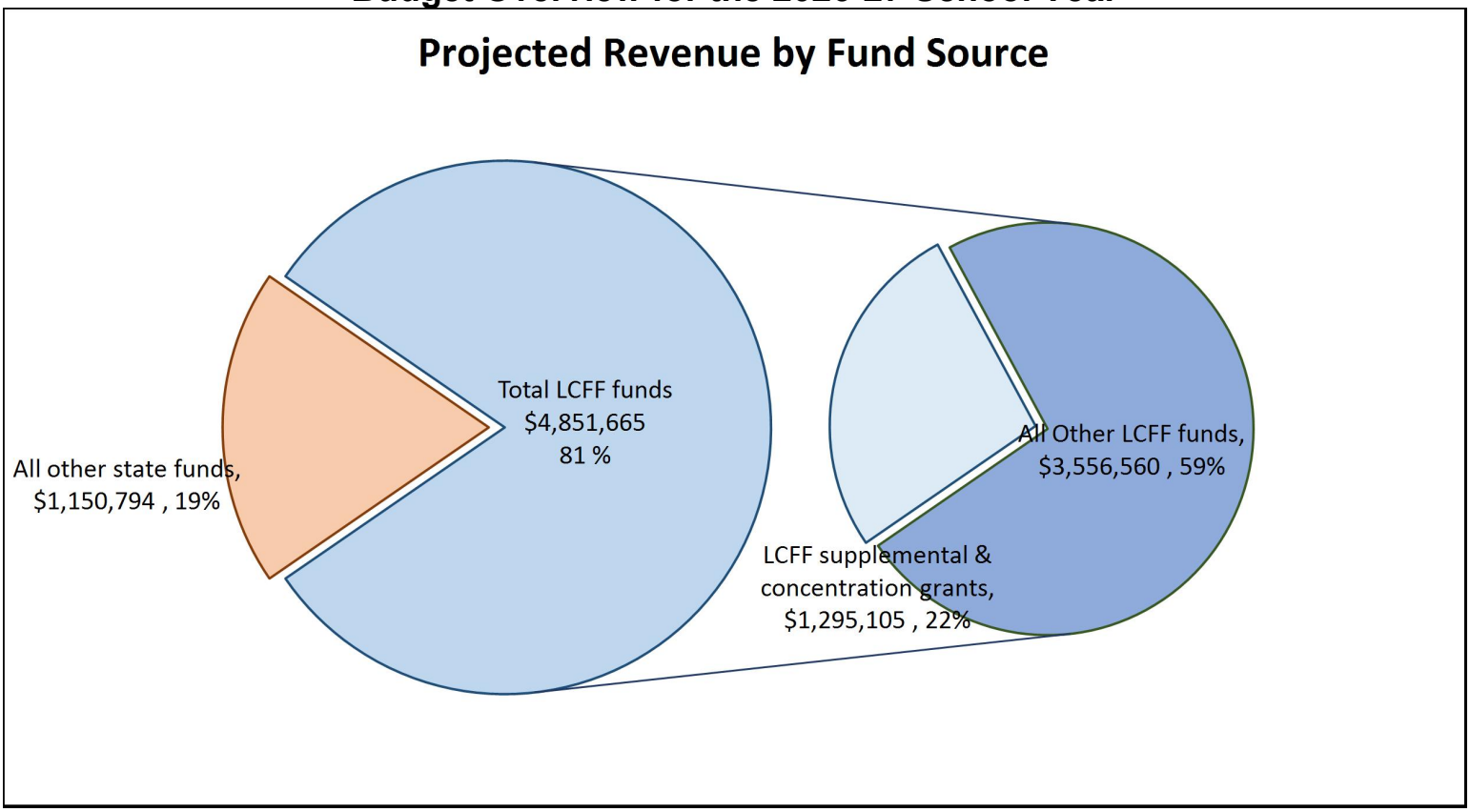
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Stockton Unified School District
CDS Code: 6042725
School Year: 2026-27
LEA contact information:
Myra Machuca
Principal II
mmachuca@stocktonusd.net
(209) 933-7260

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

Budget Overview for the 2026-27 School Year



This chart shows the total general purpose revenue Stockton Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Stockton Unified School District is $6,002,459, of which $4,851,665.00 is Local Control Funding Formula (LCFF), $1,150,794.00 is other state funds, $ is local funds, and $ is federal funds. Of the $4,851,665.00 in LCFF Funds, $1,295,105.00 is

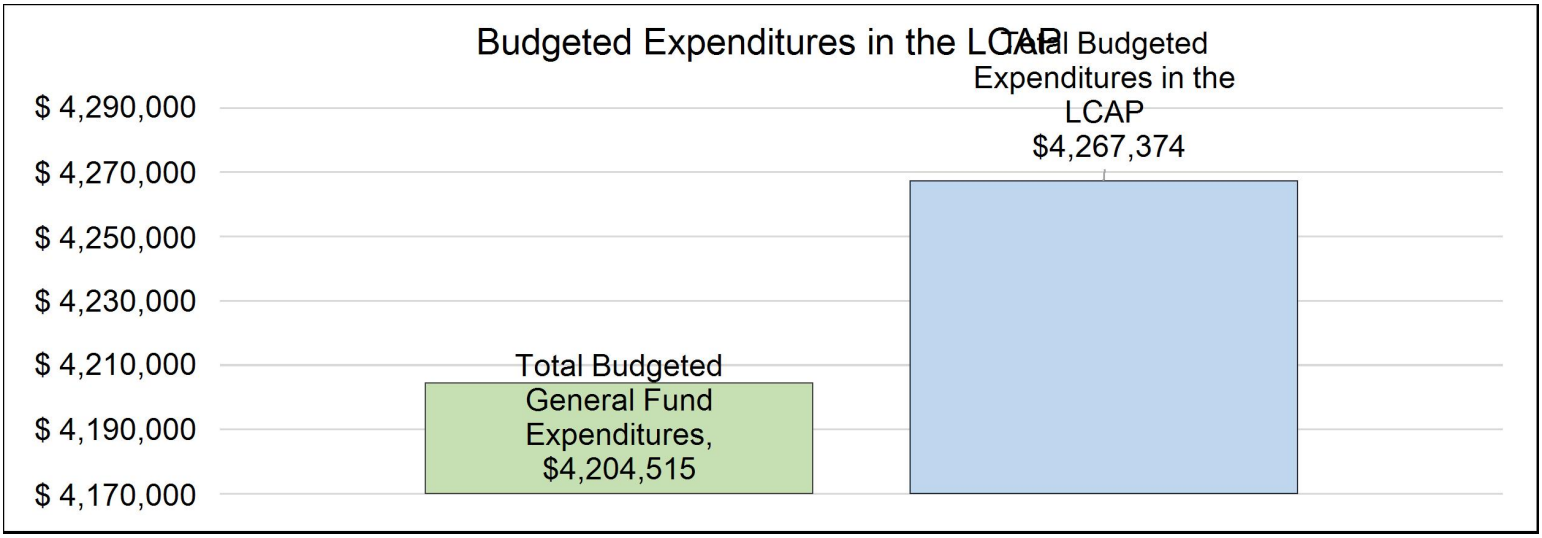
generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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



This chart provides a quick summary of how much Stockton Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Stockton Unified School District plans to spend $4,204,515.00 for the 2026-27 school year. Of that amount, $4,267,374.00 is tied to actions/services in the LCAP and $-62,859 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

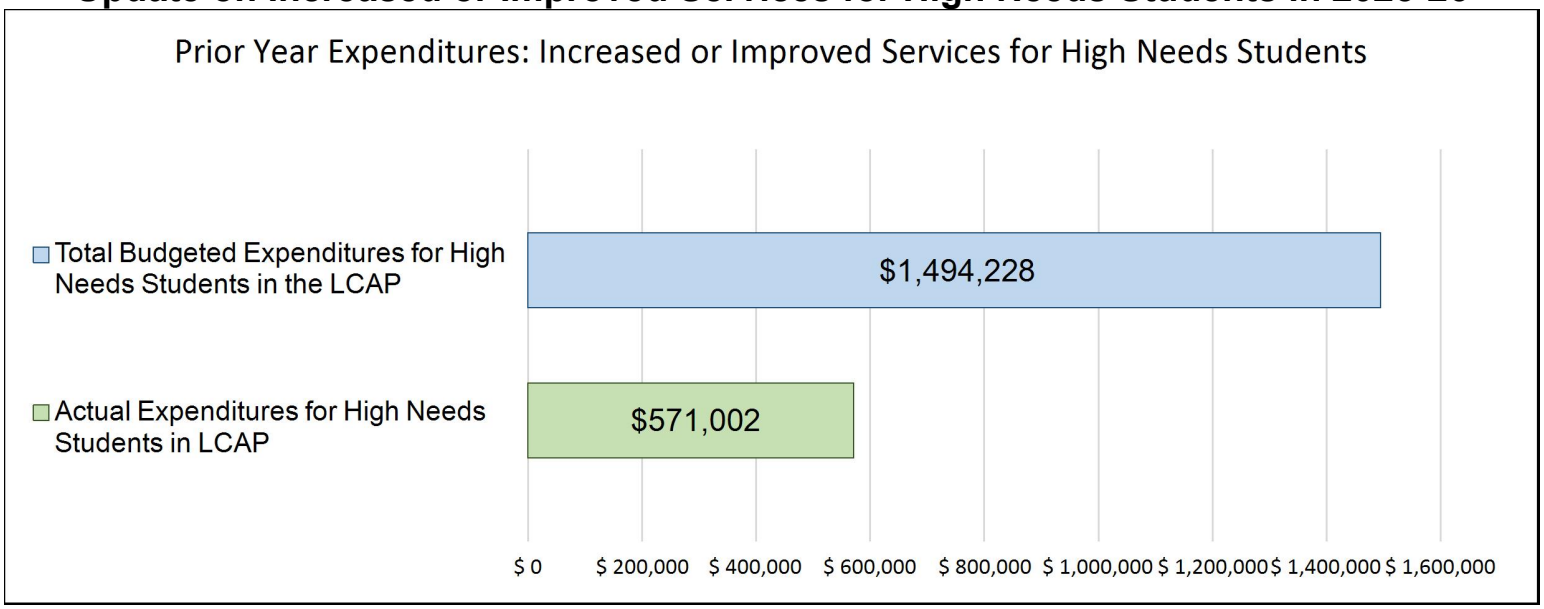
The general fund expenditures not included in the LCAP include school-wide expenses to support general education, clerical support staff, supplies, oversight fees, and other basic operational functions.

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

In 2026-27, Stockton Unified School District is projecting it will receive $1,295,105.00 based on the enrollment of foster youth, English learner, and low-income students. Stockton Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Stockton Unified School District plans to spend $1,295,105.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Stockton Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Stockton Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Stockton Unified School District's LCAP budgeted $1,494,228.00 for planned actions to increase or improve services for high needs students. Stockton Unified School District actually spent $571,002.36 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $923,225.64 had the following impact on Stockton Unified School District's ability to increase or improve services for high needs students:

The variance between the projected and actual expenditures is primarily due to the strategic utilization of one-time funds, which allowed the school to significantly expand supports without compromising planned services. To address academic gaps, we contracted with strong external partners including such as Trauma Informed Instruction as well as PBL Work to strengthen Project Based Learning focus. Simultaneously, student socio-emotional needs were robustly supported through a dedicated counselors and a mental health clinician. Furthermore, these one-time monies funded vital supplemental instructional materials and enriched student experiences through various field trips to local attractions, college campuses and ART experiences. Ultimately, this fiscal difference represents a positive impact that allowed us to maximize resources and deliver a more comprehensive, holistic level of increased and improved services for our high-needs students throughout the 2025-26 school year.

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	Myra Machuca Principal II	mmachuca@stocktonusd.net (209) 933-7260

Plan Summary [2026-27]

General Information

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

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 School's annual performance review, informed by the California School Dashboard and local assessment data (i-Ready, attendance records, suspension rates, and stakeholder feedback), reveals areas of both notable progress and persistent need. The reflection below synthesizes key performance indicators across academics, engagement, and school climate, particularly in relation to unduplicated student groups (English Learners, foster youth, and socioeconomically disadvantaged students).

Professional Development:
In addition, Nightingale Charter will have unexpended Learning Recovery Emergency Block Grant (LREBG) funds for the 2026-2027 school year and conducted a needs assessment to evaluate the best use of the funds. Through the needs assessment process, it was identified that the following strategies would focus on support professional development, instructional assistants, bilingual assistants in the classroom, and literacy supports. As required by law, these funds have been included in the LCAP to address the needs of the pupils identified as being the "greatest need". Action in the LCAP to address the LREBG requires are in the following areas:

- Professional Development
- Goal 1, Action 1
- Intensive Intervention Teacher
- Goal 1, Action 8
- Library Media Assistant
- Goal 1, Action 10
- Bilingual Assistant:
- Goal 1, Action 13

LREBG 26-27: $196,251

Academic Performance (ELA & Math):

- The most recent Dashboard data shows that student performance in both English Language Arts (ELA) and Math remains below state standards, with socioeconomically disadvantaged students and English Learners demonstrating the lowest proficiency rates.
- Mid-year i-Ready assessments indicate incremental growth in both ELA and Math across grade levels, yet a significant portion of students remain two or more grade levels below expectations, particularly in upper elementary and middle school.
- While some gains are evident due to improved instruction and targeted interventions, the overall performance continues to reflect an achievement gap for high-need students. Strengthening Tier 2 and 3 supports through MTSS and enhancing instructional differentiation remain priorities.

