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
Stockton Unified School District - Nightingale Charter School	Myra Machuca Principal II	mmachuca@stocktonusd.net (209) 933-7260

Plan Summary [2024-25]

General Information

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

The school's current and projected population is a diverse population, both ethnically and socio-economically, many of whom are "high-need students" - students at risk of educational failure, including students living in poverty, who are achieving far below grade level, who are or have been homeless or in foster care, and who are English Learners.

Nightingale Charter School is committed to providing an option to parents in Stockton who are interested in an educational philosophy and program that goes beyond simply preparing students to read, write, and calculate.

Our school's mission is to foster students' academic success, 21st Century Skills, civic literacy, and information/technology literacy for the purpose of preparing students to be responsible, reflective, active citizens for higher education and career in the 21st century.

It is our goal to develop strong partnerships between family, school, and community to support our student academic achievement.

Florence Nightingale Charter is a Stockton Unified dependent charter school. Our students participate in Project-Based Learning (PBL), an innovative approach to learning that builds mastery in the core content areas of Reading and Language Arts, Mathematics, Science, Social Studies, and Technology. Through Project-Based Learning, our students build life skills of critical thinking, communication, collaboration, and creativity.

Mission- Nightingale Charter will cultivate Outstanding, Wise Leaders and Scholars prepared for college, career, and beyond through Project Based Learning and 21st Century skills.

Vision- A Professional Learning Community dedicated to creating Outstanding, Wise Leaders and Scholars.

Reflections: Annual Performance

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

Nightingale Charter's school performance overview indicates that the basics: teachers, instructional materials, & facilities, implementation of academic standards, parent & family engagement, and local climate survey data met the overall state standard as measured by the California Schools Dashboard.
Nightingale Charter Schools enrollment for 2023 was at 414 students with 83.1% classified as Socioeconomically Disadvantaged, 22.8% English Learners, and 0.7% Foster Youth over the course of one year. However, 404 of the 414 were administered the iReady Diagnostic assessment for Reading and Math. Nightingale has a Mod/Sev Special Day Classroom in which has 10 students enrolled that were not administered the assessment due to programming needs and best practice for our students. Please see below for additional iReady diagnostic assessment data points for annual performances for Reading and Math by grade level.

iReady Reading Diagnostic Assessment Data:
K - Enrollment Count: 40 - 48% are mid or above grade level (19 students), 40% are early on grade level (16 students), and 12.0% are one grade level below (5 students).
1st - Enrollment Count: 44 - 27% are mid or above grade level (12 students), 39% are early on grade level (17 students), 32% are one grade level below (14 students), and 2% are two or grade levels below (1 student).
2nd - Enrollment Count: 39 - 18% are mid or above grade level (7 students), 5% are early on grade level (2 students), 56% are one grade level below (22 students), and 21% are two grade levels below (8 students).
3rd - Enrollment Count: : 43 - 16% are mid or above grade level (7 students), 19% are early on grade level (8 students), 28% are one grade level below (12 students), 19% are two grade levels below (8 students), and 19% are three or more grade levels below (8 students).
4th - Enrollment Count: 46 - 11% are mid or above grade level (5 students), 11% are early on grade level (5 students), 52% are one grade level below (24 students), 9% are two grade levels below (4 students), and 17% are three or more grade levels below (8 students).
5th - Enrollment Count: 45 - 2% are mid or above grade level (1 student), 18% are early on grade level (8 students), 29% are one grade level (13 students), 38% are two grade levels below (17 students), and 13% are three or more grade levels below (6 students).
6th - Enrollment Count: 57 - 7% are mid or above grade level (4 students), 14% are early on grade level (8 students), 23% are one grade level below (13 students), 19% are two grade levels below (11 students), and 37% are three or more grade levels below (21 students).
7th - Enrollment Count: 43 - 16% are mid or above grade level (7 students), 14% are early on grade level (6 students), 19% are one grade level below (8 students), 12% are two grade levels (5 students), and 40% are three or more grade levels below.
8th - Enrollment Count: 47 - 4% are mid or above grade level (2 students), 13% are early on grade level (6 students), 34% are one grade level below (16 students), 2% are two grade levels below (1 student), and 47% are three or more grade levels below (22 students).

School Wide - Enrollment Count - 404 - 16% are mid or above grade level (64 students), 19% are early on grade level (76 students), 31% are one grade level below (127 students), 14% are two or grade levels below (55 students), and 20% are three or more grade levels below (82 students).

English Learners - Enrollment Count - 88 - 10% of mid or above grade level (9 students), 14% are early on grade level (12 students), 31% are one grade level below (27 students), 17% are two grade levels below (15 students), and 28% are three or more grade levels below (25 students).

Special Education - Enrollment Count - 53 - 4% are mid or above grade level (2 students), 9% are early on grade level (5 students), 23% are one grade level below (12 students), 17% are two grade levels below (9 students), and 47% are three or more grade levels below (25 students).

Economically Disadvantaged - Enrollment Count - 105 - 11% are mid or above grade level (12 students), 16% are early on grade level (17 students), 31% are one grade level below (33 students), 17% are two grade levels below (18 students), and 24% are three or more grade levels below (25 students).

Foster Youth - Enrollment Count - 3 - 33% are mid or above grade level (1 student), and 67% are early on grade level (2 students).

Homeless Youth- Enrollment Count - 3 - 33% are mid or above grade level (1 student), and 67% are three or more grade levels below (2 students).

Analysis: Nightingale Charter School has identified as measured by the iReady diagnostic assessment data that the reading relative placement domains for vocabulary, literature, and informational text require a form of academic intervention to support a positive increase of placement domains from being 2+ grade levels below the students current grade level.

iReady Math Diagnostic Assessment Data: 2023-2024
K - Enrollment Count: 40 - 62% are mid or above grade level (25 students), 13% are early on grade level (5 students), 25% are one grade level below (10 students).
1st - Enrollment Count - 18% are mid or above grade level (8 students), 16% are early on grade level (7 students), 57% are one grade level below (25 students), and 9% are two grade levels below (4 students).
2nd - Enrollment Count - 3% are mid or above grade level (1 student), 15% are early on grade level (6 students), 67% are one grade level below (26 students), and 15% are two grade levels below (6 students).
3rd - Enrollment Count - 43 - 9% are mid or above grade level (4 students), 9% are early on grade level (4 students), 67% are one grade level (29 students), 9% are two grade level below (4 students), and 5% are three or more grade levels below (2 students).
4th - Enrollment Count - 46 - 13% are mid or above grade level (6 students), 15% are early on grade level (7 students), 48% are one grade level below (22 students), 11% are two grade levels below (5 students), and 13% are three or more grade levels below (6 students).
5th - Enrollment Count - 45 - 24% are mid or above grade level (11 students), 16% are on early grade level (7 students), 36% are one grade level below (16 students), 11% are two or grade levels below (5 students), and 13% are three or more grade levels below (6 students).
6th - Enrollment Count - 57 - 11% are mid or above grade level (6 students), 18% are early on grade level (10 students), 32% are one grade level below (18 students), 16% are two grade levels below (9 students), and 25% are three or more grade levels below (14 students).
7th - Enrollment Count - 43 - 7% are mid or above grade level (3 students), 21% are early on grade level (9 students), 16% are one grade level below (7 students), 14% are two grade levels below (6 students), and 42% are three or more grade levels below (18 students).

