent expectations for the new staff mentors. The unprecedented number of newly credentialed teachers and new to teaching staff with Short Term Permits in 2025-2026 led to innovation in the area of teacher support. NCS built in a TOSA position to focus on supporting and mentoring new teachers at the elementary site. This was integral in the beginning of the year as the TOSA modeled, co-taught, and mentored the new teachers. Additionally, the monthly training sessions for new teachers provided support in timely topics throughout the year. Support topics included scope & sequence development, Learning Management System (LMS) use, grading expectations, classroom management, and many more. New teachers were also provided with planning days to work with a TOSA. Teacher feedback reveals that they are appreciative of the support.

The business office staff completed internal training on culturally relevant hiring practices. Effective changes that were made included revising the hiring process form, requiring an HR representative at every interview, and the addition of a discussion of the experience, skills, and qualities needed for each role prior to interviews to ensure that all panel members are focused on the needed and qualities and aware of any biases they might be bringing to the process.

The human resources team worked with new community partners this year and found the relationships very effective. One example is the partnership with Sacramento City Jobs, which has resulted in strong classified staff candidates. Natomas Charter School continues to collaborate with other charter schools within the greater Sacramento area regarding hiring practices and job fairs. The school hosted the third annual Charter School Collaborative Career and Job Fair in March 2026.

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.

There were no changes made to the plan of completing a compensation study as it was completed and presented to the board in February 2026. The results were used to determine compensation adjustments for the 2026-2027 school year.

No major changes were made to the onboarding process throughout the year. Some suggestions to the onboarding process for 2025-2026 are to add more check-ins throughout the year and more consistent expectations for the new staff mentors. The onboarding location and expectations are being updated for fall 2026.

Human Resources staff added more information resources to the new hire welcome packets including resource instructional for logging into various financial systems, such as Time and Attendance and Absence Management. Staff also held a monthly substitute open house and coordinated a mid year orientation for substitutes and employees that were hired after the school year started. For the 2026-2027 school year, Human Resources will conduct more administrator training and include principals in the hiring of teacher substitutes. After participating in the a WASC Self Study and Site Visit in February of 2026, NCS will add Action 4.5 to add the development of a systematized new teacher support program with a focus on content, pedagogical skills, data analysis, and student support.

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.

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.	\$75,690.00	No

Action #	Title	Description	Total Funds	Contributing
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.	\$351,416.00	No
4.3	Culturally Responsive Hiring Practices	Implement practices for increasing culturally responsive recruiting and hiring practices.	\$155,804.00	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.	\$113,832.00	No
4.5	New Teacher Support System	Develop a systematized new teacher support program with a focus on content, pedagogical skills, data analysis, and student support.	\$341,094.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2025-26]

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.

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.

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

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.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,765,207.00	\$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
8.134%	0.000%	\$0.00	8.134%

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: Belonging and Access 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: Schoolwide	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:	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

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
	LEA-wide		

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.

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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.

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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		

2026-27 Total Planned 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	\$21,702,747	1,765,207.00	8.134%	0.000%	8.134%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,328,651.00	\$682,247.00	\$0.00	\$0.00	\$4,009,898.00	\$3,711,628.00	\$298,270.00

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	\$42,080.00		\$42,080.00			\$42,080.00	
1	1.2	Intervention & Mentoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$303,185.00	\$0.00	\$212,135.00	\$91,050.00			\$303,185.00	8.13%
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	\$136,588.00	\$42,500.00	\$25,260.00	\$153,828.00			\$179,088.00	8.13%
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	\$107,678.00	\$6,187.00	\$107,678.00	\$6,187.00			\$113,865.00	8.13%
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	\$121,298.00	\$14,999.00	\$136,297.00				\$136,297.00	8.13%
2	2.1	Literacy Assessment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$0.00	\$33,500.00		\$33,500.00			\$33,500.00	
2	2.2	Intervention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$272,685.00	\$6,000.00	\$214,485.00	\$64,200.00			\$278,685.00	8.13%
2	2.3	Shared Instructional Practices	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$93,985.00	\$9,781.00	\$38,272.00	\$65,494.00			\$103,766.00	8.13%
2	2.4	Data Informed Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$168,234.00	\$0.00	\$144,574.00	\$23,660.00			\$168,234.00	8.13%
2	2.5	Parent Engagement & Partnerships	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$121,298.00	\$0.00	\$121,298.00				\$121,298.00	8.13%