Schoolwide Overall iReady Data:
ELA: 38% Overall
20% - Mid or Above Grade Level - 68 Students
18% - Early on Grade Level - 63 Students
28% - One Grade Level Below - 97 Students
13% - Two Grade Levels Below - 43 Students
21% - Three or More Grade Levels Below - 72 Students

Math: 31% Overall
14% - Mid or Above Grade Level -48 Students
17% - Early on Grade Level - 58 Students
40% - One Grade Level Below - 136 Students
14% - Two Grade Levels Below - 47 Students
15% - Three or More Grade Levels Below - 50 Students

Grades;
Kindergarten
ELA - 94% Overall
72% - Mid or Above Grade Level- 30 Students
22% - Early on Grade Level- 7 Students
6% - One Grade Level Below- 2 Students
ELA Growth: 65% Met

Math- 87% Overall
58% - Mid or Above Grade Level- 18 Students
29% - Early on Grade Level- 9 Students
13% - One Grade Level Below- 4 Students
Math Growth: 72% Met

1st
ELA- 28% Overall
28% - Mid or Above Grade Level- 11 Students
15% - Early on Grade Level- 6 Students
58% - One Grade Level Below- 23 Students
ELA Growth: 43% Met

Math- 24% Overall
11% - Mid or Above Grade Level- 4 Students

13% - Early on Grade Level- 5 Students
68% - One Grade Level Below- 27 Students
8% - Two Grade Levels Below- 3 Students
Math Growth: 26% Met

2nd
ELA- 50% Overall
21% - Mid or Above Grade Level- 8 Students
29% - Early on Grade Level- 11 Students
27% - One Grade Level Below- 10 Students
24% - Two Grade Levels Below- 9 Students
ELA Growth: 66% Met

Math- 18% Overall
5% - Mid or Above Grade Level- 2 Students
13% - Early on Grade Level- 5 Students
61% - One Grade Level Below- 23 Students
21% - Two Grade Levels Below- 8 Students
Math Growth: 34% Met

3rd
ELA- 48% Overall
18% - Mid or Above Grade Level- 7 Students
30% - Early on Grade Level- 12 Students
28% - One Grade Level Below- 11 Students
18% - Two Grade Levels Below- 7 Students
8% - Three or More Grade Levels Below- 3 Students
ELA Growth: 40% Met

Math- 28% Overall
15% - Mid or Above Grade Level- 6 Students
13% - Early on Grade Level- 5 Students
55% - One Grade Level Below- 22 Students
10% - Two Grade Levels Below- 4 Students
8% - Three or More Grade Levels Below- 3 Students
Math Growth: 30% Met

4th
ELA- 15% Overall

6% - Mid or Above Grade Level- 2 Students
9% - Early on Grade Level- 3 Students
53% - One Grade Level Below- 17 Students
9% - Two or Grade Levels Below- 3 Students
22% - Three or More Grade Levels Below- 7 Students
ELA Growth: 53% Met

Math- 18% Overall
3% - Mid or Above Grade Level- 1 Students
15% - Early on Grade Level- 5 Students
45% - One Grade Level Below- 15 Students
21% - Two or Grade Levels Below- 7 Students
15% - Three or More Grade Levels Below- 5 Students
Math Growth: 12% Met

5th
ELA- 18% Overall
9% - Mid or Above Grade Level- 4 Students
9% - Early on Grade Level- 4 Students
21% - One Grade Level Below- 9 Students
28% - Two or Grade Levels Below- 12 Students
33% - Three or More Grade Levels Below- 14 Students
ELA Growth: 49% Met

Math- 28% Overall
7% - Mid or Above Grade Level- 3 Students
9% - Early on Grade Level- 4 Students
34% - One Grade Level Below- 15 Students
25% - Two or Grade Levels Below- 11 Students
25% - Three or More Grade Levels Below- Students
Math Growth: 21% Met

6th
ELA- 28% Overall
18% - Mid or Above Grade Level- 7 Students
10% - Early on Grade Level- 4 Students
18%- One Grade Level Below- Students
15% - Two or Grade Levels Below- 7 Students
40% - Three or More Grade Levels Below- 16 Students

ELA Growth: 56% Met

Math- 30% Overall
10% - Mid or Above Grade Level- 4 Students
20% - Early on Grade Level- 8 Students
30% - One Grade Level Belo- 12 Students
20% - Two or Grade Levels Below- 8 Students
20% - Three or More Grade Levels Below- 8 Students
Math Growth: 55% Met

7th
ELA- 23% Overall
8% - Mid or Above Grade Level- 3 Students
15% - Early on Grade Level- 6 Students
23% - One Grade Level Below-9 Students
10% - Two or Grade Levels Below- 4 Students
44% - Three or More Grade Levels Below - 17 Students
ELA Growth: 18% Met

Math- 33 % Overall
10% - Mid or Above Grade Level- 4 Students
23% - Early on Grade Level- 9 Students
31% - One Grade Level Below- 3 Students
8% - Two or Grade Levels Below- 3 Students
28% - Three or More Grade Levels Below- 11 Students
Math Growth: 44% Met

8th
ELA- 34% Overall
8% - Mid or Above Grade Level- 3 Students
26% - Early on Grade Level- 11 Students
23% - One Grade Level Below- 9 Students
5% - Two or Grade Levels Below- 2 Students
38% - Three or More Grade Levels Below- 15 Students
ELA Growth: 49% Met

Math- 36% Overall
15% - Mid or Above Grade Level- 6 Students
21% - Early on Grade Level- 8 Students

21% - One Grade Level Below- 8 Students
8% - Two or Grade Levels Below- 3 Students
36% - Three or More Grade Levels Below- 14 Students
Math Growth: 41% Met

Chronic Absenteeism:

- Chronic absenteeism remains a high-priority concern, with rates exceeding the state average for foster youth and socioeconomically disadvantaged students.
- Attendance tracking shows a modest improvement since last year, attributed to increased parent engagement and targeted outreach. However, many chronically absent students continue to miss critical instructional time, limiting academic progress.
- Chronic absenteeism is a major barrier to student achievement. Continued investment in family outreach, attendance incentives, and early intervention strategies will be essential moving forward.

Suspension Rate:

- The school's suspension rate declined, particularly among unduplicated students, which reflects the impact of PBIS practices and counseling support.
- Internal behavior tracking confirms a reduction in office discipline referrals and suspensions, though restorative practices were not fully implemented during the year.
- Progress in this area suggests that the current approach to school climate is having a positive effect, but full implementation of restorative practices is needed to ensure a sustainable reduction in exclusionary discipline.

English Learner Progress:

- Teachers have begun implementing designated and integrated ELD, supported by professional development and coaching. However, local data indicates that many ELs continue to struggle with academic vocabulary and language production.
- Instructional practices are improving, but more structured ELD support and progress monitoring are needed to accelerate English Learner achievement and increase reclassification outcomes.

Stakeholder Engagement:

- Parent participation in advisory committees (e.g., ELAC, SSC) and academic events (e.g., NATT meetings) has increased, but engagement varies by grade level and demographic group.
- While outreach has improved, continued attention to culturally responsive family engagement and two-way communication is necessary to build strong school-home partnerships for student success.

Reflections: Technical Assistance

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

Nightingale Charter School is currently not receiving technical assistance at this time.

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.

Educational Partner(s)	Process for Engagement
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:
SSC meetings for the 25/26 school year:
8/29/25, 9/12/25, 10/24/25, 11/14/25, 1/9/26, 2/20/26, 4/17/26, 5/21/26, and 5/28/26.

Nightingale Charter Leadership Team meets before the start of the year and monthly:
Leadership Meeting: Leadership meeting 25/26 SY -
8/11/25, 8/25/25, 9/8/25, 9/22/25, 10/13/25, 10/27/25, 12/8/25, 1/12/26, 1/26/26, 2/23/26, 3/9/26, 3/23/26, 4/13/26, 4/27/26, 5/11/26
Cindi Leadership Days: 10/01/25, 11/7/25, 3/10/26, and 4/1/26

ELAC Meetings: The advisory ELAC Group convened reviewed and offered input on the following dates:
ELAC meetings for the 25/26 SY

NATT Meetings: The Nightingale teachers host Nightingale Academic Teacher Teams meetings to discuss data and strategies to assist students at home. Input from surveys are also given at theese meetings:

NATT #1:
K- 11/18/25 1st-11/19/25 2nd- 11/19/25 3rd- 11/4/25 4th- 11/21/25 5th- 11/21/25 6th- 11/13/25 7th- 11/6/25 8th- 11/20/25

NATT #2:
K-3/31/26 1st- 3/26/26 2nd- 3/25/26 3rd- 3/2/26 3rd- 3/3/26 4th- 3/27/26 5th- 3/27/26 6th- 3/10/26 6th- 2/26/26 7th- 3/12/26 8th- 2/27/26

Parent Coffee Meetings:
Parent Coffee Meetings for the 25/26 SY: 8/28/25, 9/26/25, 10/30/25, 12/17/25, 2/26/26

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Achievement Nightingale Chater School 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 assigned and fully credentialed in the subject areas, and for	All of Nightingale staff is fully credentialed with multiple subject credentials K-8. Those teachers that do not	Nightingale maintains 100% in fully credentialed multiple subjects K-8th at this reporting period as	Nightingale maintains 100% in fully credentialed multiple subjects K-8th at this reporting period as	Maintain: All of Nightingale staff is fully credentialed with multiple subject credentials K-8.	Nightingale currently maintains 100% in fully credentialed multiple subjects K-8th teachers as

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the pupils they are teaching.	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.	measured by district data reports.	measured by district data reports.	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.	compared to the baseline. No differences are noted at this time of reporting.
1B	State Priority 1B: Nightingale Charter will ensure that all Nightingale students access to standards-aligned instructional materials.	All of Nightingale students have access to standards-aligned instructional materials. 100%	Nightingale continues to ensure access to standards-aligned instructional materials at 100% as measured by staff-charted records.	Nightingale continues to ensure access to standards-aligned instructional materials at 100% as measured by staff-charted records.	Maintain: All of Nightingale students have access to standards-aligned instructional materials. 100%	Nightingale Charter currently maintains an overall 100% implementation for students to have access to standard aligned instructional materials. No differences are noted at this time of reporting.
1C	State Priority 1C: Nightingale's school facilities are maintained in good repair. SUSD is responsible for the upkeep and	Nightingale facilities is currently at 86.55% and Fair Condition. Data Source: Facilities Inspection Tool (FIT), and School	Nightingale Charter School facilities is currently at a 81.55% and a FAIR condition	Nightingale Charter School received the FIT inspection report and received a 82.06%/ Fair ranking.	Increase by 1%. Data Source: Facilities Inspection Tool (FIT), and School Accountability	Nightingale has increased the percentage of FIT reporting by 0.51%% from 81.55% to 82.06% and has stayed at

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	maintenance of the facilities.	Accountability Report Card (SARC).	according to the FIT Annual Report.		Report Card (SARC).	the FAIR level of condition.
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.	iReady 2024-2025: IReady ELA Proficiency: 35.6% iReady Math Proficiency: 32.9% iReady 2024-2025: iReady ELA Growth Target: 53% iReady MATH Growth Target: 47%	Nightingale Charter currently has an 39% proficiency for iReady ELA, and 33% proficiency for iReady Math. An increase of 3.4% for the iReady ELA proficiency, and a 2.1% increase for iReady Math proficiency. Nightingale Charter currently has an 55% growth target for iReady ELA, and 36% for iReady Math. An increase of 2% for iReady ELA growth target, and a 11% decrease in iReady Math growth target.	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	Nightingale Charter currently has an 39% proficiency for iReady ELA, and 32.9% proficiency for iReady Math. An increase of 3.4% for the iReady ELA proficiency, and a 2.1% increase for iReady Math proficiency. Nightingale Charter currently has an 55% growth target for iReady ELA, and 36% for iReady Math. An increase of 2% for iReady ELA growth target, and a 11% decrease in iReady Math growth target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SUSD Curriculum Framework	
2B	State Priority 2B: 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.	ELPAC 2022-2023: ELPAC Proficiency Level Gains (1 level): 34.4% ELPAC 2023-2024 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.	Nightingale Charter School has an overall 100% implementation rate of ELD standards for English Learners scheduled during designated ELD and integrated throughout the school day. ELPAC 2023-2024: Proficiency Level Gains (1 level): 41.1% 2024-2025: Reclassification Rate: 16.2%	Nightingale Charter School has an overall 100% implementation rate of ELD standards for English Learners scheduled during designated ELD and integrated throughout the school day. ELPAC 2024-2025: Proficiency Level Gains (1 level): 50% 2025-2026: Reclassification Rate: 10%	ELPAC-Proficiency Level Gains (1 level)-40.0% Reclassification Rate: 20% Nightingale's English Learners will receive the appropriate number 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	Nightingale Charter currently maintains an overall 100% implementation rate for ELD standards, no differences from the initial baseline. Nightingale Charter has an increase of 8.9% in ELPAC proficiency level as compared to the initial baseline. Nightingale Charter has an decrease of 6.2% in EL reclassification rate as compared to the previous year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Dashboard English Learner Progress Indicator.	
4A	State Priority 4A: Statewide Assessments to be given by all students who qualify, 3rd -8th in ELA and Math. SBAC, CAASSP. State Priority 4A: Statewide assessments on proficiency.	SBAC 2023-2024: Participation Rate: 99.6% SBAC 2022-2023: Proficiency Level: ELA- 24% Math- 19% Data Source- Smarter Balanced Assessment (SBAC), CAASPP	SBAC 2024-2025: Participation Rate: 100% SBAC 2023-2024: Proficiency Level: ELA: 26% Math: 17%	SBAC 2025-2026: Participation Rate: 100% SBAC 2024-2025: Proficiency Level: ELA: 24% Math: 19%	SBAC - Participation Rate: 100% 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).	Nightingale Charter currently has an overall 100% participation rate for SBAC. The proficiency level has an overall decline of 2% for SBAC ELA, and 2% increase for SBAC Math as compared to the previous year.
4E	State Priority 4E: Percentage of English learners making progress toward English proficiency as measured by state language proficiency. assessment.	ELPAC 2023-2024: Participation Rate: 98.8% ELPAC 2022-2023: Proficiency Level Gains (1 level)- 34.4% Data Source/ Material- ELD Standards- Verified by SUSD EL Master Plan, SUSD Site Master Schedules,	ELPAC 2024-2025: Participation Rate: 100% ELPAC 2023-2024: Proficiency Level Gains (1 level): 41.1%	ELPAC 2025-2026: Participation Rate: 100% ELPAC 2024-2025: Proficiency Level Gains (1 level): 50.0%	ELPAC- Proficiency Level Gains (1 level)- 45% Reclassification Rate- 20% Nightingale's English Learners will receive the appropriate number of minutes; 30	Nightingale Charter currently has an overall 100% participation rate for ELPAC. The proficiency level has an overall increase of 8.9% as compared to the pervious year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Synergy, ELPAC- Verified by California School Dashboard English Learner Progress Indicator.			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.	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	2024-2025: Reclassification Rate: 16.2%	2025-2026: Reclassification Rate: 10%	ELPAC- Proficiency Level Gains (1 level)- 40.0% Reclassification Rate: 20% Nightingale's English Learners will receive the appropriate amount of	Nightingale Charter currently has an overall 10% reclassification rate for the English Learner reclassification rate. An decrease of 6.2% compared to the initial baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner Progress Indicator.			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 [2025-26]

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

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

Overall Implementation: Successes, Challenges, & Differences
Nightingale Charter School focused its Goal 1 efforts on deploying a Multi-Tiered System of Support (MTSS), professional development, Project-Based Learning (PBL), and English Language Development (ELD) to boost academic performance.