8th - Enrollment Count - 47 - 4% are mid or above grade level (2 students), 4% are early on grade level (2 students), 30% are one grade level below (14 students), 21% are two grade levels below (10 students), and 40% are three or more grade levels below (19 students).

School Wide - Enrollment Count - 404 - 16% are mid or above grade level (66 students), 14% are early on grade level (57 students), 41% are one grade level below (167 students), 12% are two grade levels below (49 students), and 16% are three or more grade levels below (65 students).

English Learners - Enrollment Count - 88 - 13% are mid or above grade level (11 students), 13% are early on grade level (11 students), 38% are one grade level below (33 students), 17% are two grade levels below (15 students), and 20% are three or more grade levels below (18 students).

Special Education - Enrollment Count - 53 - 8% are mid or above grade level (4 students), 4% are on early grade level (2 students, 34% are one grade level below (18 students), 13% are two grade levels below (7 students), and 42% are three or more grade levels below (22 students).

Economically Disadvantaged - Enrollment Count - 105 - 10% are mid or above grade level (11 students), 15% are early on grade level (16 students), 43% are one grade level below (45 students), 14% are two grade levels below (15 students), and 17% are three of more grade levels below (18 students).

Foster Youth: Enrollment Count - 3 - 33% are early on grade level (1 student), and 67% are one grade level below (2 students).

Homeless Youth - Enrollment Count - 3 - 67% are one grade level below (2 students), and 33% are two grade levels below (1 student).

Analysis: Nightingale Charter School has identified as measured by the iReady diagnostic assessment data that the math relative placement domains for numbers & operations, algebra & algebraic thinking, measurement & data, and geometry require a form of academic intervention to support a positive increase of placement domains from being 2+ grade levels below the students current grade level.

iReady Diagnostic Growth - Progress to Annual Typical Growth

Math: % of students with Improved Placement
K - 73%
1st - 50%
2nd - 56%
3rd - 72%
4th - 63%
5th - 56%
6th - 51%
7th - 51%
8th - 40%

Reading: % of students with Improved Placement
K - 88%
1st - 73%
2nd - 64%
3rd - 63%
4th - 41%
5th - 42%
6th - 47%
7th - 47%
8th - 36%

Reflections: Technical Assistance

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

Nightingale Charter School is currently consulting with the San Joaquin County Office of Education - Continuous Improvement & Support department for technical assistance leading to program review and recommendation implementation using past data sources including but not limited to School Accountability Report Card (Card), California School Dashboard, District Data Reports, and other site data collection sources. Nightingale Charter is currently consulting with the San Joaquin County Office of Education on requesting level 2 differentiated assistance support from the Continuous Improvement and Support department,

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
School Site Council (SSC)	School Site Council (SSC) members review and discuss the comprehensive needs assessment (CNA) including various verifiable state and local data to provide recommendations related to the Nightingale's Title I Program as measured and monitored by the School Plan for Student Achievement (SPSA). Nightingale Charter has adopted the SPSA goals 1, 2, & 3 to align with the Local Control and Accountability Plan (LCAP) to ensure they both help support continuous of action, reflection, and improvement.
Charter School Advisory Committee	The Charter School Advisory Committee includes school staff members, and families to discuss the current implementation of Local Control Accountability Plan (LCAP) funds that are allocated based on overall actions, and goal monitoring. These meetings include discussions of what is done with the actions, what kind of data sources are utilized for progress monitoring, and how are the current actions benefiting Nightingale Charter during the implementation of the overall goals.
Nightingale Staff Meetings	Nightingale Charter Schools staff meeting includes all classified and certificated staff members to provide forms of feedback based on the review and discussion of the Local Control Accountability Plan (LCAP). Information can include pressing questions on implementation of goals, actions, and how metrics are measured to ensure Nightingale is in compliance with the measurement leading towards the LCAP progress monitoring.

Nightingale Leadership Team	Nightingale Charter Schools leadership team provides feedback with the proposed School Plan for Student Achievement (SPSA), and Local Control Accountability Plan (LCAP) goals that align to direct instructional implementation and seeking to support the overall increasing academic achievement upon review of all leadership team members.
English Learner Advisory Committee (ELAC)	Nightingale Charter School reviews the Local Control Accountability Plan (LCAP) with the families and members of the English Learner Advisory Committee (ELAC) to request feedback on proposed goals, and actions to best support English Learner Student Achievement.
Professional Learning Communities (PLC)	Nightingale Charter School reviews the Local Control Accountability Plan (LCAP) with school site teachers during Professional Learning Communities (PLC) meetings to request feedback and recommendations from our fellow teachers. Information can include recommendations for new LCAP goals for future projections,
Nightingale Academic Teacher Teams (NATT)	Nightingale Academic Teacher Teams (NATT) are offered to the families in our community who have students that attend Nightingale Charter. These meetings include various academic instructional supports aimed to allow families to support their students at home with tailored instructional supports aimed to support various academic domains. NATT's also review and discuss direct implementation of Local Control Accountability (PLAN) actions relevant to Project Based Learning, instructional supports and other academic related actions as stated on the LCAP.

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

Nightingale Charter collaborates with educational partners through School Site Council, Leadership Team, and Advisory Groups. Stakeholders include parents, teachers, staff, and community members. The School Site Council regularly convenes throughout the year to review and analyze site performance measures and community feedback. School Site Council also formally evaluates SPSA and LCAP implementation and effectiveness through periodic progress checks along with a Mid-Year and Final Annual Review. Summary of evaluations, data analysis, surveys, empathy interviews, and educational partner input are documented in a Comprehensive Needs Assessment. The method used for conducting a Root Cause Analysis to identify priorities listed in the CNA was the Whys. School Site Council collaboration, feedback, and review sessions also informed decision making and planning for potential SPSA and LCAP modifications and improvement.

School Site Council convened on the following dates to address actions noted:
9/15/23, 10/20/23, 11/17/23, 1/26/24, 2/16/24, 3/15/24, 4/19/24, 5/17/24

Staff Meetings:
08/01/23, 08/07/23, 02/06/24, 04/16/24

Leadership Meetings: Nightingale Charter Leadership Team meets before the start of the year and monthly:
Leadership meeting 23-24 SY - 7/27/23, 8/8/23, 9/5/23,10/3/23, 12/5/23, 12/19/23, 1/11/24, 2/6/24, 3/5/24, 4/23/24, 5/15/24
Cindi Leadership Days 23-24 SY -11/4/23, 12/4/23, 1/6/24, 4/23/24
PLC Leadership 23-24 SY -1/31/24-2/1/24, 3/12/24-3/13/24, 5/7/24-5/8/24

ELAC Meetings: The advisory ELAC Group convened reviewed and offered input on the following dates:
10/26/23,11/30/23, 2/24/24, 4/25/24

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Achievement SUSD will implement a Multi-Tiered System of Support (MTSS) to increase student achievement and provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners and to address barriers to learning with targeted services for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority student groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities).	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)

An explanation of why the LEA has developed this goal.