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
3	3.1	Positive Attendance Program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$134,029.00	\$2,000.00	\$136,029.00				\$136,029.00	8.13%
3	3.2	PBIS Program Implementation	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$171,973.00	\$12,618.00	\$171,973.00	\$12,618.00			\$184,591.00	8.13%
3	3.3	Belonging and Access Training	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$0.00	\$38,885.00		\$38,885.00			\$38,885.00	
3	3.4	SEL Curriculum	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$576,635.00	\$17,920.00	\$576,635.00	\$17,920.00			\$594,555.00	8.13%
3	3.5	Short Term Independent Study	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	All Schools		\$188,095.00	\$0.00	\$188,095.00				\$188,095.00	8.13%
3	3.6	Parent Engagement & Partnerships	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$125,916.00	\$0.00	\$125,916.00				\$125,916.00	8.13%
3	3.7	Parent Learning Series	All	No			All Schools		\$223,993.00	\$0.00	\$223,993.00				\$223,993.00	8.13
4	4.1	Compensation Study	All	No			All Schools		\$75,690.00	\$0.00	\$75,690.00				\$75,690.00	8.13%
4	4.2	Staff Onboarding & Support	All	No			All Schools		\$351,416.00	\$0.00	\$294,328.00	\$57,088.00			\$351,416.00	8.13%
4	4.3	Culturally Responsive Hiring Practices	All	No			All Schools		\$107,304.00	\$48,500.00	\$155,804.00				\$155,804.00	8.13%
4	4.4	Community Partnerships	All	No			All Schools		\$90,532.00	\$23,300.00	\$113,832.00				\$113,832.00	8.13%
4	4.5	New Teacher Support System	All	No			All Schools		\$341,094.00	\$0.00	\$265,357.00	\$75,737.00			\$341,094.00	8.13

2026-27 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
\$21,702,747	1,765,207.00	8.134%	0.000%	8.134%	\$2,198,647.00	154.470%	164.601 %	Total:	\$2,198,647.00
								LEA-wide Total:	\$2,010,552.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$188,095.00

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		
1	1.2	Intervention & Mentoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$212,135.00	8.13%
1	1.3	Shared Instructional Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,260.00	8.13%
1	1.4	Data Informed Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$107,678.00	8.13%
1	1.5	Parent Engagement & Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$136,297.00	8.13%
2	2.1	Literacy Assessment	Yes	LEA-wide	English Learners Low Income	All Schools		
2	2.2	Intervention	Yes	LEA-wide	English Learners Low Income	All Schools	\$214,485.00	8.13%
2	2.3	Shared Instructional Practices	Yes	LEA-wide	English Learners Low Income	All Schools	\$38,272.00	8.13%

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	\$144,574.00	8.13%
2	2.5	Parent Engagement & Partnerships	Yes	LEA-wide	English Learners Low Income	All Schools	\$121,298.00	8.13%
3	3.1	Positive Attendance Program	Yes	LEA-wide	English Learners Low Income	All Schools	\$136,029.00	8.13%
3	3.2	PBIS Program Implementation	Yes	LEA-wide	English Learners Low Income	All Schools	\$171,973.00	8.13%
3	3.3	Belonging and Access Training	Yes	LEA-wide	English Learners Low Income	All Schools		
3	3.4	SEL Curriculum	Yes	LEA-wide	English Learners Low Income	All Schools	\$576,635.00	8.13%
3	3.5	Short Term Independent Study	Yes	Schoolwide	English Learners Low Income	All Schools	\$188,095.00	8.13%
3	3.6	Parent Engagement & Partnerships	Yes	LEA-wide	English Learners Low Income	All Schools	\$125,916.00	8.13%
3	3.7	Parent Learning Series				All Schools	\$223,993.00	8.13