Successes:

Professional Development: Fully and successfully conducted. Training effectively targeted high-priority instructional strategies, PBL framework design, and ELD integration.

Core Instructional Consistency: Maintained a 100% rate of fully credentialed K-8 teachers and ensured 100% student access to standards-aligned instructional materials across the site.

Challenges:

Academic Gaps: Student proficiency levels in both Mathematics and English Language Arts (ELA) remained below state and local targets, revealing a critical need for deeper structural interventions.

Staffing Constraints: Delays in initial recruitment directly hindered the timeline and consistency of essential Tier 2 and Tier 3 academic recovery strategies.

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

Material Differences: Budget vs. Estimated Actual Expenditures
While exact expenditure amounts are not fully finalized in this narrative portion, the programmatic delays created distinct operational and financial variances:

Personnel & Staffing Under-expenditures: Staggered or delayed hiring timelines for critical support staff—specifically Teachers on Special Assignment (TOSAs) and intensive intervention teachers—meant planned personnel allocations went underutilized during the first half of the academic year.

Instructional Materials Procurement: Resource deployment for specific intervention programs was set back due to the staggered staffing rollout. To rectify this, the school plans to expedite and increase funding for technology-enhanced learning tools and intervention resources moving into the next cycle.

Enrichment Distribution Shifts: Rather than a direct budget deficit, field trip allocations (such as Science Camp and museum partnerships) were unevenly backloaded into the latter half of the year. The school is shifting this strategy to distribute funds evenly across the entire academic calendar.

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

Effectiveness of Specific Actions to Date
Highly Effective

Professional Development & Basic Staffing (Actions 1.1 & 1.7): Kept teaching staff 100% credentialed and heavily trained in critical frameworks like Universal Design for Learning (UDL) and trauma-informed practices.

English Language Development (Action 1.13): Integrated and Designated ELD strategies successfully pushed ELPAC Proficiency Level Gains up to 50% (exceeding baseline markers).

Moderately Effective

Professional Learning Communities (Action 1.3): Successfully established collaborative times for teachers to map out common formative assessments (CFAs). However, mid-year instructional walks highlighted that the implementation of data-driven adjustments remains inconsistent across various grade-level teams.

Instructional Materials & Technology (Actions 1.4 & 1.5): Provided vital daily visual, tactile, and digital learning platforms. While foundational access is secure, their targeted use for individualized student intervention is still maturing.

Partially Effective (Due to Implementation Gaps)

Academic Support & Intensive Intervention (Actions 1.2 & 1.8): While student-level data shows small-group interventions work when active, hiring delays for TOSAs and intervention specialists severely limited the reach and overall impact of these programs on school-wide ELA and Math proficiency.

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.

Prior Reflections & Future Changes for the Coming Year
Reflecting on mid-year barriers and performance data, Nightingale Charter School is adjusting its metrics and actions to accelerate student recovery:

Metric & Target Outcome Adjustments
No changes at this time.

English Learner Reclassification Rate: Doubled the upcoming year's performance target from a baseline of 10% to a goal of 20%.

Action & Strategy Revisions

Data-Driven Progress Monitoring: Moving away from static testing periods, teams will integrate high-frequency formative assessment tracking protocols within PLCs to trigger immediate student intervention.

Early Literacy & Foundational Math Focus: Expanding multi-tiered academic tracking with a structural emphasis on early literacy milestones, increasing access to both integrated small-group blocks and structured after-school tutoring.

Expedited Procurement: Ordering all intervention materials and tech-based learning supplies significantly early to guarantee they are fully processed and in classrooms at the start of the school year.

Refinement of Intervention Strategies:

- Expand multi-tiered academic interventions, with a greater focus on early literacy and foundational math skills.
- Increase access to after-school tutoring programs and in-class small group support for struggling students.

Greater Focus on Target Student Populations:

- Strengthen support for English Learners, students with disabilities, and socioeconomically disadvantaged students by refining instructional approaches and increasing designated support time.

More Emphasis on Chronic Absenteeism Impacting Achievement:

- Introduce student engagement metrics to assess how attendance affects academic performance, ensuring targeted interventions for at-risk students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	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 involving core curriculum, district curriculum, PBL, AVID, integrated ELD, designated ELD strategies, PLC, research based instructional strategies, intervention methods and other professional development, such as Trauma Based Instruction, that assist with student academic success.	$152,790.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Learning Recovery Emergency Block Grant (LREBG): Funds are being used to supplement teacher professional development and collaboration through teacher substitute expenditures. As of June 30, 2026, we have $179,626 unspent funds for LREBG and we may receive XXXX in 2026-27. 2026-2027 School Year LREBG Projection: $24,324 Research supports teacher profesional development to improve teacher practice which results in overall improved student outcomes. Metrics used to measure to impact of LPEBG funds within this strategy include: 2A, 2B, 4A, 4E, and 4F.		
1.2	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	$336,460.00	Yes
1.3	Professional Learning Community	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.	$70,000.00	Yes
1.4	Instructional Materials & Supplies	Student manipulatives, learning resources, supplemental materials, instructional material and resources (including science, technology, equipment and other material) to support core instruction. Such as	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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	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.	$20,000.00	Yes
1.6	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.	$10,000.00	Yes
1.7	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 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	$103,886.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students, ensuring that Nightingale Charter School remains a beacon of inclusive and equitable education. Learning Recovery Emergency Block Grant (LREBG) funds are being used to provide the additional support of the intensive intervention teacher.		
1.9	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. Learning Recovery Emergency Block Grant (LREBG) funds are being used to support Instructional Assistant position. 1.9.1 - Instructional Assistant - K-3 1.9.2 - Instructional Assistant - 4-8th	$123,829.00	Yes
1.10	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. Learning Recovery Emergency Block Grant (LREBG) funds are being used to provide additional library and curriculum support.	$40,754.00	No
1.11		To provide instructional program support to students and teachers at Nightingale Charter School in the areas including but not limited to 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.		Yes

Action #	Title	Description	Total Funds	Contributing
1.12	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 for 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.	$76,761.00	Yes
1.13	Bilingual Assistant	Bilingual instructional program support for K-8th grade students: Bilingual assistant in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting. Learning Recovery Emergency Block Grant (LREBG) funds are being used to support bilingual instructional program support.	$76,036.00	No

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)

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: Nightingale Charter will monitor and improve School Attendance Rates.	2023-2024: 91.67% Attendance Rates	2024-2025: 86.54% Attendance Rate	2025-2026: Mid-May 90.46% Attendance Rate	Increase: 4.0% Attendance Rate	Nightingale Charter had an increase of 3.92% attendance rate to90.46% since the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: SUSD Student Information System, CALPADS			Data Source: SUSD Student Information System, CALPADS	baseline of 91.67%.
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	2024-2025: 25.06% Chronic Absenteeism	2025-2026: Mid-May 26.76% Chronic Absenteeism	Decrease: 3.0% Chronic Absenteeism Data Source: SUSD Student Information System, CALPADS	Nightingale Charter had a increase of 3.48% in total chronic absenteeism compared to the baseline of 30.24% to 26.76%.
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	2024-2025: Nightingale Charter School maintains an overall 0% middle school dropout rate measured by district database sources.	2025-2026: Nightingale Charter School maintains an overall 0% middle school dropout rate measured by district database sources.	Maintain- 0% Middle School Drop Out Rate Data Source: SUSD Student Information System, CALPADS	Nightingale Charter continues to maintain an overall 0% middle dropout rate and no differences are measured from baseline for this reporting period.
6A	State Priority 6A: Nightingale Charter will monitor and improves pupil suspension rates. Disproportionate student suspension rate of all significant subgroups will continue to decrease.	2023-2024: Total Suspension: 2.9% African American: 3.2% Hispanic or Latino: 3.0% White: 0% English Learners: 0% Foster Youth: 0% Homeless Youth: 0% Migrant: 0% SED: 2.9% SWD: 7.7%	2024-2025: Enrollment Count: 407 Total Suspensions: 2.0% African American: .25% Hispanic or Latino: 1.72% White: .74% English Learners: .25%	2025-2026: Enrollment Count: 363 Total Suspensions: 0.003% African American: 0% Hispanic or Latino: 0.003% White: 0% English Learners: 0%	Decrease- .4% Total suspensions Data Source: SUSD Student Information System, CALPADS	Nightingale Charter continues to promote a decrease of 1.997% total suspensions.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: SUSD Student Information System, Data Quest, CALPADS	Foster Youth: 0% Homeless Youth: 0% Migrant: 0% SED: 2.0% SWD: .49%	Foster Youth: 0% Homeless Youth: 0% Migrant: 0% SED: 0.003% SWD: 1.6%		
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	2024-2025: Nightingale Charter School maintains an overall 0% expulsion rate measured by district database sources.	2025-2026 Nightingale Charter School maintains an overall 0% expulsion rate measured by district database sources.	Maintain- 0% expulsion rate. Data Source: SUSD Student Information System, CALPADS	Nightingale Charter continues to maintain an overall 0% expulsion rate and no differences are measured by compared to the baseline for this reporting period.
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: 85% was based on the CHKS Data Source: California Healthy Kids Survey (CHKS), Panorama Survey	2024-2025: Nightingale Charter School has an overall 51.5% rate for student connectedness as measured by panorama survey results.	2025-2026: Nightingale Charter School has an overall 53.5% rate for student connectedness as measured by panorama survey results.	Increase- Nightingale Charter will increase the % of students feeling school connectedness by 5.0% Data Source: California Healthy Kids Survey (CHKS), Panorama Survey	Nightingale Charter had an increase overall 53.5% in connectedness compared to tthe previous year of 51.5%.
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	2024-2025: Nightingale Charter School maintain an overall 100% participation rate for the	2025-2026: Nightingale Charter School maintain an overall 100% participation rate for the	Maintain 100% compliance with state priority 7A. Data Source: Illuminate	Nightingale Charter continues to maintain an overall 100% participation rate, and no differences

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			physical fitness test measured by district database sources.	physical fitness test measured by district database sources.		are measured by compared to the baseline for this reporting period.
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	2024-2025: Nightingale Charter School maintains an overall 100% participation rate in allocated time for physical education across grades K-8th.	2025-2026: Nightingale Charter School maintains an overall 100% participation rate in allocated time for physical education across grades K-8th.	Maintain 100% compliance with state priority 7B. Data Source: SUSD Student Information System	Nightingale Charter continues to maintain an overall 100% participation rate, and no differences are measured by compared to the baseline for this reporting period.

Goal Analysis [2025-26]

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

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

Goal 2: Safe & Healthy Environments
Nightingale Charter School's implementation of Goal 2 yielded mixed progress across its safe and healthy environment initiatives. While safety personnel and counseling saw high deployment, behavioral and attendance initiatives encountered structural hurdles.

Successes:

School Counselor: Fully implemented, providing crucial academic and social-emotional one-on-one and group therapy support.

School Safety & Supervision: Successfully deployed campus safety assistants and noon-duty supervisors, resulting in a measurable drop in safety incidents and an improved sense of campus safety.

Suspension Rates: Continued to decrease across most student subgroups, promoting a more positive overall school climate.

Challenges & Weaknesses:

Chronic Absenteeism: Remains a deep and ongoing concern despite mild improvements in overall attendance rates.

Student Connectedness: Panorama survey trends indicated a decline in student school connectedness compared to the original baseline.

Substantive Differences in Implementation: * The Peer Leaders Uniting Students (PLUS) program and Positive Behavior Interventions and Supports (PBIS) framework were only partially implemented, with multiple activities remaining in development.

Restorative Justice Practices experienced the most significant delay, having only been "started" rather than systematically rolled out, creating a major gap in Tier 2 and Tier 3 behavioral interventions.

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

A comparison of budgeted expenditures and estimated actual expenditures reveals material differences due to delays in program implementation, staffing challenges, and adjustments in resource allocation.

Positive Behavioral Interventions & Supports (PBIS)
Budgeted: $20,000
PBIS activities, incentives, and student engagement programs were partially implemented but not at the scale originally planned. Some PBIS funding was not used due to fewer staff training sessions and delayed incentive distribution. Additional PBIS incentives and behavior support programs will be introduced in the second half of the year to utilize remaining funds.

Peer Leaders Uniting Students (PLUS): $20,000
PLUS (Peer Leaders Uniting Students) program with the intent of fostering student leadership, school connectedness, and a positive, inclusive school climate. The funding was intended to support student leader training, advisor stipends, materials, peer-led events, and program coordination targeting improvements in school safety, student well-being, and peer engagement—especially for unduplicated pupils such as English Learners, foster youth, and socioeconomically disadvantaged students. Plan and confirm the PLUS advisor and training calendar prior to the start of the school year to ensure full program launch in fall.

School Counselor:
Budgeted: $150,000
The school counselor position has been funded, but expenditures remain below budget due to staggered implementation. Demand for counseling services has increased, but limited staff capacity has constrained access.

Restorative Practices Implementation
Budgeted: $30,000
The planned staff training and program launch for restorative practices did not take place as expected. Limited teacher availability for training and scheduling conflicts led to delays in full implementation. Funds will be reallocated for professional development in restorative justice and student conflict resolution programs. Training sessions will be scheduled for early next school year to ensure proper implementation.