Nightingale Charter
Student Achievement- As expressed in our Mission Statement- Nightingale Charter will cultivate Outstanding, Wise, Leaders, and Scholors prepared for college, career and beyond through Project Based Learning and 21st century skills.
We, at Nightingale Charter School, will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to instill inquiry and curiosity.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1A	State Priority 1A: Teachers at Nightingale are appropriately	All of Nightingale staff is fully credentialed with multiple subject			Maintain: All of Nightingale staff is fully	

	assigned and fully credentialed in the subject areas, and, for the pupils they are teaching.	credentials K-8. Those teachers that do not have a credential are enrolled in a program to ensure completion and progress towards a credential in a timely fashion. 100% Data Source- CTC- California Teacher on Credentialing, and DataQuest.			credentialed with multiple subject credentials K-8. Those teachers that do not have a credential are enrolled in a program to ensure completion and progress towards a credential in a timely fashion. 100% Data Source- CTC- California Teacher on Credentialing, and DataQuest.	
1B	State Priority 1B: Nightingale Charter will ensure that all Nightingale student access to standards-aligned instructional materials.	All of Nightingale students have access to standards-aligned instructional materials. 100%			Maintain: All of Nightingale students have access to standards-aligned instructional materials. 100%	
1C	State Priority 1C: Nightingale's school facilities are maintained in good repair. SUSD is responsible for the upkeep and maintenance of the facilities.	Nightingale facilities is currently at 86.55% and Fair Condition. Data Source: Facilities Inspection Tool (FIT), and School Accountability Report Card (SARC).			Increase by 1%. Data Source: Facilities Inspection Tool (FIT), and School Accountability Report Card (SARC).	

2A	State Priority 2A: Implementation of the academic content and performance standards, referred to as CCSS, Common Core State Standards as well as the NGSS, the Next Generation Science Standards.	iReady ELA proficiency- 35% iReady MATH proficiency- 30% iReady ELA growth target- 54% iReady MATH growth target- 47% Data/ Material Source- Common Core State Standards, Next Generation Standards, and SUSD Curriculum Framework.			Increase: iReady ELA proficiency- 40% iReady MATH proficiency- 35% iReady ELA growth target- 60% iReady MATH growth target- 55% Nightingale will use the Common Core Standards and the Next Generation Science Standards to structure and create Project Based Learning Units along with the district adopted curriculum for Mathematics and English Language Arts. Data/ Material Source- Common Core State Standards, Next Generation Standards, and SUSD Curriculum Framework	
2B	State Priority 2B:	ELPAC Proficiency Level			ELPAC- Proficiency Level	

	Implementation of the ELD standards for English Language Learners will be via Integrated and Designated ELD. Such information may be infused in the CCSS and NGSS via PBLs through Integrated ELD and Designated ELD time. The purpose is for students to gain academic content knowledge and English Language Proficiency.	Gains (1 level)- 34.4% Reclassification Rate- 10% Data Source/ Material- ELD Standards- Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy, ELPAC- Verified by California School Dashboard English Learner Progress Indicator.			Gains (1 level)- 40.0% Reclassification Rate- 15% Nightingale's English Learners will receive the appropriate amount of minutes; 30 minutes a day (k-6) and 50 minutes (7-8) of designated English Language Development and access to integrated English Language Development standards. Data Source/ Material- ELD Standards- Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy, ELPAC- Verified by California School Dashboard English Learner Progress Indicator.	
4A	State Priority 4A: Statewide Assessments to be given by all	SBAC- Participation Rate: 99.6%			SBAC - Participation Rate: 100%	

	students who qualify, 3rd -8th in ELA and Math. SBAC, CAASSP. State Priority 4A: Statewide assessments on proficiency.	Proficiency Level: ELA- 24% Math- 19% Data Source- Smarter Balanced Assessment (SBAC), CAASPP			Proficiency Level: ELA- 34% Math- 25% Nightingale will increase the percentage of students overall that exceeded or met English Language Arts (ELA)/Literacy and Math standards as determined by Smarter Balanced Assessment (SBAC).	
4E	State Priority 4E: Percentage of English learners making progress toward English proficiency as measured by state language proficiency assessment.	ELPAC- Participation Rate: 98.8% Proficiency Level Gains (1 level)- 34.4% Reclassification Rate- 10% Data Source/ Material- ELD Standards- Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy, ELPAC- Verified by California School Dashboard English Learner Progress Indicator.			ELPAC- Proficiency Level Gains (1 level)- 40.0% Reclassification Rate- 15% Nightingale's English Learners will receive the appropriate amount of minutes; 30 minutes a day (k-6) and 50 minutes (7-8) of designated English Language Development and access to integrated English Language	

					Development standards. Data Source/ Material- ELD Standards- Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy, ELPAC- Verified by California School Dashboard English Learner Progress Indicator.	
4F	State Priority 4F: English learner reclassification rate.	ELPAC Proficiency Level Gains (1 level)- 34.4% Reclassification Rate- 10% Data Source/ Material- ELD Standards- Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy, ELPAC- Verified by California School Dashboard English Learner Progress Indicator.			ELPAC- Proficiency Level Gains (1 level)- 40.0% Reclassification Rate- 15% Nightingale's English Learners will receive the appropriate amount of minutes; 30 minutes a day (k-6) and 50 minutes (7-8) of designated English Language Development and access to integrated English Language	

					Development standards. Data Source/ Material- ELD Standards- Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy, ELPAC- Verified by California School Dashboard English Learner Progress Indicator.	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Professional Development: Nightingale will provide Professional Development to staff to expand their toolkit to assist in academic learning. Such Professional Development will and may be given via consultant services, attending conferences, providing additional compensation to teachers to attend sessions on the non-contract days, as well as relieving them from the classroom to attend professional learning and supports.	$60,000.00	Yes
1.2	Academic Support	Academic Support: Nightingale will provide academic support through Intervention services via a TOSA, Teacher on Special Assignment, during the school day as well as providing additional support for students in need of after school support in a small group support setting. NSA 1.2.1 - Teacher on Special Assignment (TOSA) - K-3 NSA 1.2.2 - Teacher on Special Assignment (TOSA) - 4-8	$175,000.00	Yes
1.3	Professional Learning Community	Professional Learning Community (PLC) Meetings: Nightingale Charter will function as a Professional Learning Community to collaborate in teams to determine student's needs. In our PLCs staff focus on what we want students to learn, how we will learn them, and how we will respond. This includes collaborating on CFAs, Common Formative Assessments, Priority Standards, sharing teaching and learning strategies.	$50,000.00	Yes
1.4	Instructional Materials & Supplies	Materials/Resources/Supplies:	$40,000.00	Yes

		Student manipulatives, learning resources, supplemental materials, instructional material and resources (including science, technology, equipment and other material) to support core instruction. Such as intervention programs, and project materials, equipment. Additional materials and resources will help achieve academic achievement and success in the general education classroom.		
1.5	Technology	Technology: The use of technology in the classroom has become increasingly integral to modern education, offering a wide range of benefits that enhance teaching and learning experiences. Technology in the classroom can enhance engagement, personalized learning, provide resources, provide opportunity for collaboration, develop 21 century skills, efficient feedback and most importantly support diverse learners needs. This is to include technology, software, and licenses.	$40,000.00	Yes
1.6	Field Trips	Field Trips: Field trips have a significant impact on education, providing students with experiential learning opportunities that extend beyond the traditional classroom setting. Specifically, field trips such as Science Camp provide students with real-world application. Many of these programs such as museums can engage students can bring science to life for students. These experiences can deepen students understanding and provide them with interactive opportunities. By offering these benefits, field trips play a vital role in enriching the educational experience, making learning more dynamic, relevant, and enjoyable for students.	$46,937.00	Yes
1.7	Staffing	Basic Staffing: Basic Staffing is imperatives to ensuring basic Instruction for all students. Ratios and supports must be in place to ensure learning.	$2,745,654.00	No