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,612,251.00	\$3,589,335.00

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	Math Assessment	Yes	\$32,980.00	\$11,963.00
1	1.2	Intervention & Mentoring	Yes	\$178,582.00	\$225,950.00
1	1.3	Shared Instructional Practices	Yes	\$171,648.00	\$264,195.00
1	1.4	Data Informed Instruction	Yes	\$161,309.00	\$126,062.00
1	1.5	Parent Engagement & Partnerships	Yes	\$117,746.00	\$121,479.00
2	2.1	Literacy Assessment	Yes	\$68,100.00	\$17,968.00
2	2.2	Intervention	Yes	\$263,506.00	\$253,692.00
2	2.3	Shared Instructional Practices	Yes	\$94,831.00	\$89,597.00
2	2.4	Data Informed Instruction	Yes	\$164,890.00	\$164,890.00
2	2.5	Parent Engagement & Partnerships	Yes	\$104,928.00	\$104,928.00
3	3.1	Positive Attendance Program	Yes	\$193,961.00	\$187,409.00

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	3.2	PBIS Program Implementation	Yes	\$169,747.00	\$177,635.00
3	3.3	Belonging and Access Training	Yes	\$42,906.00	\$88,506.00
3	3.4	SEL Curriculum	Yes	\$580,971.00	\$553,076.00
3	3.5	Short Term Independent Study	No	\$378,921.00	\$378,921.00
3	3.6	Parent Engagement & Partnerships	Yes	\$137,280.00	\$137,280.00
4	4.1	Compensation Study	No	\$73,121.00	\$73,121.00
4	4.2	Staff Onboarding & Support	No	\$410,032.00	\$392,217.00
4	4.3	Culturally Responsive Hiring Practices	No	\$162,508.00	\$119,797.00
4	4.4	Community Partnerships	No	\$104,284.00	\$100,649.00
4	4.5	New Teacher Support System	No		

2025-26 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)
\$1,754,056	\$1,925,772.00	\$1,935,097.00	(\$9,325.00)	140.010%	99.960%	-40.050%

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	Math Assessment	Yes				
1	1.2	Intervention & Mentoring	Yes	\$140,369.00	\$195,826.00	8.13%	8.33%
1	1.3	Shared Instructional Practices	Yes	\$21,930.00	\$21,930.00	8.13%	8.33%
1	1.4	Data Informed Instruction	Yes	\$161,309.00	\$116,062.00	8.13%	8.33%
1	1.5	Parent Engagement & Partnerships	Yes	\$117,746.00	\$121,479.00	8.13%	8.33%
2	2.1	Literacy Assessment	Yes				
2	2.2	Intervention	Yes	\$181,317.00	\$171,553.00	8.13%	8.33%
2	2.3	Shared Instructional Practices	Yes	\$45,009.00	\$37,009.00	8.13%	8.33%
2	2.4	Data Informed Instruction	Yes	\$137,510.00	\$137,510.00	8.13%	8.33%
2	2.5	Parent Engagement & Partnerships	Yes	\$104,928.00	\$104,928.00	8.13%	8.33%
3	3.1	Positive Attendance Program	Yes	\$193,961.00	\$187,409.00	8.13%	8.33%
3	3.2	PBIS Program Implementation	Yes	\$154,362.00	\$151,035.00	8.13%	8.33%
3	3.3	Belonging and Access Training	Yes				

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)
3	3.4	SEL Curriculum	Yes	\$530,051.00	\$553,076.00	8.13%	8.33%
3	3.6	Parent Engagement & Partnerships	Yes	\$137,280.00	\$137,280.00	8.13%	8.33%

2025-26 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)
\$21,049,824.00	\$1,754,056	0%	8.333%	\$1,935,097.00	99.960%	109.153%	\$0.00	0.000%