Supervision & Safety:
Budgeted: $150,000
No differences documented at this time.

Attendance & Chronic Absenteeism Reduction Initiatives
Budgeted: $50,000
Planned attendance incentives and intervention strategies were not fully implemented due to shifting priorities. Parental engagement efforts aimed at reducing absenteeism were limited in execution. Funds will be redirected to more structured attendance monitoring, home visits, and student recognition programs for improved attendance.

The material differences in expenditures are largely due to delays in implementing PBIS and restorative justice initiatives, leading to underutilization to allocated funds. To maximize the impact of remaining funds, the following actions will be taken to fully implement restorative practices training and conflict resolution programs in the coming school year, expand PBIS incentives and student engagement events in the second half of the year, and reallocate attendance intervention funds for targeted home outreach and parent engagement programs.

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

The implementation of Goal 2 has led to some progress in improving school climate, student behavior, and attendance, but certain actions have been partially effective or delayed due to implementation challenges. Below is an assessment of the effectiveness of specific actions in making progress toward the goal.

Positive Behavioral Interventions & Supports (PBIS) - Moderately Effective
PBIS strategies have led to a decrease in suspensions, contributing to a more positive school culture. School-wide behavior expectations are better defined, and teachers report improvements in classroom management. PBIS activities and incentives were not fully implemented, limiting student engagement. Staff training on reinforcing PBIS strategies is inconsistent across grade levels. Our next steps are to expand PBIS activities, ensure consistent staff participation, and increase student incentives for positive behavior.

Peer Leaders Uniting Students (PLUS) - Moderately Effective
The PLUS program successfully created opportunities for students to take on leadership roles, facilitate peer discussions, and contribute to schoolwide decisions related to safety, wellness, and school culture. Students reported feeling more empowered and connected to the school community, which directly supports improved student agency and sense of belonging.

School Counselor - Highly Effective
Counseling services have had a significant positive impact on students struggling with emotional and behavioral challenges. Increased access to one-on-one counseling and group therapy sessions has improved student well-being. High demand for counseling services exceeds current capacity, leading to long wait times for students. Our next steps are to explore hiring additional counseling staff to meet student needs and expand SEL lessons in classrooms to proactively teach emotional regulation and coping strategies.

Restorative Practices - Ineffective (Initiation)
Minimal implementation of restorative practices due to delays in staff training and rollout. Teachers and administrators lack full training on using restorative justice circles and mediation strategies. Without structured restorative practices, disciplinary actions still rely on traditional punitive measures, limiting the effectiveness of alternative behavior management strategies. Our next steps to prioritize full implementation of restorative justice training for staff and integrate restorative practices into daily routines and student discipline processes.

School Safety & Supervision - Moderately Effective
Increased supervision (e.g., campus safety assistant, noon-duty supervisors) has improve overall school safety and students and staff report feeling safer on campus, and the number of safety incidents has decreased. Some gaps in consistent supervision during high-traffice times (arrival, lunch, dismissal) remain. Our next steps are to ensure adequate coverage during key transition periods and strengthen safety protocols with additional staff training and clearer emergency procedures.

Attendance & Chronic Absenteeism - Partially Effective
Overall attendance rates have improved slightly, but chronic absenteeism remains a significant issue. Some targeted parent engagement efforts and home-school communication strategies have helped address student attendance concerns. A lack of structured intervention programs has made it difficult to address chronic absenteeism effectively. Follow-up with families has been inconsistent, and incentive progress for improved attendance were underutilized. Our next steps are to implement personalize intervention plans for chronically absent students, introduce tiered attendance reports, including home visits and student case management, and strengthen incentives for consistent attendance, such as reward systems or school-based recognition programs.

While progress has been made in reducing suspensions, improving school safety, and increasing access to counseling services, some actions have not been fully effective or implemented as planned. Nightingale Charter School plans to ensure the full implementation of restorative justice practices to address behavioral issues proactively, expand targeted attendance interventions to reduce chronic absenteeism, increase staff capacity for counselling and social-emotional support, and strengthen PBIS strategies to create a more structured and rewarding behavior management system.

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.

Reflecting on mid-year challenges and data trends, Nightingale Charter School has adjusted its targets and strategies for the upcoming year:

Metric & Target Outcome Adjustments
School Attendance Rate: Due to an annual decline, the target has been adjusted to focus on a 4% increase, setting the new benchmark at 90.54%.

Chronic Absenteeism Rate: The target has been adjusted to achieve a measurable 3% decrease, aiming for a new percentage of 22.06%.

Suspension Rate: Adjusted to target a 0.4% decrease, moving the goalpost to 2.5%.

Action & Strategy Revisions
Tiered Behavioral Frameworks: The school will prioritize full restorative justice staff training, class mediation circles, and more frequent, tangible PBIS student incentives.

Mental Health Tracking via MTSS: Social-emotional check-ins, student support groups, and trauma-informed practices will now be actively documented through the MTSS module in Synergy.

Targeted Attendance Management: Shifting away from broad initiatives, the school will assign dedicated case managers and student advocates to conduct direct home outreach and handle personalized intervention plans for chronically absent families.

Disciplinary Data Tracking: Data monitoring will expand to specifically track student disciplinary trends to evaluate if PBIS and restorative practices are successfully replacing punitive outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive Behavior Intervention & Supports (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.	$5,000.00	Yes
2.2	Peer Leaders Uniting Students (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.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	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.	$148,703.00	Yes
2.4	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, 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.	$10,000.00	Yes
2.5	School Safety & Supervision	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. 2.5.1 - Campus Safety Assistant (CSA) 2.5.2 - Noon Duty Supervisor	$150,000.00	Yes
2.6	Attendance & Chronic Absenteeism	Increase attendance and reduce chronic absenteeism to address the needs of students not demonstrating academic proficiency due attendance, with contributing factors such as trauma, mental health concerns, nutrition and health related issues, chronic stresses, concerns for safety, and other varied experiences. Additional supports, resources, motivators or	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		personnel may be required to help to address underlying factors contributing to absenteeism.		

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 Nightingale Academic Teacher Teams.	2024-2025: NATT: 2 meetings held Parent Events: 7 parent events held Parent Training: 1 meeting held ELAC: 5 meetings held SSC: 6 meetings held Awards Ceremony: 5 events held	2025-2026: NATT: 2 meetings held Parent Events: 8 parent events held Parent Training: 1 meeting held ELAC: 4 meetings held SSC: 9 meetings held Awards Ceremony: 3 events held Promotions- 2	To increase the amounts of opportunities. Parent Events- 8 Informational sessions- 10 Parent Coffee Hours- 10	Nightingale Charter continues to maintain the efforts on seeking parent input and making decisions as compared to the initial baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Verified by SUSD District and Nightingale Charter School)	Parent Coffee Hour: 7 meetings held Informational Sessions: 20 meetings held Nightingale Charter continues to make efforts to seek parent input in making decisions for the school and providing feedback through various channels of participation and communication.	Parent Coffee Hour: 7 meetings held Informational Sessions: 6 meetings held Nightingale Charter continues to make efforts to seek parent input in making decisions for the school and providing feedback through various channels of participation and communication.		
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)	2024-2025: NATT: 2 meetings held Parent Events: 7 parent events held Parent Training: 1 meeting held ELAC: 5 meetings held SSC: 6 meetings held Awards Ceremony: 5 events held Parent Coffee Hour: 7 meetings held	2025-2026: NATT: 2 meetings held Parent Events: 8 parent events held Parent Training: 1 meeting held ELAC: 4 meetings held SSC: 9 meetings held Awards Ceremony: 3 events held Promotions- 2 Parent Coffee Hour: 7 meetings held	To increase the amounts of opportunities. Parent Events- 8 Informational sessions- 10 Parent Coffee hours- 10	Nightingale Charter continues to maintain the efforts on seeking opportunities to increase parent input, outreach, and participation as compared to the initial baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Informational Sessions: 20 meetings held Nightingale Charter continues to increase opportunities for outreach, parent input, and participation for unduplicated pupil populations through various channels of participation and communication.	Informational Sessions: 6 meetings held Nightingale Charter continues to make efforts to seek parent input in making decisions for the school and providing feedback through various channels of participation and communication.		
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	2024-2025: Nightingale Charter continues to promote parental participation in progress for individuals with exceptional needs through various channels of participation and communication.	2025-2026: Nightingale Charter continues to promote parental participation in progress for individuals with exceptional needs through various channels of participation and communication.	To increase the amounts of opportunities.	Nightingale Charter continues to maintain the efforts on promoting parental participation in progress for individuals with exceptional needs through various channels of participation and communication.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SUSD District and Site Participation Reports)				

Goal Analysis [2025-26]

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

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

Goal 3: Meaningful Partnerships
Increase parental involvement through advisory committees, academic workshops, and community engagement activities.
Successes include the following:

- Parent workshops, advisory meetings, and community engagement events have been held with increased participation.
- Nightingale Academic Teacher Teams (NATT) have been successfully implemented, strengthening parent-teacher collaboration.
- Some marketing and recruitment efforts were delayed or not implemented as planned.

Challenges include the following:

- Sustaining consistent parent engagement remains a focus, requiring additional outreach efforts. Increased parent participation in school events and decision-making processes.

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

A comparison of budgeted expenditures and estimated actual expenditures reveals key differences due to adjustments in implementation, variations in parent engagement efforts, and unspent funds in some planned outreach activities. Below is a breakdown of the material differences in expenditures and the planned vs. actual percentage of improved services.

Parent Liaison:
Budgeted:
The actual cost exceeded the budgeted amount due to increased outreach efforts and additional hours for parent liaison activities. More resources were allocated to strengthening school-home communication and coordinating family workshops. Moving forward, additional funding may be allocated to supporting home visits and more structured parent engagement strategies.

Engaging Educational Partners:
Budgeted:
While several parent workshops and meetings were held, the expenditure was lower than expected due to lower-than-anticipated participation rates and some canceled events. Some planned in-person meetings were replaced with virtual sessions, reducing logistical

costs. Funds will be redirected to enhancing parent participation incentives, improving marketing for events, and offering more flexible meeting formats (in-person & virtual hybrid options).

Parent Materials & Non-Instructional Supplies:
Budgeted:
Fewer physical materials were distributed to parents, as such of the information was provided digitally. Parent engagement efforts focused more on interactive workshops rather than printed resources. Remaining funds may be used for educational take-home materials, such as literacy kits, and multilingual resources to support diverse families.

Marketing & Recruitment:
Budgeted: $50,000 - Actual: $0 (Not Implemented)
No expenditures were recorded for marketing and recruitment efforts, as the school did not move forward with planned promotional campaigns. The decision was made to delay marketing initiatives due to stable enrollment numbers. Future funds will be reallocated for targeted community outreach and school branding efforts to ensure long-term enrollment sustainability.

Nightingale Academic Teacher Teams (NATT):
Budgeted: $20,000 - Actual: On Track
The NATT initiative was successfully implemented, with 18 parent-teacher meetings held across all grade levels. Expenditures align closely with the budget, with funds being used for meeting logistics, parent outreach, and facilitator support. No major adjustments needed; however, additional parent incentives may be introduced to increase participation.

Parent Events & Workshops:
Budgeted:
While several workshops were conducted, attendance at some sessions was lower than anticipated, leading to fewer expenses on materials and facilitators. Future funding may be used to introduce additional parent-focused training topics, such as college readiness, digital literacy, and social-emotional learning support for families.

Parent Training and Support:
Budgeted:
No differences noted at this compared to the budgeted expenditures and actual expenditures as this is paid through Title 1.

The material differences in expenditures for Goal 3 were primarily caused by underutilized funds in marketing and recruitment efforts, as promotional campaigns were postponed, lower-than-expected costs for parent materials, as digital communication methods were prioritized, limited parent engagement in some events, reducing expenditures on workshops and meeting logistics, and increased spending on the parent liaison role, leading to higher-than-anticipated costs in family outreach and engagement support.

To optimize the use of remaining funds, the following steps will be taken such as reallocating marketing funds for expanded outreach efforts in the coming school year, introducing hybrid meeting models (in-person & virtual) to increase parent engagement in workshops, expanding

take-home learning materials for families to support student achievement at home, and providing more parent incentives for attending school events and training workshops.

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

The implementation of Goal 3: Meaningful Partnerships at Nightingale Charter School has led to some clear successes in strengthening family and community engagement, although there are areas where actions have been partially effective or underdeveloped. Below is an evaluation of the specific actions and their effectiveness in making progress toward building strong partnerships to support student success.

Parent Liaison - Highly Effective
The parent liaison role has significantly improved communication between the school and families, resulting in increased family participation in events and advisory committees. Families have reported greater access to information about student learning, school events, and support services. High demand for family outreach sometimes outpaces the liaison's availability, suggesting the need for additional support. Next steps include exploring options for additional parent support staff or expanded liaison hours to maintain momentum.

Engaging Educational Partners - Moderately Effective
A series of parent meetings, including School Site Council (SSC) and English Learner Advisory Committee (ELAC), were conducted successfully. Parent feedback has been used to inform school decisions and improvement plans. Participation levels varied widely by event, with lower turnout for some committee meetings. Language barriers and scheduling conflicts limited broader parent involvement. Increase flexible scheduling options, offer interpretation services, and provide childcare during meetings to boost attendance.

Parent Materials and Non-Instructional Supplies - Moderately Effective

Marketing & Recruitment - In Progress

Nightingale Academic Teacher Teams (NATT) - Highly Effective

Parent Events & Workshop - Moderately Effective

Parent Training and Support - Moderately Effective

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.

Reflections on implementation and stakeholder feedback from the 2025-26 school year revealed several opportunities to enhance the impact and equity of family and community engagement efforts. As a result, the following changes were made to the planned goal, metrics, target outcomes, and actions for the coming year:

Planned Goal: No changes made at this time.

Metrics: No changes made at this time.

Target Outcomes: Nightingale Charter recognizes that all the target outcomes where very cumbersome and has agreed to focus on 3 leading targets by measureing the following actions attempted andthe amount of participants based on sign in sheets.
Parent Events-
Informational sessions-
Parent Coffee hours-

Actions:

Expanded Focus on Family Workshops and Participation

- Attendance data from workshops and advisory meetings indicated uneven participation across grade levels and subgroups. In response, parent events will now include targeted outreach for underrepresented families, additional workshop topics aligned with academic support, social-emotional learning, and digital literacy, and flexible scheduling, including evening and virtual options.