1.8	Intensive Intervention Services	Intensive Intervention Teacher: The addition of an Intensive Intervention Teacher at Nightingale Charter School is not just a response to a growing need but a proactive step toward ensuring every student receives the education and support they deserve. This role is crucial for improving academic outcomes, supporting our teachers, addressing behavioral and emotional needs, and maintaining compliance with legal standards. By investing in an Intensive Intervention Teacher, we are investing in the future success and well-being of all our students, ensuring that Nightingale Charter School remains a beacon of inclusive and equitable education.	$145,000.00	Yes
1.9	Instructional Assistant	Instructional Assistant: To assist teachers and specialists with the educational program at Nightingale Charter School, reinforce learning concepts at the teacher's and specialist's direction; assist in the supervision of the student's activities; perform various clerical duties; and perform related duties as assigned. 1.9.1 - Instructional Assistant - K-3 1.9.2 - Instructional Assistant - 4-8th	$110,000.00	Yes
1.10	Library Media Assistant	Library Media Assistant: To provide additional library and curriculum support to Nightingale Charter students by offering a Library Media Assistant who can check-out books, technology, curriculum, and other library related needs to best support the overall goal of increasing overall student achievement.	$25,000.00	Yes
1.11	Program Specialist	Program Specialist: To provide instructional program support to students and teachers at Nightingale Charter School in the areas including but not limited to	$120,467.00	Yes

		coordinating & managing state requires assessments, select & order supplementary materials for reading & mathematics, managing & analyzing student data, coordinate English Learner programs & services, and assist school administration with other duties as assigned.		
1.12	Instructional Coach	Instructional Coach: Nightingale Charter School is committed to providing a high-quality education that empowers every student to achieve their full potential. To further this mission, it is essential to invest in our most valuable resource—our teachers. An Instructional Coach plays a pivotal role in enhancing instructional practices, fostering professional growth, and ultimately improving student outcomes. This justification outlines the critical need for an Instructional Coach at Nightingale Charter School and the benefits this role will bring to our educational community.	$154,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Safe and Healthy Learning Environments Nightingale Charter School will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society. SUSD will implement and promote a Multi-Tiered System of Support (MTSS) to promote a safe and healthy learning environment to enhance the social-emotional and academic learning for all students necessary to become productive members of society. Increased access of academic and social-emotional supports for our unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) will be addressed through MTSS targeted strategies.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Nightingale Charter School will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society. This goal was developed to ensure that safety and health of our students, staff and family while providing high quality instructional services.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5A	State Priority 5A:	2023-2024: XX% Attendance Rates			Increase-	

	Nightingale Charter will monitor and improve School Attendance Rates.	Data Source: SUSD Student Information System, CALPADS			1.5% Attendance Rate Data Source: SUSD Student Information System, CALPADS	
5B	State Priority 5B: Nightingale Charter will monitor and reduce Chronic Absenteeism Rates.	2023-2024: 30.24% Chronic Absenteeism Data Source: SUSD Student Information System, CALPADS			Decrease- XX% Chronic Absenteeism Data Source: SUSD Student Information System, CALPADS	
5C	State Priority 5C: Nightingale Charter will monitor and improve Middle School Drop off Rates.	2023-2024: 0% Middle School Drop Out Rate Data Source: SUSD Student Information System, CALPADS			Maintain- 0% Middle School Drop Out Rate Data Source: SUSD Student Information System, CALPADS	
6A	State Priority 6A: Nightingale Charter will monitor and improves pupil suspension rates. Disproportionate student suspension rate of all	2023-2024: 3.1% Total Suspensions XX% Hispanic XX% African American XX% EL XX% SED XX%SWD			Decrease- .6% Total suspensions Data Source: SUSD Student Information	

	significant subgroups will continue to decrease.	Data Source: SUSD Student Information System, CALPADS			System, CALPADS	
6B	State Priority 6B: Nightingale Charter will monitor and improve pupil expulsion rates. Disproportionate student expulsion rate of all significant subgroups will continue to decrease.	2023-2024: .00% expulsion rate Data Source: SUSD Student Information System, CALPADS			Maintain- 0% expulsion rate. Data Source: SUSD Student Information System, CALPADS	
6C	State Priority 6C: Nightingale Charter will monitor and increase other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	2023-2024: XX% Data Source: California Healthy Kids Survey (CHKS), Panorama Survey			Increase- Nightingale Charter will increase the % of students feeling school connectedness by 5% Data Source: California Healthy Kids Survey (CHKS), Panorama Survey	
7A	State Priority 7A: Nightingale Charter will monitor and increase the participation in the PPT-Physical Fitness Test Participation Rate.	2023-2024: 100% participation in the physical fitness test. Data Source: Illuminate			Maintain 100% compliance with state priority 7A. Data Source: Illuminate	

7B	State Priority 7B: Nightingale Charter will ensure that students have access to the allocated time requirement for Physical Education for the state of California.	2023-2024: 100% participation in allocated time for physical education across grades K-8th. Data Source: SUSD Student Information System			Maintain 100% compliance with state priority 7B. Data Source: SUSD Student Information System	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	Positive Behavior Intervention & Supports (PBIS)	PBIS: The implementation of PBIS at Nightingale Charter School has led to a noticeable improvement in student behavior, academic performance, and overall school climate. By focusing on positive behaviors and providing the necessary support, we have created an environment where students can succeed and feel empowered to contribute to their community.	$20,000.00	Yes
2.2	Peer Leaders Uniting Students (PLUS)	PLUS: The PLUS program has had a transformative impact on the Nightingale Charter School community. By empowering students to take on leadership roles and support their peers, we have seen increased student engagement, improved school climate, and stronger peer relationships. PLUS leaders serve as positive role models, demonstrating the values of respect, responsibility, and kindness. Through PLUS, Nightingale Charter School is not only developing future leaders but also creating a more inclusive, supportive, and connected school community where every student has the opportunity to thrive.	$20,000.00	Yes
2.3	School Counselor	School Counselor: The presence of a skilled and compassionate school counselor at Nightingale Charter School significantly enhances the overall educational experience for our students. By providing a wide range of support services, the counselor helps students overcome challenges, achieve their goals, and develop the skills necessary for lifelong success. The counselor's efforts contribute to a positive and inclusive school culture, where every student feels valued, supported, and empowered to reach their full potential.	$150,000.00	Yes
2.5	Restorative Practices	Restorative Practices: Nightingale Charter School is dedicated to fostering a positive, inclusive, and supportive educational environment. Implementing restorative practices is a proactive approach to building a strong school community,	$30,000.00	Yes

		reducing conflict, and promoting positive behavior. This justification outlines the critical need for restorative practices at Nightingale Charter School and the numerous benefits they bring to students, staff, and the overall school climate.		
2.7	Supervision and Safety	Supervision and Safety: Ensuring the safety and well-being of students and staff is paramount at Nightingale Charter School. Effective supervision and safety measures are critical components of a positive educational environment. To address these needs, the roles of a Campus Safety Assistant and Noon Duty Supervisor are essential. 2.7.1 - Campus Safety Assistant (CSA) 2.7.2 - Noon Duty Supervisor	$150,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Meaningful Partnerships Together, Nightingale Charter School, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was established to promote community partnerships with the school to enhance student achievement and create pathways for students to access the community to see how Nightingale Charter School is an asset to them.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3A	State Priority 3A: How Nightingale Charter School makes efforts to seek parent input in making decisions for the school and providing feedback.	To maintain parent outreach, input, and participation in making decisions for Nightingale Charter School through various parent meetings/groups, such as School Site Council (SSC), English Language Advisory Committee. Parent Coffee Hour, and			To increase the amounts of opportunities.	