Addition of a Family Engagement Tracking System

- Based on the need for better data collection, a schoolwide family engagement log system will be implemented to monitor outreach efforts and follow-up support, particularly for families of students with chronic absenteeism or academic risk.

Adjustments to Marketing and Recruitment Efforts

- Due to under-implementation in the current year, the marketing and recruitment action will be revised to include a formal outreach plan with timelines, community partnerships, and multilingual materials to reach prospective families more effectively.

Enhanced Role of the Parent Liaison

- The Parent Liaison role will be expanded to include coordination of family follow-ups after academic events and co-facilitation of workshops, ensuring deeper relationships and continuity of support for high-need families.

These changes reflect Nightingale Charter School’s commitment to building authentic, inclusive partnerships with families, particularly those of unduplicated pupils, and ensuring that family voice and engagement are systematically embedded into school improvement efforts.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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.	$73,931.00	Yes
3.2	Engaging Educational Partners	Foster educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community. Provide opportunities, supports, resources, staff, and space for parents/guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community. Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership. 3.2.1 - Parent Meetings 3.2.2 - Nightingale Academic Teacher Team Meetings 3.2.3 - Coffee Hour	$21,000.00	Yes
3.3	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.	$16,570.00	Yes
3.4	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.	$20,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Nightingale Academic Teacher Teams (NATT)	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 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.	$10,000.00	Yes
3.6	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
3.7	Parent Training & Support	Nightingale's Parent Liaison will assist in arranging parent support for parent meeting involvement and other resources as needed to help parents to be more involved in their child's education. Additional Hours for Classified Staff.	$1,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
6		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
7		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
8		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

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

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

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

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
9		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

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

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Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,295,105.00	$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
36.415%	43.089%	$1,583,927.16	79.504%

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:** A review of academic data from the California School Dashboard, local assessments (e.g., i-Ready), and stakeholder input reveals several critical needs that professional development must address to improve student achievement particularly for unduplicated student groups	This action addresses the need for improved instructional quality and targeted academic support, especially for unduplicated students - English Learners, foster youth, and socioeconomically disadvantaged students - who continue to perform below grade level in ELA and math as evidenced by mid-year i-Ready data. • Professional development provides teachers with training on evidence-based instructional practices, including Project-	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
	including English Learners, foster youth, and socioeconomically disadvantaged students. First, academic performance in English Language Arts and Mathematics remains below state targets across multiple grade levels, with unduplicated pupils significantly underperforming compared to peers. Teachers require sustained professional learning in evidence-based instructional strategies, including techniques for differentiating instruction and supporting foundational skills development to accelerate learning for struggling students. In addition, the implementation of Tier 2 and Tier 3 interventions under the school's Multi-Tiered System of Support (MTSS) is still developing. Staff need training on intervention delivery, progress monitoring, and data-driven instructional planning to ensure at-risk students receive timely, effective academic support. Performance data also indicates that English Learners are not making adequate progress toward reclassification, underscoring the need for targeted professional development in Designated and Integrated English Language Development (ELD). Teachers need support in academic language development, scaffolding strategies, and aligning instruction with ELD and content standards.	Based Learning (PBL), Integrated and Designated ELD, Universal Design for Learning (UDL), and data-driven intervention planning. • This equips teachers to differentiate instruction, analyze formative assessment data, and close learning gaps for students needing additional support. This action is provided schoolwide because: • The majority of students at Nightingale Charter School are unduplicated pupils, meaning that schoolwide strategies effectively reach the intended student groups. • Raising the quality of instruction in every classroom ensures that all students - including those at risk - benefit from high-quality teaching practices. • A schoolwide approach ensures equity in teacher capacity, so all educators are equipped to implement best practices that support diverse learners. By improving the instructional core across the school, this action supports systemic academic growth while specifically addressing the needs of unduplicated pupils within a comprehensive, inclusive framework.	

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
	Across grade levels, there is also a need to improve instructional consistency and standards alignment. Common Formative Assessment (CFA) data reveals variability in instructional pacing and rigor, which affects students who need clearly structured learning experiences. Ongoing professional development in standards-based planning and CFA development is needed to create coherence across classrooms. Moreover, teachers require support in using student performance data to inform instructional decisions. Training in data analysis protocols and formative assessment use is essential to ensure educators can adjust instruction responsively and meet the evolving needs of unduplicated students. Finally, the school's commitment to equity calls for increased focus on culturally responsive pedagogy and inclusive classroom practices. Disproportionality in behavior referrals and stakeholder survey data highlight the need for professional learning in Universal Design for Learning (UDL), trauma-informed practices, and cultural competency, to better serve students who have historically been underserved or marginalized. In response to these identified needs, Nightingale Charter School will continue to invest in schoolwide professional development that is sustained, job-embedded, and directly		

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
	aligned to the academic and social-emotional needs of its diverse student population. **Scope:** LEA-wide		
1.2	**Action:** Academic Support **Need:** Review of local and state data, including i-Ready diagnostics and California School Dashboard indicators, shows that many students—especially unduplicated pupils such as English Learners, foster youth, and socioeconomically disadvantaged students—are performing below grade level in ELA and math. These students require targeted, data-driven academic support, including small group instruction, after-school tutoring, and push-in/pull-out interventions to close persistent achievement gaps. Additionally, inconsistent implementation of Tier 2 and Tier 3 interventions across classrooms indicates a need for structured systems of support aligned with MTSS. Support staff such as TOSAs and intervention teachers are essential to delivering timely, differentiated instruction. There is also a need to strengthen instructional scaffolds for English Learners, ensuring that academic language and content access are integrated throughout the school day.	This action responds directly to the persistent academic gaps identified in ELA and math, particularly among unduplicated students - English Learners, foster youth, and socioeconomically disadvantaged students. Mid-year i-Ready results show below-target proficiency and growth rates, indicating the need for more intensive, targeted support. Intervention services - including push-in/pull-out support, after-school tutoring, and small group instruction - are designed to help students who are performing below grade level. • Teachers on Special Assignment (TOSAs) provide coaching, modeling, and intervention delivery to support differentiated instruction and Tier 2/3 supports within the MTSS framework. • These supports also address language development needs, scaffolding academic content for English Learners and supporting reclassification progress. This action is provided schoolwide because: • A high proportion of Nightingale students are unduplicated pupils, making schoolwide implementation a strategic and efficient way to reach those most in need.	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 accelerate learning, Nightingale must continue to provide equitable, schoolwide academic support services that are proactive, flexible, and responsive to the needs of high-priority students. **Scope:** LEA-wide	• Academic support services are targeted based on student performance data, but offered universally to ensure no eligible student is excluded from receiving help. • Schoolwide access to TOSA-led and small-group interventions ensures instructional equity, allowing all students to benefit from differentiated support as needed. By embedding academic support structures throughout the school, this action ensures systemic access to intervention, while focusing services where data shows the greatest academic need among high-priority student groups.	
1.3	**Action:** Professional Learning Community **Need:** Analysis of assessment data, instructional walk-throughs, and teacher feedback indicates a clear need for structured, collaborative time for educators to analyze student performance data, align instruction, and plan targeted interventions especially to support unduplicated pupils, including English Learners, foster youth, and socioeconomically disadvantaged students. At present, there are inconsistencies in the use of common formative assessments (CFAs), standards-based planning, and data-informed instructional practices across grade levels and teams. Teachers need regular opportunities to engage in PLCs focused on	This action addresses the need for consistent data-driven instructional planning and early identification of academic gaps, especially for unduplicated pupils (English Learners, foster youth, and low-income students) who demonstrate lower proficiency in ELA and math based on mid-year benchmarks. • Professional Learning Communities (PLCs) allow teachers to collaboratively analyze assessment data, identify students not meeting standards, and design intervention strategies aligned with the Multi-Tiered System of Support (MTSS). • PLCs focus on developing and aligning common formative assessments (CFAs), ensuring instruction is both standards-aligned and responsive to student needs. • This structure strengthens teacher collaboration and ensures all staff are	1A, 1B, 2A, 2B, 4A, 43, 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
	identifying learning gaps, sharing strategies, and monitoring student progress, particularly for students not meeting grade-level expectations. PLCs are essential to ensuring instructional coherence, early intervention, and equitable access to high-quality instruction. Continued investment in PLC structures and facilitation will help build collective efficacy among staff and improve academic outcomes for all students. **Scope:** LEA-wide	using evidence-based practices to close achievement gaps for students most at risk. This action is provided schoolwide because: • Nightingale Charter School serves a high percentage of unduplicated students, making schoolwide implementation the most effective way to systemically address equity and achievement needs. • All teachers need access to structured collaboration time to ensure coherence in instruction, intervention delivery, and student progress monitoring. • A schoolwide PLC model ensures that instructional equity and best practices are applied consistently across all grade levels and classrooms, benefiting both high-need and general education students. This action supports a culture of continuous improvement, enabling teachers to make real-time instructional adjustments and accelerate learning for all students—especially those from historically underserved groups.	
1.4	**Action:** Instructional Materials & Supplies **Need:** A review of classroom observations, teacher feedback, and student performance data indicates a need for high-quality, standards-aligned instructional materials and supplemental resources to support rigorous	This action addresses the need for equitable access to high-quality instructional resources that support core instruction and targeted interventions, particularly for unduplicated student groups—English Learners, foster youth, and socioeconomically disadvantaged students—who continue to demonstrate below-grade-level performance in ELA and math, as indicated by mid-year i-Ready data.	1B, 2A, 2D, and 4E

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	instruction and intervention particularly for unduplicated pupils, including English Learners, foster youth, and socioeconomically disadvantaged students. Many students are performing below grade level in ELA and math and require visual, tactile, and differentiated materials to access core content and build foundational skills. Additionally, there is a need to expand resources that support intervention programs, English Language Development (ELD), and small-group instruction aligned with the Multi-Tiered System of Support (MTSS). Ensuring every classroom is equipped with equitable, up-to-date instructional materials is essential for promoting academic access, engagement, and success for all students especially those with the greatest needs. **Scope:** LEA-wide	• Supplemental instructional materials (e.g., intervention programs, manipulatives, visual supports, reading scaffolds) are selected to differentiate instruction and support diverse learning styles, which is essential for students requiring additional academic and linguistic support. • These resources enhance access to grade-level content and reinforce skills through hands-on, engaging, and culturally responsive learning tools. • Materials also include science and technology equipment, contributing to increased rigor and relevance in learning experiences that support critical thinking and problem-solving. This action is provided schoolwide because: • Nightingale Charter School serves a high percentage of unduplicated students, making schoolwide implementation the most effective way to systemically address equity and achievement needs. • All teachers need access to structured collaboration time to ensure coherence in instruction, intervention delivery, and student progress monitoring. • A schoolwide PLC model ensures that instructional equity and best practices are applied consistently across all grade levels and classrooms, benefiting both high-need and general education students. This action supports a culture of continuous	

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		improvement, enabling teachers to make real-time instructional adjustments and accelerate learning for all students—especially those from historically underserved groups.	
1.5	**Action:** Technology **Need:** Based on classroom needs assessments, teacher input, and analysis of student engagement and achievement data, there is a clear need to ensure equitable access to technology tools and digital learning platforms to support instruction, assessment, and intervention particularly for unduplicated pupils, including English Learners, foster youth, and socioeconomically disadvantaged students. Many students rely on school-provided devices and software to access blended learning programs, individualized intervention tools, and English Language Development (ELD) resources. Teachers also require ongoing access to reliable technology to implement data-informed instruction and progress monitoring. To close achievement gaps and support 21st-century learning, Nightingale Charter School must maintain a robust, schoolwide technology infrastructure that enables all students to engage meaningfully with academic content and develop essential digital literacy skills.	This action directly supports the need for equitable access to digital tools and learning platforms that enhance instruction, promote academic engagement, and support intervention efforts—particularly for unduplicated students such as English Learners, foster youth, and socioeconomically disadvantaged students. • Technology supports differentiated instruction by allowing teachers to deliver personalized learning experiences, adaptive digital interventions, and real-time progress monitoring. • Many unduplicated students rely on school-provided technology to access academic supports, especially for reading, math, and English Language Development (ELD). • Software tools and learning apps enable students to engage in standards-aligned digital content, reinforce foundational skills, and access scaffolded instruction tailored to individual needs. This action is provided schoolwide because: • The majority of students at Nightingale Charter School are unduplicated pupils, making schoolwide implementation the most effective way to ensure universal access to digital learning tools, especially for those who may lack such resources at home.	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
	Scope: LEA-wide	• A schoolwide technology infrastructure ensures all classrooms can provide equal learning opportunities, reducing disparities in access to intervention and enrichment. • Providing devices, software licenses, and tech-based instructional tools schoolwide promotes instructional consistency and ensures all students can benefit from blended learning models and digital curriculum resources. By investing in schoolwide technology access, this action ensures that unduplicated students are not left behind in a digitally driven academic environment, and all students receive the support they need to meet grade-level standards through modern, equitable learning tools.	
1.6	**Action:** Field Trips **Need:** Stakeholder input, student engagement data, and equity reviews reveal a need to provide increased access to experiential learning opportunities that connect academic content to real-world contexts—particularly for unduplicated students, including English Learners, foster youth, and socioeconomically disadvantaged students, who may have limited access to enrichment experiences outside of school. Field trips support core instructional goals by deepening understanding of ELA, math,	This action addresses the need to provide equitable access to experiential learning opportunities that enhance academic content, deepen student engagement, and broaden real-world connections particularly for unduplicated students (English Learners, foster youth, and socioeconomically disadvantaged students) who may not otherwise have access to such experiences. • Field trips offer hands-on, standards-based learning that supports core content areas such as science, social studies, and language arts. • These experiences promote student motivation, academic relevance, and cultural enrichment, which are essential	2A, 2B, 4A, and 4E