		Nightingale Academic Teacher Teams. (Verified by SUSD District and Nightingale Charter School)				
3B	State Priority 3B: How Nightingale Charter School will promote parental participation in programs for unduplicated pupils.	Opportunities for outreach and parent input and participation for unduplicated pupil populations through various parent meetings/groups, such as School Site Council, including English Learner Advisory Committee, Title I Parent Meetings. (As measured by SUSD District and Site Participation Reports)			To increase the amounts of opportunities.	
3C	State Priority 3C: How Nightingale Charter School promotes parental participation in programs for individuals with exceptional needs.	To maintain the number of offerings for outreach and parent input and participation for students with exceptional needs through various parent meetings/groups, such as School Site Council, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings, 504 Meetings, SSTs, CAC, IEPs. (Verified by			To increase the amounts of opportunities.	

		SUSD District and Site Participation Reports)				

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Liaison	Parent Liaison: To provide parents and students with the resources necessary to enhance relationships that creates safe and health learning environments. Parent liaison who will assist on enhancing parent/community relationships. 3.1.1 - Parent Liaison: To assist communicating and supporting families.	$50,000.00	No

3.2	Parent Meetings	Parent Meetings: Parent meetings are essential gatherings where educators and families collaborate to enhance student success. These meetings provide a platform for discussing academic progress, addressing concerns, and sharing updates on school policies and programs. They foster a community-oriented environment, allowing parents to actively participate in their child's education and the school's development. By maintaining open communication, these meetings help build strong partnerships between the school and families, ensuring a supportive and engaging learning experience for all students. 3.2.1 - Parent Meetings 3.2.2 - Nightingale Academic Teacher Team Meetings 3.2.3 - Coffee Hour	$20,000.00	Yes
3.3	Parent Materials & Non-Instructional Supplies	Parent Materials & Non-Instructional Supplies: At Nightingale Charter School, we believe in fostering strong partnerships between home and school to support student success. Providing parents with access to materials and supplies is essential for empowering them to actively engage in their child's education. Materials including light refreshments for parent meetings, materials to support academic achievement and other supplies as needed to support this action.	$15,000.00	Yes
3.4	Marketing & Recruitment	Marketing & Recruitment: Marketing and recruitment efforts are essential to reaching prospective families, promoting our school's unique offerings, and attracting students who will benefit from our educational programs.	$50,000.00	No
3.5	Nightingale Academic Teacher Teams (NATT)	Nightingale Academic Teacher Teams: Nightingale Charter School recognized the importance of collaboration among educators, students, parents in promoting student access. Nightingale Academic Teacher Teams provide a structured framework for	$20,000.00	Yes

		teachers to collaborate, share resources, and leverage their collective expertise to improve instructional practices and student outcomes by inviting parents to these meetings and promote the information to the families.		
3.6	Parent Events & Workshops	Parent Events & Workshops: At Nightingale Charter School, we recognize the critical role that parents and guardians play in their children's education. Parental involvement is linked to improved academic achievement, increased student motivation, and positive school outcomes. To support and empower parents in their role as partners in education, we propose the implementation of Parent Events & Workshops. This justification outlines the importance of these initiatives and the benefits they bring to our school community.	$20,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,441,404.00	$169,598.00

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
25.472%	22.136%	$$911,446.48	47.608%

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:** Professional Development **Need:** To provide professional learning opportunities to all staff in the improvement of students' academic success in all content areas. This is to include training, conferences, and coaching	SUSD will implement a Multi-Tiered System of Support (MTSS) to increase student achievement and provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners and to address barriers to learning with targeted services for unduplicated pupil populations (i.e. English	1B, 2A, and 2D.

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
	involving core curriculum, district curriculum, PBL, AVID, integrated ELD, designated ELD strategies, and other professional development, such as Trauma Based Instruction, that assist with student academic success. ELA Proficiency: 24% ELA: Smarter Balanced Summative Assessments, the distance from standard is 68.3%. Math Proficiency: 19% Math: Smarter Balanced Summative Assessments, the distance from standard is 84.7% ATSI- Subgroup African American ELA: Not a significant subgroup for ELA Math: Not a significant subgroup for Math EL: 34.4% Making Progress. ELPAC, the number of ELs will increase at least one ELPI or maintain ELPI level 4. Reclassification Rate is 10% **Scope:** LEA-wide	Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority student groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities). Due to Nightingale's school-wide scores that have been below the standard according the the CAASPP- SBAC assessment it is evident that Nightingale needs supports and training in the instructional realm. Areas of focus would be providing High Quality First Instruction, PBL, AVID, Core Curriculum ELD and other necessary impactful strategies that will result academic growth.	
1.2	**Action:** Academic Support **Need:**	EL- After School Support/ Intervention extra pay certificated SEL- After School Support/ Intervention extra play certificated	1B, 2A, 2D, and 4E.

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
	To provide student groups with academic additional support. This includes English Learners, Socio-Economic Disadvantaged, and At-Risk with intervention and supplemental academic support while fostering academic success in English Language Development (ELD) and all academic areas. Provide additional support to students not at grade level. Our ATSI subgroup of Black/ African American is not a significant subgroup in ELA or Math. ELA: 24% ELA: Smarter Balanced Summative Assessments, the distance from standard is 68.3. Math:19% Math: Smarter Balanced Summative Assessments, the distance from standard is 84.7. EL: 34.4% Making Progress. ELPAC, the number of ELs will increase at least one ELPI or maintain ELPI level 4. Reclassification Rate is 10% **Scope:** LEA-wide	EL- During School SEL- During School 2.0 FTE- TOSAs (Teacher on Special Assignment)	
1.3	**Action:** Professional Learning Community **Need:**	Instructional Coach- An instructional coach plays a crucial role in improving student outcomes by supporting and enhancing the instructional practices of teachers. With consistency teachers	

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
	Professional Learning Community (PLC) implementation and teacher collaboration. Provide additional PLC collaboration time. Additional PLC time will positively impact teacher collaboration that focuses on planning, data analysis, and instructional practices to increase student achievement. Data analysis to break down different domains and target specific learning needs. ELA: 24% ELA: Smarter Balanced Summative Assessments, the distance from standard is 68.3. Math:19% Math: Smarter Balanced Summative Assessments, the distance from standard is 84.7. EL: 34.4% Making Progress. ELPAC, the number of ELs will increase at least one ELPI or maintain ELPI level 4. Reclassification Rate is 10% **Scope:** LEA-wide	will have access to PD, Support, Data-driven / analysis, curriculum and instructional planning, enhancing classroom management, as well as fostering a growth mindset for all. By focusing on these areas, instructional coaches help teachers improve their instructional practices, which directly impacts student learning and achievement.	
1.4	**Action:** Instructional Materials & Supplies **Need:** Student manipulatives, learning resources, supplemental materials, instructional material	Nightingale Charter School is constantly requiring new instructional materials and supplies to replace the old ones that were utilized in our classrooms. This action is an ongoing goal to ensure our students have the tools needed to achieve academic success. This action is a LEA-wide	1B, 2A, 2D, and 4E.

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
	and resources to support core instruction. Such as intervention programs, project materials, and equipment. Additional materials and resources will help achieve academic achievement and success in the general education classroom. **Scope:** LEA-wide	basis as Nightingale Charter School develops their own LCAP to best support our students. Action #4 is determined to provide te needed instructional materials and supplies that will be used alongside live instruction.	
1.5	**Action:** Technology **Need:** Nightingale Charter School requires additional support to ensure information and technology is used appropriately. Ensuring that technology offerings are made available to our students to ensure they have access to the various district curriculum related supports available via ClassLink. **Scope:** LEA-wide	Technology 2:1 per student- As students continue to struggle with academics and the demands of life. It is essentials that students have the resources and technology available to them not only during the school day but as well as at home. Such programs such as iReady, Benchmark, and SORA are essential for students to access at school as well as at home. .	2A and 2B.
1.6	**Action:** Field Trips **Need:** Nightingale has a high Socio-disadvantage rate of 83.1%, which gives students limited access to experiences and opportunities. By providing field trips it gives our students first hand experience to attach learning and deepen concepts. This gives students	Field trips have a significant impact on education, providing students with experiential learning opportunities that extend beyond the traditional classroom setting. Specifically, field trips such as Science Camp provide students with real-world application. Many of these programs such as museums can engage students can bring science to life for students. These experiences can deepen students understanding and provide them with interactive opportunities. By offering these benefits, field trips play a vital role in enriching the	2A, 2B, 4A, and 4E.

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
	opportunities to further investigate areas of interest. ELA: 24% ELA: Smarter Balanced Summative Assessments, the distance from standard is 68.3. Math:19% Math: Smarter Balanced Summative Assessments, the distance from standard is 84.7. EL: 34.4% Making Progress. ELPAC, the number of ELs will increase at least one ELPI or maintain ELPI level 4. Reclassification Rate is 10% **Scope:** LEA-wide	educational experience, making learning more dynamic, relevant, and enjoyable for students.	
1.8	**Action:** Intensive Intervention Services **Need:** An intensive intervention teacher will positively impact teacher student learning with intentional focuses on planning, data analysis, and instructional practices to increase student achievement for specific students in needs. Data analysis will be broken down to address different domains and target specific learning needs. ELA: 24%	An intensive intervention teacher will positively impact teacher student learning with intentional focuses on planning, data analysis, and instructional practices to increase student achievement for specific students in needs. Data analysis will be broken down to address different domains and target specific learning needs.	1A, 2A, 2B, 4A, 4E, and 4F.

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
	ELA: Smarter Balanced Summative Assessments, the distance from standard is 68.3. Math:19% Math: Smarter Balanced Summative Assessments, the distance from standard is 84.7. EL: 34.4% Making Progress. ELPAC, the number of ELs will increase at least one ELPI or maintain ELPI level 4. Reclassification Rate is 10% **Scope:** LEA-wide		
1.9	**Action:** Instructional Assistant **Need:** Nightingale Charter School currently requires additional support with academic support by offering our students additional academic support in the classroom, and provide 1:1 support by having the instructional assistant provide scaffolding and extra support to meet the academic needs for our students. **Scope:** LEA-wide	The action of hiring two Instructional Assistants will provide Nightingale Charter with additional adult support in the classroom. Each instructional assistant will have an assigned grade level span and schedule to service students who require additional academic support under the direct supervision of the classroom teacher and/or administrator.	2B, 2A, 2B, 4A, and 4E
1.10	**Action:** Library Media Assistant	The action of hiring a Library Media Assistant 1.0 FTE will support the overall LEA-wide	2A and 2B.

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: Nightingale Charter current has identified a need for a Library Media Assistant to provide media services to our students. Services including cataloging books into destiny, ability to manage/troubleshoot library databases, and help patrons locate materials, use library resources and navigate digital platforms. The library media assistant will support our school by maintaining accurate records of library transactions, inventorying technology, and checking in library related instructional materials to have ready for our students. **Scope:** LEA-wide	implementation of strategies 1, and 2 to lead towards increasing academic achievement. The library media assistant is a crucial position that will promote access to library books that can lead towards increasing overall literacy, and diagnostic assessment data.	
1.11	**Action:** Program Specialist **Need:** ELA: 24% ELA: Smarter Balanced Summative Assessments, the distance from standard is 68.3. Math:19% Math: Smarter Balanced Summative Assessments, the distance from standard is 84.7. EL: 34.4% Making Progress. ELPAC, the number of ELs will increase at least one ELPI or maintain ELPI level 4.	Program Specialist- A Program Specialist will not only assist the coach in the items mentioned above but as well as building the sense of collaboration and ensuring compliance and reporting on behalf of the school. Nightingale Charter School requires additional support with instructional programming for direct implementation to best serve our students. This includes hiring a Program Specialist that will support the various academic programs that Nightingale Charter school has to offer. The Program Specialist will coordinate Nightingale's Project Based Learning (PBL) implementation to ensure that we are offering PBL related academic instructional services to meet the mission & vision of the school. Nightingale Charter school requires that a Program Specialist fill the role of coordinating English Learner programs to ensure	1A, 2A, 2B, 4A, 4E, and 4F.

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
	Reclassification Rate is 10% **Scope:** LEA-wide	that our students are receiving the EL overall strategies	
1.12	**Action:** Instructional Coach **Need:** Nightingale Charter School has identified that our students will benefit from an instructional coach that can support positive behavior interventions that our teachers come across in the classroom from various students, emotional & social development, and implement best instructional practices to ensure that our teachers are benefiting from ongoing professional development and continuous improvement of our support systems. **Scope:** LEA-wide	An instructional coach plays a crucial role in improving student outcomes by supporting and enhancing the instructional practices of teachers. With consistency teachers will have access to PD, Support, Data-driven / analysis, curriculum and instructional planning, enhancing classroom management, as well as fostering a growth mindset for all. By focusing on these areas, instructional coaches help teachers improve their instructional practices, which directly impacts student learning and achievement.	1A, 2A, 2B, 4A, 4E, and 4F.
2.1	**Action:** Positive Behavior Intervention & Supports (PBIS) **Need:** Nightingale Charter School has identified that proactive strategies, positive reinforce, data-drive decision making, collaborative approach, and promoting supports for positive school climates are identified as areas of concern that require support.	Nightingale continues to support the establishing and communication of clear behavior expectations for all students. Including reinforcing consistently across all school settings, ensuring that students understand what is expected of them. Students require to be taught specific behaviors that align with the school's mission and vision expectations. We continue to strive to create a school environment where every student feels safe, respected, and valued. This includes addressing bullying, promoting diversity and inclusion, and	5A, 5B, 5C, 6A, 6B, and 6V.