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	science, and social studies standards, while also fostering student motivation, cultural awareness, and college and career readiness. These experiences enhance engagement, vocabulary development, and background knowledge, especially for students whose life experiences may differ from curriculum assumptions. To support equitable access to high-quality learning, Nightingale must continue offering schoolwide, curriculum-aligned field trips that enrich academic learning and promote equity through exposure. **Scope:** LEA-wide	for historically underserved students who may face opportunity gaps. • Trips like science camp, museum visits, and university tours also foster college and career awareness, contributing to long-term academic success and goal setting. This action is provided schoolwide because: • A large proportion of Nightingale's student population are unduplicated pupils, so providing field trip access schoolwide ensures that all students benefit, especially those from underrepresented or low-income backgrounds. • Offering trips to all students helps maintain inclusivity and cohesion within classrooms and avoids stigmatizing students based on income or subgroup status. • A schoolwide approach ensures that experiential learning is integrated into the academic program for every grade level, supporting Tier 1 instruction and reinforcing content knowledge in authentic settings. By funding and organizing schoolwide field trips, Nightingale ensures that every student - especially those who are traditionally underserved—has access to enriched, standards-aligned learning experiences that support academic achievement, engagement, and long-term success.	
1.7	**Action:** Basic Staffing	This action addresses the foundational need to ensure all students, including unduplicated pupils -	1A, 2A, 2B, 4A, 4E, and 4F

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	Need: Analysis of academic performance data, student-to-teacher ratios, and instructional program reviews demonstrates a need for consistent, credentialed, and well-supported staffing across all grade levels, especially to meet the needs of unduplicated pupils including English Learners, foster youth, and socioeconomically disadvantaged students. To provide equitable access to high-quality instruction, Nightingale Charter School must maintain adequate staffing levels, including classroom teachers, support staff, and specialists who deliver standards-based instruction, differentiated learning, and targeted intervention services aligned with MTSS. Stable, schoolwide staffing ensures that all students particularly those with the greatest academic and social-emotional needs receive timely, responsive, and consistent instructional support, which is critical to improving achievement and closing equity gaps. **Scope:**	English Learners, foster youth, and socioeconomically disadvantaged students - have access to appropriately credentialed teachers and support staff who deliver high-quality, standards-aligned instruction. • Staffing ensures stable classroom environments with low student-teacher ratios, which is essential for differentiated instruction and timely academic interventions. • Core teaching staff are supported by specialists, instructional aides, and intervention personnel, enabling the implementation of Multi-Tiered Systems of Support (MTSS) and targeted learning strategies for at-risk students. • High-quality staffing also supports integrated and designated English Language Development (ELD), special education services, and personalized instructional support for students performing below grade level. This action is provided schoolwide because: • Nightingale Charter School serves a predominantly unduplicated student population, so ensuring a robust staffing model benefits those students most in need while maintaining equity across all classrooms. • A schoolwide staffing approach guarantees all students have equitable access to certified teachers and support staff, regardless of grade level or demographic subgroup.	

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		• The presence of qualified staff throughout the school enables a systemic, data-driven instructional approach that prioritizes early intervention and continuous progress monitoring. By investing in schoolwide staffing, this action ensures that students - especially those facing academic, linguistic, or socio-emotional challenges - receive the consistent, high-quality support necessary to close achievement gaps, fulfilling LCFF's increased and improved services requirements.	
1.8	**Action:** Intensive Intervention Teacher **Need:** Analysis of assessment data (i-Ready, CFAs) and progress monitoring indicates that a significant number of students particularly unduplicated pupils such as English Learners, foster youth, and socioeconomically disadvantaged students—are performing two or more grade levels below expectations in ELA and math. These students require highly targeted, intensive academic support beyond Tier 1 and Tier 2 instruction. There is a critical need for Tier 3 intervention services, including individualized and small-group instruction, to close persistent learning gaps and accelerate student growth. Intensive support must be aligned with the school's MTSS framework and delivered by trained intervention staff using evidence-based	This action addresses the critical academic and behavioral needs of students who require Tier 3 intervention support - particularly those from unduplicated groups (English Learners, foster youth, and socioeconomically disadvantaged students) who are performing significantly below grade level in core academic areas. • The Intensive Intervention Teacher provides individualized or small-group instruction using targeted, evidence-based interventions in reading and math. • This support is essential for students who have not responded to Tier 1 and Tier 2 instruction and need structured, consistent, and high-frequency intervention to close achievement gaps. • It also addresses behavioral or self-regulation challenges that may impact learning, offering support aligned with the Multi-Tiered System of Support (MTSS) framework.	1A, 2A, 2B, 4A, 4E, and 4F

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	strategies and structured intervention programs. To ensure equitable academic recovery and long-term success, Nightingale Charter School must continue to invest in comprehensive, schoolwide intensive intervention services that address the needs of its most at-risk learners. **Scope:** LEA-wide	This action is provided schoolwide because: • A significant percentage of students at Nightingale Charter School qualify as unduplicated pupils, and academic data shows that struggles are not isolated to specific subgroups or classrooms. • Providing intensive intervention services on a schoolwide basis ensures equitable access to specialized instruction for all students in need, regardless of subgroup identification or classroom placement. • A schoolwide model promotes early identification and flexible support, allowing staff to adjust services as student needs evolve, while maintaining a focus on closing equity gaps for high-priority learners. By integrating intensive intervention services into the schoolwide support system, this action ensures that all students - especially those most at risk - receive the targeted academic and behavioral interventions necessary to succeed, fulfilling both the spirit and requirement of increased and improved services under LCFF.	
1.9	**Action:** Instructional Assistant **Need:** Based on student achievement data, MTSS implementation reviews, and classroom observations, there is a demonstrated need for additional instructional support within classrooms to provide small-group and	This action addresses the need for additional instructional support within classrooms to reinforce academic learning and ensure more personalized attention for students, particularly those from unduplicated groups - English Learners, foster youth, and socioeconomically disadvantaged students. • They are instrumental in supporting English Language Development (ELD)	2B, 2A, 2B, 4A, and 4E

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	individualized assistance, especially for unduplicated pupils including English Learners, foster youth, and socioeconomically disadvantaged students who are not yet meeting grade-level expectations. Instructional Assistants (IAs) play a critical role in reinforcing classroom instruction, delivering intervention strategies, supporting English Language Development (ELD), and helping students access the core curriculum. Their presence also allows teachers to more effectively differentiate instruction and implement targeted academic supports. To ensure equitable learning opportunities and effective intervention, Nightingale Charter School must maintain a schoolwide instructional assistant model that provides flexible, student-centered academic support across all grade levels. **Scope:** LEA-wide	and helping students access content in both integrated and designated settings. IAs help implement intervention strategies within the MTSS framework, particularly for students struggling to meet grade-level expectations in reading and math.	
1.10	**Action:** Library Media Assistant **Need:** Student literacy data, stakeholder input, and classroom needs assessments indicate a need to expand access to literacy resources and support services, particularly for unduplicated pupils including English Learners, foster youth, and socioeconomically disadvantaged	This action addresses the need to improve student access to literacy resources and technology tools, particularly for unduplicated students including English Learners, foster youth, and socioeconomically disadvantaged students who often have limited access to books and educational technology outside of school. • The Library Media Assistant helps maintain and manage access to leveled reading materials, curriculum resources,	2A and 2B.

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	students who may have limited access to books and technology outside of school. A Library Media Assistant is essential to maintaining an organized, accessible, and engaging school library that promotes reading fluency, comprehension, and academic research skills. This role supports students in selecting developmentally appropriate books, facilitates access to multilingual and culturally relevant texts, and assists with digital learning tools that support independent study and project-based learning. To foster a strong culture of literacy and support equitable access to academic resources, Nightingale Charter School must maintain a schoolwide library support system that reaches all students, with targeted benefit for those most in need of enrichment and academic scaffolding. **Scope:**	and digital learning tools, supporting independent reading and research. • The role also includes assisting students with book selection, promoting literacy engagement, and reinforcing reading habits that align with grade-level standards and intervention goals. • This position supports the development of information literacy, encouraging students to explore topics that enrich academic understanding and support cross-curricular connections. This action is provided schoolwide because: • Nightingale Charter School serves a large population of unduplicated pupils, many of whom rely on the school library for primary access to books, technology, and academic support resources. • Providing a Library Media Assistant schoolwide ensures equitable access to reading and learning materials for all students, regardless of background or classroom placement. • A schoolwide approach supports the integration of library services into both core instruction and intervention, benefiting all students while particularly supporting those with the greatest academic and resource needs. By ensuring that all students have access to a well-organized, supportive library environment through the services of a Library Media Assistant, this action contributes to increased literacy	

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		engagement, academic equity, and instructional support for historically underserved learners.	
1.11	**Action:** **Need:** Review of academic data, intervention effectiveness, and instructional alignment reveals a need for dedicated leadership to coordinate curriculum, assessment, and intervention systems, particularly to address the needs of unduplicated pupils including English Learners, foster youth, and socioeconomically disadvantaged students who face persistent achievement gaps. A Program Specialist is essential to ensuring the effective implementation of standards-aligned instruction, MTSS frameworks, and English Learner programs. This role supports data analysis, guides teachers in responding to student needs, and ensures intervention services, reclassification efforts, and assessment practices are cohesive and effective across classrooms. To improve student outcomes and ensure equity in academic support, Nightingale Charter School must maintain schoolwide program oversight through a Program Specialist who facilitates instructional consistency, data-driven decision-making, and targeted resource allocation. **Scope:**	This action addresses the need for coordinated instructional support, assessment oversight, and targeted academic interventions - particularly for unduplicated student groups such as English Learners, foster youth, and socioeconomically disadvantaged students. • The Program Specialist supports teachers and administrators by analyzing student performance data, coordinating interventions, and aligning curriculum and instructional practices with state standards and schoolwide goals. • This role also facilitates English Learner programs, manages state and district assessments, and ensures the implementation of response-to-intervention (RTI) and MTSS frameworks. • The Program Specialist helps identify students in need of additional support and ensures the timely deployment of academic resources and interventions, thereby addressing persistent achievement gaps. This action is provided schoolwide because: • With the majority of students at Nightingale Charter School identified as unduplicated pupils, providing program specialist support schoolwide ensures that all students benefit from coordinated academic support systems. • A schoolwide model enables the Program Specialist to collaborate with all grade	1A, 2A, 2B, 4A, 4E, and 4F.

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	LEA-wide	levels and content areas, improving instructional consistency and helping staff implement differentiated strategies that support a wide range of learners. • This role supports systems-level improvement, allowing the school to efficiently monitor and respond to data trends impacting both individual students and subgroups. By implementing the Program Specialist position schoolwide, Nightingale ensures that strategic instructional leadership, progress monitoring, and academic coordination are in place to support equity-focused practices and improve outcomes for all students - especially those with the greatest instructional needs.	
1.12	**Action:** Instructional Coach **Need:** Classroom observation data, teacher feedback, and student performance outcomes indicate a clear need for ongoing, job-embedded professional support to strengthen instructional quality and consistency, particularly in classrooms serving unduplicated pupils including English Learners, foster youth, and socioeconomically disadvantaged students. An Instructional Coach provides non-evaluative, collaborative support focused on improving standards-based instruction, facilitating data-driven planning, and	This action addresses the need for improved instructional quality, teacher capacity-building, and implementation of effective teaching strategies, particularly to support unduplicated pupils - including English Learners, foster youth, and socioeconomically disadvantaged students - who are performing below grade level in ELA and math. • The Instructional Coach provides job-embedded professional learning, including modeling lessons, co-teaching, and facilitating reflection cycles to support teacher growth. • The coach focuses on supporting implementation of standards-based instruction, differentiation strategies, and English Language Development (ELD) integration.	1A, 2A, 2B, 4A, 4E, and 4F.

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	enhancing the implementation of differentiated and inclusive practices aligned with MTSS and ELD frameworks. Teachers benefit from in-class modeling, co-planning, reflection cycles, and targeted professional development that address the diverse learning needs of their students. To ensure instructional excellence and close achievement gaps, Nightingale Charter School must invest in a schoolwide instructional coaching model that builds teacher capacity and supports high-quality learning experiences for all students. **Scope:** LEA-wide	• Coaching is aligned with schoolwide goals related to the Multi-Tiered System of Support (MTSS), ensuring teachers are equipped to address the diverse academic needs of all students. This action is provided schoolwide because: • Because Nightingale Charter School has a high percentage of unduplicated students, a schoolwide coaching model ensures equitable instructional improvement across all classrooms. • All teachers - regardless of grade or content area—benefit from ongoing, data-informed coaching that enhances instructional practice and ensures consistency in strategies that support student achievement. • A schoolwide approach ensures that the entire instructional team is aligned in using high-leverage practices to close achievement gaps and implement intervention supports effectively. By providing an Instructional Coach schoolwide, this action ensures that all educators receive consistent, high-quality professional support, resulting in stronger instruction for all students and particularly those who are historically underserved.	
2.1	**Action:** Positive Behavior Intervention & Supports (PBIS) **Need:**	This action addresses the need to improve school climate, reduce behavioral disruptions, and support student engagement, particularly for unduplicated pupils—including foster youth, socioeconomically disadvantaged students, 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
	Discipline data, school climate surveys, and stakeholder feedback indicate a need for a consistent, proactive, and equity-centered behavior support system to address disproportionate discipline outcomes and promote a safe, inclusive learning environment particularly for unduplicated pupils, including foster youth, socioeconomically disadvantaged students, and English Learners. PBIS provides a structured, tiered framework that promotes positive student behavior, reinforces schoolwide expectations, and reduces the use of exclusionary discipline practices. There is a need to strengthen schoolwide implementation of PBIS, including staff training, student recognition systems, and restorative responses to behavior concerns. To improve school culture and support student success, Nightingale Charter School must invest in comprehensive PBIS implementation that is responsive to student needs and fosters predictable, respectful, and supportive learning environments for all students, especially those historically impacted by disciplinary inequities. **Scope:** LEA-wide	English Learners—who are disproportionately impacted by exclusionary discipline practices. • PBIS provides a structured, proactive framework to teach and reinforce positive behavior expectations across all school settings. • The system is designed to improve student self-regulation, increase time spent on learning, and promote equity in behavioral responses through consistent expectations and tiered supports. • PBIS also supports inclusive practices, providing students with behavioral support interventions before punitive consequences are considered. This action is provided schoolwide because: • Nightingale Charter School has a high percentage of unduplicated students, and disparities in suspension and discipline data show the need for a comprehensive, schoolwide solution. • A schoolwide PBIS system ensures that all students benefit from consistent behavioral expectations and support, regardless of classroom or grade level. • Implementing PBIS across the school promotes a positive, predictable, and safe learning environment, which is especially important for students who face social-emotional and environmental challenges that impact learning. By providing PBIS on a schoolwide basis, Nightingale Charter School is working to create	

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		equitable conditions for learning, reduce disciplinary disproportionality, and foster a school culture where all students - especially those most at risk - feel supported, respected, and ready to learn.	
2.2	**Action:** Peer Leaders Uniting Students (PLUS) **Need:** Student climate surveys, behavior data, and feedback from staff and families highlight a need to strengthen student voice, peer relationships, and inclusive school culture, particularly for unduplicated pupils—including foster youth, English Learners, and socioeconomically disadvantaged students—who may face social isolation, bullying, or disengagement from school. The PLUS program provides a structured opportunity for student-led leadership, peer mentoring, and campus-wide initiatives that promote belonging, conflict resolution, and early identification of students needing support. This program fosters a sense of connection and empowerment, helping reduce behavior issues and build a stronger sense of community. To improve school climate and promote student engagement, Nightingale Charter School must continue to implement the PLUS program schoolwide as a proactive, youth-driven strategy to support positive relationships, equity, and student well-being.	This action addresses the need to improve student connectedness, peer relationships, and campus inclusion, particularly for unduplicated pupils—including foster youth, English Learners, and socioeconomically disadvantaged students—who may experience isolation, limited engagement, or school disengagement. • The PLUS program trains student leaders to facilitate peer-led discussions, build inclusive school communities, and identify students in need of social-emotional support. • It empowers students to address issues such as bullying, absenteeism, and behavioral concerns, helping school staff proactively respond to emerging campus trends. • The program supports leadership development and voice among underrepresented students, building a stronger sense of belonging and identity. This action is provided schoolwide because: • Nightingale Charter School has a large population of unduplicated students, and data shows that many students - particularly in upper grades - face challenges related to engagement and school culture.	5A, 5B, 5C, 6A, 6B, and 6V.

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	Scope: LEA-wide	• A schoolwide implementation of PLUS ensures that all students, regardless of background, grade level, or risk factor, benefit from peer support systems and inclusive campus initiatives. • This program also allows trained student leaders to reach across all grade levels and demographics, amplifying its positive impact on school climate and student voice. By implementing the PLUS program schoolwide, Nightingale fosters a positive and inclusive culture where students support one another, and all learners - especially those facing barriers - feel seen, valued, and connected to their school community.	
2.3	**Action:** School Counselor **Need:** Behavioral data, chronic absenteeism rates, and stakeholder input reveal a growing need for comprehensive social-emotional, behavioral, and academic support services, especially for unduplicated pupils including foster youth, socioeconomically disadvantaged students, and English Learners who are disproportionately affected by emotional distress, trauma, and inconsistent school attendance. A school counselor plays a critical role in addressing these needs by providing individual and group counseling, crisis intervention, and	This action addresses the need for comprehensive social-emotional, behavioral, and academic support, especially for unduplicated pupils - English Learners, foster youth, and socioeconomically disadvantaged students - who often face heightened emotional, environmental, or academic challenges that can impede learning. • The school counselor provides individual and group counseling, crisis intervention, and supports students in areas such as self-regulation, peer relationships, and goal setting. • The counselor also collaborates with teachers and families to implement multi-tiered systems of support (MTSS) and connects students with outside mental health resources when necessary.	5A, 5B, 5C, 6A, 6B, and 6V.

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	SEL instruction, while also supporting attendance improvement efforts, restorative practices, and behavioral interventions within the MTSS framework. The counselor also helps connect families to mental health and community resources, strengthening overall student well-being. To ensure all students are emotionally and behaviorally ready to learn, Nightingale Charter School must maintain a schoolwide counseling program that promotes equity, emotional safety, and access to responsive support services. **Scope:** LEA-wide	• For foster youth and low-income students, the counselor serves as a critical liaison to ensure they receive equitable access to interventions, academic support, and wellness services. This action is provided schoolwide because: • Nightingale Charter School serves a high proportion of unduplicated students, making a schoolwide counseling model the most effective approach to addressing broad and intersecting student needs. • Social-emotional challenges and trauma-related behaviors are not limited to a single subgroup, and schoolwide counselor access ensures that all students can receive timely support as needed. • The counselor's work in promoting schoolwide SEL, conflict resolution, attendance support, and behavioral prevention impacts the overall learning environment and benefits both individual students and the broader school culture. By providing counseling services schoolwide, Nightingale ensures that all students—especially those most vulnerable—receive equitable, proactive, and comprehensive support, contributing to a safe, inclusive, and emotionally supportive learning environment.	
2.4	**Action:** Restorative Practices	This action addresses the need to reduce disciplinary disproportionality, strengthen student relationships, and create a safe and inclusive	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: Analysis of suspension data, stakeholder feedback, and equity reviews reveals a need for more inclusive, relationship-centered approaches to school discipline, particularly for unduplicated students—including foster youth, socioeconomically disadvantaged students, and English Learners who are disproportionately impacted by exclusionary practices such as suspensions and office referrals. Restorative practices offer a proactive framework to build community, repair harm, and foster accountability through structured tools such as restorative circles, peer mediation, and re-entry conversations. There is a need for expanded staff training and schoolwide implementation to ensure consistent application and alignment with PBIS and MTSS. To reduce discipline disparities and promote a safe, supportive learning environment, Nightingale Charter School must invest in the systematic adoption of restorative practices, empowering students and staff to build trust, empathy, and positive peer relationships. **Scope:** LEA-wide	school climate, especially for unduplicated students such as foster youth, socioeconomically disadvantaged students, and English Learners, who are historically more likely to be impacted by exclusionary discipline practices. • Restorative practices focus on proactive relationship-building, conflict resolution, and accountability through strategies like restorative circles, student conferencing, and community agreements. • The approach helps students develop social-emotional skills, repair harm, and stay engaged in learning rather than being removed from instructional time. • It also supports the implementation of a tiered behavioral intervention system, aligned with Positive Behavioral Interventions and Supports (PBIS) and the school's MTSS framework. This action is provided schoolwide because: • Disproportionate suspension data and stakeholder feedback highlight the need for schoolwide cultural change in behavior management, not isolated to certain students or classrooms. • A schoolwide approach ensures that all staff are trained in restorative practices and that every student - regardless of grade level or subgroup - is supported by a consistent, relational, and equity-focused discipline system. • This model fosters a positive climate of trust, accountability, and inclusivity across the entire school, which is	

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
		especially important for students experiencing trauma or instability. By implementing restorative practices on a schoolwide basis, Nightingale Charter School is building a culture of mutual respect and inclusion, ensuring that discipline practices are equitable, constructive, and aligned with the needs of its diverse and high-need student population.	
2.5	**Action:** School Safety & Supervision **Need:** Campus safety data, behavior incident reports, and stakeholder input indicate a need for increased adult presence and proactive supervision during non-instructional times including arrival, lunch, recess, and dismissal particularly to support unduplicated students, such as foster youth, English Learners, and socioeconomically disadvantaged students, who may be more vulnerable to bullying, peer conflict, and safety concerns. Inadequate supervision in high-traffic areas can lead to behavioral incidents, reduced student engagement, and feelings of unsafety, especially among students with trauma histories or limited adult support. Increased staffing for campus supervision ensures that schoolwide behavior expectations are reinforced, and that students have consistent access to caring adults who can provide guidance and de-escalation when needed.	This action addresses the need for a safe, structured, and supportive school environment, particularly for unduplicated pupils - foster youth, English Learners, and socioeconomically disadvantaged students—who may be more vulnerable to bullying, unsafe peer interactions, and emotional distress during unstructured times such as arrival, lunch, and dismissal. • Increased supervision helps prevent behavioral incidents, peer conflict, and unsafe behavior, allowing staff to intervene early and support positive student interactions. • Safety personnel also play a key role in building relationships with students, contributing to a sense of connection and belonging, which is essential for students who may lack stable support systems. • These positions also support the implementation of PBIS and restorative practices by reinforcing expectations and modeling respectful communication. This action is provided schoolwide because: • Supervision and safety needs extend across all grade levels, classrooms, and	6A, 6B, 6C, 7A, and 7B.

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 promote a safe and inclusive learning environment, Nightingale Charter School must prioritize comprehensive, schoolwide supervision systems that prevent unsafe behavior, support student well-being, and uphold a positive, structured school climate for all learners. **Scope:** LEA-wide	shared school spaces, making a schoolwide approach essential to ensure equitable protection and support for all students. • A schoolwide strategy ensures that every student has consistent access to safe environments and caring adult supervision, particularly during high-risk periods. • Given that a large proportion of Nightingale's students are unduplicated, schoolwide implementation ensures that students most at risk are not disproportionately exposed to unsafe or unsupervised settings. By providing supervision and safety support schoolwide, Nightingale Charter School ensures that all students - especially those facing environmental, emotional, or behavioral challenges - are welcomed into a safe, consistent, and supportive campus climate that promotes readiness to learn.	
2.6	**Action:** Attendance & Chronic Absenteeism **Need:** Review of Nightingale Charter School's attendance data, California School Dashboard indicators, and input from stakeholders reveals a clear need to address persistent challenges related to chronic absenteeism, particularly among unduplicated pupils—including English Learners, foster youth, and socioeconomically disadvantaged students.	Nightingale Charter School has identified chronic absenteeism as a persistent challenge that disproportionately affects unduplicated pupils, including English Learners, foster youth, and socioeconomically disadvantaged students. Attendance data and stakeholder feedback highlight that barriers such as limited transportation, family obligations, health concerns, and lack of awareness of the importance of consistent attendance contribute to missed instructional time, which in turn impacts student achievement and engagement.	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
	Over the past academic year, chronic absenteeism rates have remained above state and local targets, with notable disparities among subgroups. Families identified barriers such as transportation issues, unstable housing, inconsistent access to healthcare, and limited understanding of attendance policies as contributing factors. In some cases, parents reported not being aware of the academic and social-emotional impact of missed school days, while others expressed challenges in managing competing work and caregiving responsibilities. In addition, staff noted that inconsistent communication and a lack of proactive intervention strategies sometimes delayed timely support for students exhibiting early signs of absenteeism. Despite existing outreach efforts, many families expressed a desire for more personalized communication, clearer expectations, and access to support resources. There is also a need to foster a schoolwide culture that promotes regular attendance as a shared responsibility. Stakeholders, including students and families, suggested that recognition programs, peer encouragement, and incentive-based systems could help improve motivation and engagement, especially for students with previous attendance challenges.	To address this need, the school has implemented parent training and support programs focused on increasing family understanding of attendance expectations, school policies, and the academic and social impact of chronic absenteeism. These workshops provide families with strategies to support regular attendance, connect them with community resources, and offer culturally responsive information in multiple languages. The sessions also aim to strengthen school-home communication, clarify attendance procedures, and foster a shared commitment to student success. In conjunction with parent training, Nightingale Charter offers schoolwide attendance incentives to recognize and celebrate students and families who demonstrate consistent, on-time attendance. These incentives—such as certificates, recognition events, classroom competitions, and small prizes—are designed to positively reinforce attendance habits, create a school culture that values regular participation, and motivate students and families to prioritize daily attendance. This action is provided on a schoolwide basis to ensure that all students and families, particularly those at greater risk of chronic absenteeism, benefit from consistent messaging, shared expectations, and a supportive framework that values attendance as a foundation for academic success. By combining educational outreach for families with a system of positive reinforcement for students, the school creates a holistic approach	