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	ensuring that all students have a voice in the school community.	
2.2	**Action:** Peer Leaders Uniting Students (PLUS) **Need:** Nightingale Charter School has identified that we require additional support for developing leadership skills for our students, promote peer support, community building, student advocacy and academic & personal growth. **Scope:** LEA-wide	PLUS leaders require comprehensive training in leadership skills, including communication, problem-solving, conflict resolution, and team building. This leads to promoting support for peer mediation, increasing the buddy system to promote every student to feel welcome & supported, and offering supports for PLUS leaders to promote school spirit and unity, such as spirit weeks, cultural celebrations, and team-building activities. These events help to build a sense of belonging and pride among the student body.	5A, 5B, 5C, 6A, 6B, and 6V.
2.3	**Action:** School Counselor **Need:** Nightingale Charter School has identified that our students require academic support, social-emotional development, career guidance, crisis intervention, family & community engagement, and collaboration & advocacy to support the overall direct service implementation that a school counselor can provide to our students. **Scope:** LEA-wide	The school counselor will be able to provide academic support by offering individual & group counseling to help students navigate academic challenges, set goals, and develop effective study habits and time management skills. Our students require social-emotional development opportunities by providing students with support when a student is dealing with personal issues such as stress, anxiety, family concerns, and peer relationships. Through individual and group sessions, students learn coping strategies and emotional regulation techniques.	5A, 5B, 5C, 6A, 6B, and 6V.
2.5	**Action:** Restorative Practices	Implementing restorative practices at Nightingale Charter School is a strategic and necessary step	5A, 5B, 5C, 6A, 6B, and 6V.

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: **Scope:** LEA-wide	towards creating a positive, inclusive, and effective educational environment. These practices enhance school climate and community, improve student behavior and accountability, support academic achievement, enhance teacher and staff effectiveness, and engage families and the community. By adopting restorative practices, Nightingale Charter School demonstrates its commitment to fostering a supportive and respectful environment where all students can thrive.	
2.7	**Action:** Supervision and Safety **Need:** Nightingale Charter School has identified the need to enhance student safety to support constant supervision, quick response to incidents under the direction of the school administrator. The school has also identified promoting positive school climate leading to building relationships, behavior management, and implementing best practices to support dedicated safety & supervision roles. **Scope:** LEA-wide	The roles of Campus Safety Assistant and Noon Duty Supervisor are crucial for maintaining a safe, secure, and positive learning environment at Nightingale Charter School. These positions ensure constant supervision, quick response to incidents, and effective behavior management, all of which contribute to student safety and well-being. Additionally, they support the school's educational goals, enhance parental and community trust, and ensure compliance with safety standards. Investing in these roles demonstrates the school's commitment to providing a safe and supportive environment for all students and staff.	6A, 6B, 6C, 7A, and 7B.
3.1	**Action:** Parent Liaison **Need:** Nightingale Charter School's parent engagement has increased over the last three years. However, to improve overall parent engagement, Nightingale Charter School	Nightingale Charter School is currently implementing the Parent Liaison to continue providing services to our families and promoting parent engagement to support academic achievement for our students. This action is an overall LEA-wide action as Nightingale Charter School writes their own LCAP to include goals and actions best appropriate for our school.	3A, 3B, and 3C.

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
	requires the implementation of Parent Liaison 1.0 FTE to support and promote parent engagement. **Scope:**		
3.2	**Action:** Parent Meetings **Need:** Nightingale Charter school continues to promote enhanced communication, parent involvement, academic support, feedback, student development, resource awareness, community building, and policy & program updates. **Scope:** LEA-wide	Nightingale Charter School will implement a Parent Liaison to support enhanced communication, parent involvement, academic support, feedback, student development, resource awareness, and community building by promote parent involvement by offering the parent liaison to provide nightingale parents the support the school can offer.	3A, 3B, and 3C.
3.3	**Action:** Parent Materials & Non-Instructional Supplies **Need:** Parent materials and supplies are essential for promoting parental involvement, enhancing communication and collaboration between home and school, and fostering equity and inclusion within the school community. By providing families with access to educational resources, Nightingale Charter School empowers parents to support their child's learning at home, strengthening the partnership between home and school and promoting positive student outcomes. These materials reflect our commitment to supporting	Nightingale Charter School	3A, 3B, and 3C.

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
	the diverse needs of our families and ensuring that every student has the opportunity to succeed academically. **Scope:** LEA-wide		
3.4	**Action:** Marketing & Recruitment **Need:** Nightingale Charter School has identified a need of promoting marketing and recruitment to support enrollment numbers for coming school years. Maintaining enrollment numbers and promoting the school's awareness will also promote parent recruitment to support the marketing aspect on enrolling new students into Nightingales various grade levels ranging from kindergarten to eight grade. **Scope:**	Actions leading to this implementation include promotional flyers, enrollment events, and open house opportunities to allow our surrounding community to visit Nightingale Charter and observe the various programs that it has to offer.	3A, 3B, and 3C.
3.5	**Action:** Nightingale Academic Teacher Teams (NATT) **Need:** Nightingale has identified the need of Nightingale Academic Teacher Teams (NATTs) to support overall academic success by promoting parent engagement by inviting parents to these meetings that include the review of various support data factors that can provide families within classroom instructional supports.	Nightingale Charter School will use NATT's as a form of bridging from the school to families in our community to promote overall academic success.	3A, 3B, and 3C.

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		
3.6	**Action:** Parent Events & Workshops **Need:** Parent Events & Workshops at Nightingale Charter School are essential for fostering parental engagement, supporting student success, building a sense of community, and empowering parent advocacy. By providing opportunities for parents to actively participate in their child's education, we strengthen the home-school partnership and create a supportive environment where every student can thrive. These initiatives reflect our commitment to collaboration, inclusivity, and student-centered education. **Scope:** LEA-wide	Nightingale Charter School seeks to implement parent events & workshops to promote student learning & engagement leading to improved academic outcomes, promoting respect & empathy, and implementing family & community engagement.	3A, 3B, and 3C.

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$5,658,685.00	$1,441,404.00	25.472%	22.136%	47.608%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$4,257,058.00				$4,257,058.00	$3,775,121.00	$481,937.00

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
This table was automatically populated from this LCAP.															
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter K-8th	2024-2025	$0.00	$60,000.00	$60,000.00				$60,000.00
1	1.2	Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter All	2024-2025	$175,000.00	$0.00	$175,000.00				$175,000.00
1	1.3	Professional Learning Community	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter K-8th	2024-2025	$0.00	$50,000.00	$50,000.00				$50,000.00
1	1.4	Instructional Materials & Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter K-8th	2024-2025	$0.00	$40,000.00	$40,000.00				$40,000.00

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
1	1.5	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter K-8th	2024-2025	$0.00	$40,000.00	$40,000.00				$40,000.00
1	1.6	Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter All	2024-2025	$0.00	$46,937.00	$46,937.00				$46,937.00
1	1.7	Staffing	All	No				2024-2025	$2,745,654.00	$0.00	$2,745,654.00				$2,745,654.00
1	1.8	Intensive Intervention Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	2024-2025	$145,000.00	$0.00	$145,000.00				$145,000.00
1	1.9	Instructional Assistant	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	2024-2025	$110,000.00	$0.00	$110,000.00				$110,000.00
1	1.10	Library Media Assistant	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	2024-2025	$25,000.00	$0.00	$25,000.00				$25,000.00
1	1.11	Program Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale	2024-2025	$120,467.00	$0.00	$120,467.00				$120,467.00

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
							Charter School K-8th								
1	1.12	Instructional Coach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Nightingale Charter School K-8th	2024-2025	$154,000.00	$0.00	$154,000.00				$154,000.00
2	2.1	Positive Behavior Intervention & Supports (PBIS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	2024-2025	$0.00	$20,000.00	$20,000.00				$20,000.00
2	2.2	Peer Leaders Uniting Students (PLUS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th		$0.00	$20,000.00	$20,000.00				$20,000.00
2	2.3	School Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	2024-2025	$150,000.00	$0.00	$150,000.00				$150,000.00
2	2.5	Restorative Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th		$0.00	$30,000.00	$30,000.00				$30,000.00
2	2.7	Supervision and Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightinga	2024-2025	$150,000.00	$0.00	$150,000.00				$150,000.00

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
							le Charter School K-8th								
3	**3.1**	Parent Liaison	All	No				2024-2025	$0.00	$50,000.00	$50,000.00				$50,000.00
3	**3.2**	Parent Meetings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	2024-2025	$0.00	$20,000.00	$20,000.00				$20,000.00
3	**3.3**	Parent Materials & Non-Instructional Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	2024-2025	$0.00	$15,000.00	$15,000.00				$15,000.00
3	**3.4**	Marketing & Recruitment	All	No				2024-2025	$0.00	$50,000.00	$50,000.00				$50,000.00
3	**3.5**	Nightingale Academic Teacher Teams (NATT)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	2024-2025	$0.00	$20,000.00	$20,000.00				$20,000.00
3	**3.6**	Parent Events & Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	2024-2025	$0.00	$20,000.00	$20,000.00				$20,000.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
$5,658,685.00	$1,441,404.00	25.472%	22.136%	47.608%	$1,411,404.00	0.000%	24.942 %	**Total:**	$1,411,404.00
								LEA-wide Total:	$1,411,404.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter K-8th	$60,000.00	
1	1.2	Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter All	$175,000.00	
1	1.3	Professional Learning Community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter K-8th	$50,000.00	
1	1.4	Instructional Materials & Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale	$40,000.00	

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 (%)
						Charter K-8th		
1	1.5	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter K-8th	$40,000.00	
1	1.6	Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter All	$46,937.00	
1	1.8	Intensive Intervention Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	$145,000.00	
1	1.9	Instructional Assistant	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	$110,000.00	
1	1.10	Library Media Assistant	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	$25,000.00	
1	1.11	Program Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	$120,467.00	
1	1.12	Instructional Coach	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Nightingale Charter School K-8th	$154,000.00	
2	2.1	Positive Behavior Intervention & Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale	$20,000.00	

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 (%)
						Charter School K-8th		
2	2.2	Peer Leaders Uniting Students (PLUS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	$20,000.00	
2	2.3	School Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	$150,000.00	
2	2.5	Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	$30,000.00	
2	2.7	Supervision and Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	$150,000.00	
3	3.2	Parent Meetings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	$20,000.00	
3	3.3	Parent Materials & Non-Instructional Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	$15,000.00	
3	3.5	Nightingale Academic Teacher Teams (NATT)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	$20,000.00	
3	3.6	Parent Events & Workshops	Yes	LEA-wide	English Learners Foster Youth	All Schools Specific Schools:	$20,000.00	

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 (%)
					Low Income	Nightingale Charter School K-8th		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$3,191,847.00	$3,037,534.09

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	**1.1**	NSA: 1 - Technology	No Yes	$20,000.00	$42,360.61
1	**1.2**	NSA: 2 - Instructional Materials and Supplies	No	$50,000.00	$39,022.50
1	**1.3**	NSA 3 - Professional Development	No Yes	$20,000.00	$36,513.42
1	**1.4**	NSA 4 - Primary Language Support	No Yes	$10,000.00	
1	**1.5**	NSA 5 - Professional Learning Communities	No Yes	$30,000.00	$4,117.04
1	**1.6**	NSA 6: TOSA - Academic Intervention Support	No	$200,000.00	$153,021.42
1	**1.7**	NSA 7 - Instructional Coaching	No	$181,718.00	$151,697.92

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)
			Yes		
1	1.8	NSA 8: Instructional Assistant - Academic Intervention Support	No	$85,000.00	
1	1.9	NSA 9 - Program Specialist	No	$126,325.00	
2	2.1	NLE 1 - Social/Emotional PD and implementation	Yes	$50,000.00	
2	2.2	NLE: 2 - Facility Support	Yes	$184,000.00	$73,685.59
2	2.3	NLE: 3 - Basic Instruction and Teacher Staffing	No	$1,882,773.00	$2,369,960.26
2	2.4	NLE: 4 - Parent and Community Relations	No Yes	$80,000.00	
2	2.5	NLE: 5 - Health Services	Yes	$12,000.00	
2	2.6	NLE: 6 - School Counseling	Yes	$114,016.00	$77,111.06
2	2.7	NLE: 7 Diversity Training/Equity Training/Trauma Informed Training	Yes	$30,000.00	
2	2.8	NLE: 8 College, Career, and Community Climate	Yes	$21,515.00	
3	3.1	NMP: 1 - Parent Empowerment	No Yes	$3,000.00	$1,409.73

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	NMP: 2 - Parent and School Communication	No Yes	$500.00	
3	3.3	NMP: 3 - Parent and Teacher Engagement	No Yes	$3,000.00	
3	3.4	NMP: 4 - Student Engagement and Leadership Opportunities	No Yes	$2,000.00	
3	3.5	NMP: 5 - Student Attendance Accountability	No Yes	$1,000.00	
3	3.6	NMP 6 - Parent Liaison	No	$85,000.00	$88,634.54

2023-24 Contributing Actions Annual Update Table

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
$1,432,159.00	$762,749.00	$520,712.52	$242,036.48	0.000%	0.000%	0.000%

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)
This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update. This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	**1.1**	NSA: 1 - Technology	Yes	$20,000.00	$42,360.61		
1	**1.3**	NSA 3 - Professional Development	Yes	$20,000.00	$36,513.42		
1	**1.4**	NSA 4 - Primary Language Support	Yes	$10,000.00			
1	**1.5**	NSA 5 - Professional Learning Communities	Yes	$30,000.00	$137,934.19		
1	**1.7**	NSA 7 - Instructional Coaching	Yes	$181,718.00	$151,697.92		
2	**2.1**	NLE 1 - Social/Emotional PD and implementation	Yes	$50,000.00			
2	**2.2**	NLE: 2 - Facility Support	Yes	$184,000.00	$73,685.59		
2	**2.4**	NLE: 4 - Parent and Community Relations	Yes	$80,000.00			
2	**2.5**	NLE: 5 - Health Services	Yes	$12,000.00			

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)
2	**2.6**	NLE: 6 - School Counseling	Yes	$114,016.00	$77,111.06		
2	**2.7**	NLE: 7 Diversity Training/Equity Training/Trauma Informed Training	Yes	$30,000.00			
2	**2.8**	NLE: 8 College, Career, and Community Climate	Yes	$21,515.00			
3	**3.1**	NMP: 1 - Parent Empowerment	Yes	$3,000.00	$1,409.73		
3	**3.2**	NMP: 2 - Parent and School Communication	Yes	$500.00			
3	**3.3**	NMP: 3 - Parent and Teacher Engagement	Yes	$3,000.00			
3	**3.4**	NMP: 4 - Student Engagement and Leadership Opportunities	Yes	$2,000.00			
3	**3.5**	NMP: 5 - Student Attendance Accountability	Yes	$1,000.00			

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

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,117,471.00	$1,432,159.00		34.782%	$520,712.52	0.000%	12.646%	$911,446.48	22.136%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

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

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

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

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

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
  - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

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

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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