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	that addresses both knowledge gaps and motivational barriers, contributing to improved outcomes for all learners.	
3.1	**Action:** Parent Liaison **Need:** Family engagement data, language access audits, and stakeholder feedback indicate a need for dedicated, culturally responsive support to strengthen home-school communication and build trust with families, particularly those of unduplicated pupils including English Learners, foster youth, and socioeconomically disadvantaged students who may face language barriers, limited school familiarity, or systemic obstacles to participation. A Parent Liaison plays a critical role in bridging communication gaps, coordinating outreach efforts, and facilitating parent access to school programs and resources. This position ensures that families receive timely, understandable, and inclusive communication, while also supporting increased participation in advisory groups (e.g., ELAC, SSC) and academic events. To ensure all families are informed, connected, and empowered to support their child’s education, Nightingale Charter School must maintain schoolwide access to Parent Liaison services, with an emphasis on equity, inclusion, and consistent outreach.	This action addresses the need for stronger home-school communication, increased parent engagement, and culturally responsive outreach, particularly for families of unduplicated students—English Learners, foster youth, and socioeconomically disadvantaged students—who often face language barriers, limited access to school information, or reduced participation in school decision-making processes. • The Parent Liaison serves as a bridge between families and the school, helping to ensure that parents are informed, welcomed, and empowered to support their children's academic and social-emotional development. 7 The liaison provides translation, coordinates family workshops and advisory meetings (e.g., ELAC, SSC), and conducts personal outreach to families of students with attendance or performance concerns. • This role also supports families in navigating school systems, accessing resources, and engaging meaningfully in their child’s learning journey. This action is provided schoolwide because: • A significant portion of Nightingale Charter School's population consists of unduplicated pupils, many of whom come from families that benefit from additional support in navigating the educational system.	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	• Providing the Parent Liaison schoolwide ensures that every family, regardless of home language, income level, or educational background, has equitable access to school communication and engagement opportunities. • A schoolwide approach promotes inclusive family partnerships, builds trust across all grade levels, and strengthens the broader school community. By offering Parent Liaison services on a schoolwide basis, Nightingale ensures that all families—especially those who may otherwise be underrepresented—are supported, informed, and empowered to be active participants in their children's education, thus improving student outcomes and strengthening home-school relationships.	
3.2	**Action:** Engaging Educational Partners **Need:** Stakeholder feedback, parent participation data, and equity reviews highlight a need for structured, inclusive opportunities for families to engage in school decision-making, academic discussions, and two-way communication, especially for unduplicated pupils including English Learners, foster youth, and socioeconomically disadvantaged students whose families may face barriers related to language, work schedules, or unfamiliarity with school systems.	This action addresses the need for increased parent engagement, meaningful two-way communication, and inclusive decision-making opportunities, particularly for families of unduplicated students including English Learners, foster youth, and socioeconomically disadvantaged students - who have historically been underrepresented in school governance and academic planning processes. • Parent meetings such as ELAC (English Learner Advisory Committee) and School Site Council (SSC) offer families a structured opportunity to advocate for their children, provide input on school plans (e.g., LCAP), and review academic data.	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
	Parent meetings such as School Site Council (SSC), English Learner Advisory Committee (ELAC), and academic coffee hours provide essential forums for families to receive information, offer feedback, and collaborate with school leaders on planning and accountability efforts. However, participation rates are inconsistent, and some families report feeling underrepresented or uncertain about how to get involved. To ensure equitable family voice and engagement, Nightingale Charter School must continue to offer schoolwide, accessible parent meetings, supported by interpretation services, flexible scheduling, and culturally responsive practices that foster inclusive participation and shared ownership of student success. **Scope:** LEA-wide	• Coffee hours, workshops, and academic sessions give parents access to information and tools that help them support learning at home, better understand school programs, and build community with other families. • These gatherings also serve as platforms to identify and respond to family needs, strengthen trust, and improve school climate. This action is provided schoolwide because: • A large percentage of Nightingale's students are unduplicated, and their families benefit from open, accessible forums for input and information-sharing. • Offering parent meetings schoolwide ensures that all families, regardless of student background or grade level, have equitable opportunities to participate in school life and improvement planning. • A schoolwide model promotes inclusivity and cultural responsiveness, ensuring that engagement is not limited to specific programs or subgroups, but embedded into the overall school culture. By providing parent meetings on a schoolwide basis, Nightingale Charter School ensures that every family has a voice and pathway to involvement, which supports stronger relationships, improved student outcomes, and a more inclusive educational environment.	
3.3	**Action:** Parent Materials & Non-Instructional Supplies	This action addresses the need to ensure families especially those of unduplicated pupils such as	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
	Need: Parent feedback, participation data, and communication access reviews reveal a need for equitable, language-accessible materials and supportive resources that enable families especially those of unduplicated pupils such as English Learners, foster youth, and socioeconomically disadvantaged students to fully engage in their child's education. Many families require translated materials, visual supports, and printed resources to understand academic expectations, school policies, and available supports. Additionally, non-instructional supplies such as presentation tools, handouts, and event materials are necessary to facilitate meaningful family engagement during workshops, meetings, and trainings. To ensure all families have the tools to actively participate in school activities and decision-making, Nightingale Charter School must provide schoolwide access to culturally relevant parent materials and engagement supplies, tailored to meet the diverse linguistic and logistical needs of its community. **Scope:** LEA-wide	English Learners, foster youth, and socioeconomically disadvantaged students have equitable access to school-related information, resources, and tools that support engagement in their child's education. • Materials may include translated communications, academic guides, family engagement toolkits, event flyers, and take-home learning supports, which are critical for families who may face language, literacy, or technology barriers. • These resources help families understand academic expectations, testing information, attendance policies, and behavioral expectations, all of which are key to student success. • Non-instructional supplies may also support parent workshops, school events, and advisory meetings, making them more welcoming, informative, and accessible to a broader range of families. This action is provided schoolwide because: • Nightingale Charter School serves a high percentage of unduplicated pupils, many of whom benefit from accessible and culturally responsive materials that improve their ability to engage with the school. • Providing materials schoolwide ensures that every family, regardless of demographic or student subgroup, receives consistent information and resources needed to support their child's learning and well-being.	

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
		• A schoolwide approach reinforces equity and inclusion by removing participation barriers and creating shared access to school communications, events, and learning opportunities. By offering parent materials and non-instructional supplies schoolwide, Nightingale supports stronger family engagement, improved communication, and increased understanding of how to support student success—especially for those families who may face systemic or linguistic challenges.	
3.4	**Action:** Marketing & Recruitment **Need:** Enrollment trends, community feedback, and demographic data indicate a need for strategic outreach efforts to sustain student enrollment, increase visibility, and ensure equitable access to the school's programs, particularly for families of unduplicated pupils including English Learners, foster youth, and socioeconomically disadvantaged students who may be unaware of available academic supports and inclusive educational opportunities at Nightingale Charter School. Targeted marketing and recruitment efforts are needed to communicate the school's mission, academic offerings, and support services across diverse neighborhoods. Many prospective families face language barriers, limited digital access, or lack of familiarity with charter school options, which requires	This action addresses the need to maintain stable enrollment, increase school visibility, and attract diverse student populations, particularly students from unduplicated groups - English Learners, foster youth, and socioeconomically disadvantaged students who may not otherwise have access to specialized academic supports and inclusive school communities. • Targeted marketing and recruitment efforts ensure that families in underserved communities are aware of the academic programs, interventions, and supports offered at Nightingale Charter School. • Recruitment efforts also focus on equity-driven messaging, highlighting the school's commitment to supporting all learners, including those who have traditionally been marginalized or underrepresented. • Marketing materials are designed to be linguistically and culturally accessible, ensuring families from diverse	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
	intentional, multilingual, and community-based outreach. To maintain enrollment stability and promote equity in school access, Nightingale must implement schoolwide, culturally responsive marketing and recruitment strategies that engage underrepresented families and ensure all students have an opportunity to benefit from its educational programs. **Scope:** LEA-wide	backgrounds can make informed decisions about enrollment This action is provided schoolwide because: • As a public charter school serving a high percentage of unduplicated pupils, maintaining a diverse and representative student body is essential to the school's mission and funding stability. • Schoolwide marketing ensures that enrollment opportunities are extended equitably to all students in the community, not limited to specific groups or grade levels. • Recruitment strategies aim to reach families across multiple zip codes and feeder communities, ensuring that all prospective students have access to the school's programs and supports. By implementing marketing and recruitment efforts schoolwide, Nightingale ensures that its inclusive educational opportunities are promoted equitably, attracting a diverse student population and reinforcing the school's role as a community-based, equity-focused institution.	
3.5	**Action:** Nightingale Academic Teacher Teams (NATT) **Need:** Stakeholder feedback, student engagement data, and participation records indicate a need to strengthen academic partnerships between families and teachers, particularly for families of unduplicated pupils—including English	This action addresses the need to strengthen academic partnerships between families and educators, especially for unduplicated students including English Learners, foster youth, and socioeconomically disadvantaged students whose families may face barriers to engaging in their child's academic progress. • The NATT model brings together teachers and families in structured, student-	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
	Learners, foster youth, and socioeconomically disadvantaged students who may experience barriers to engaging in their child's academic progress and school community. The NATT structure provides a platform for regular, grade-level family meetings where teachers and parents collaborate on student data, academic goals, and support strategies. While initial implementation shows promising results in building trust and improving family involvement, participation remains uneven, and some families need additional outreach, scheduling flexibility, and language support to fully engage. To foster inclusive academic collaboration and support student achievement, Nightingale Charter School must continue to invest in the schoolwide implementation of NATT, ensuring consistent communication, equitable participation, and shared responsibility for student success across all grade levels. **Scope:** LEA-wide	centered meetings to discuss academic performance, set learning goals, and develop shared strategies to support achievement at home and school. • This approach helps families understand grade-level expectations, monitor student growth, and become active participants in the learning process especially important for families who may not have prior experience navigating school systems. • It also builds trust and collaboration, which are essential for improving attendance, homework completion, and long-term academic success. This action is provided schoolwide because: • Nightingale Charter School has a high percentage of unduplicated pupils, and research shows that family engagement in learning is strongly linked to improved outcomes, particularly for students at risk of academic failure. • Providing the NATT program schoolwide ensures that every family, regardless of student background or grade level, has equal opportunity to participate in academic goal-setting conversations. • A schoolwide approach also allows the school to maintain consistency and equity in academic communication and parent engagement practices, building a stronger school culture focused on shared responsibility for student success. By implementing NATT on a schoolwide basis,	

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
		Nightingale ensures that all families are empowered to partner with teachers in support of their child's learning, resulting in increased academic ownership, improved student outcomes, and stronger home-school connections, especially for historically underserved students.	
3.6	**Action:** Parent Events & Workshops **Need:** Family engagement data, workshop attendance records, and stakeholder feedback highlight the need for expanded access to culturally responsive, informative, and skill-building events that empower families to support student learning, behavior, and well-being particularly those of unduplicated pupils, including English Learners, foster youth, and socioeconomically disadvantaged students. Many parents and caregivers' express interest in learning how to navigate school systems, understand academic expectations, and address topics such as attendance, behavior, mental health, and college readiness. However, barriers such as language, scheduling conflicts, and unfamiliarity with workshop content can limit participation, especially among families most in need of support. To build family capacity and promote student success, Nightingale Charter School must offer schoolwide, multilingual parent workshops and events that are accessible,	This action addresses the need to build parent capacity to support student learning, increase family-school engagement, and promote equity in access to educational resources, particularly for unduplicated pupils—English Learners, foster youth, and socioeconomically disadvantaged students whose families may face language barriers, limited educational backgrounds, or unfamiliarity with school systems. • Parent events and workshops provide families with tools, strategies, and knowledge to support their child's success in areas such as literacy, math, English Language Development (ELD), social-emotional learning (SEL), attendance, and college readiness. • These opportunities also offer culturally relevant content in multiple languages, ensuring that diverse family voices and needs are acknowledged and addressed. • Workshops help promote two-way communication and family empowerment, equipping caregivers to advocate for their children and engage more confidently in the educational process. This action is provided schoolwide because: • Given the high percentage of unduplicated pupils enrolled at Nightingale Charter	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
	relevant, and aligned with the academic, behavioral, and social-emotional needs of its diverse student population. **Scope:** LEA-wide	School, schoolwide access ensures that every family has equitable opportunities to participate in learning and engagement opportunities, regardless of grade level or background. • A schoolwide model fosters a culture of partnership and inclusivity, ensuring that family engagement is not limited to specific programs or subgroups, but rather embedded into the school's overall mission. • Providing events and workshops schoolwide supports community building and shared responsibility, strengthening the connection between home and school across all grade levels. By offering parent events and workshops on a schoolwide basis, Nightingale ensures that all families especially those facing systemic barriers are supported, informed, and equipped to actively participate in their child's education, ultimately contributing to improved student achievement and school climate.	
3.7	**Action:** Parent Training & Support **Need:** Through a comprehensive needs assessment process, including stakeholder feedback, parent surveys, and analysis of school data, several key needs have emerged in the area of parent training and support. Many families report limited understanding of the school curriculum and state standards, which hinders	The parent training and support actions address the critical need to strengthen family engagement, improve student academic outcomes, and close achievement gaps—particularly for unduplicated pupils (foster youth, English learners, and socioeconomically disadvantaged students). Needs assessment data and stakeholder input consistently indicate that families benefit from increased access to workshops, resources, and culturally responsive communication strategies	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
	their ability to effectively support student learning at home. This is especially evident in core academic areas such as reading, math, and science. In addition, participation rates in school governance structures—such as School Site Council (SSC) and English Learner Advisory Committee (ELAC)—remain low, particularly among families of English learners, low-income students, and foster youth. Parents have indicated a desire for more meaningful engagement opportunities, but language barriers and a lack of access to information have restricted their involvement. Communication continues to be a significant challenge, as a large portion of families speak a primary language other than English. These language differences often result in missed opportunities for collaboration between home and school. Furthermore, many families are unaware of the academic, behavioral, and wellness supports available to their children, indicating a need for clear, accessible information on school and community resources. There is also a growing demand for guidance on social-emotional learning and positive behavior strategies. Parents are seeking ways to better understand and reinforce the skills students are learning at school, particularly in the areas of emotional regulation, conflict resolution, and mental health support.	that empower them to support learning at home and navigate school systems effectively. This action is provided on a schoolwide or LEA-wide basis because the need for increased parent capacity and engagement is evident across all student subgroups and school sites. Equipping all families with tools to understand curriculum, support literacy and numeracy development, and engage in school decision-making benefits the broader educational community and reinforces a shared responsibility for student success. By offering training in multiple languages, using accessible formats, and including topics such as college readiness, special education rights, and social-emotional learning, the initiative ensures equitable access and supports district-wide coherence in family engagement practices. These actions directly align with California Education Code and the Local Control Funding Formula (LCFF) goals, helping to foster inclusive, supportive, and academically enriching school environments.	

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		

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.

N/A

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		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$3,556,560.00	$1,295,105.00	36.415%	43.089%	79.504%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,040,759.00	$196,114.00	$0.00	$27,501.00	$4,264,374.00	$3,877,014.00	$387,360.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	2026-2027	$0.00	$152,790.00	$128,466.00	$24,324.00			$152,790.00	
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 School K-8th	2026-2027	$336,460.00	$0.00	$336,460.00				$336,460.00	
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 School K-8th	2026-2027	$0.00	$70,000.00	$70,000.00				$70,000.00	
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 SchoolNightingale	2026-2027	$0.00	$25,000.00	$25,000.00				$25,000.00	

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	Planned Percentage of Improved Services
							Charter K-8thAll									
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 School K-8th	2026-2027	$0.00	$20,000.00	$20,000.00				$20,000.00	
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 School K-8th	2026-2027	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	**1.7**	Basic Staffing	All	No			All Schools Specific Schools: Nightingale Charter SchoolNightingale Charter K-8thK-8	2026-2027	$2,745,654.00	$0.00	$2,745,654.00				$2,745,654.00	
1	**1.8**	Intensive Intervention Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	2026-2027	$103,886.00	$0.00	$103,886.00				$103,886.00	
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	2026-2027	$123,829.00	$0.00	$68,829.00	$55,000.00			$123,829.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	Library Media Assistant	All	No			Specific Schools: Nightingale Charter SchoolNightingale Charter School K-8thK-8th	2026-2027	$40,754.00	$0.00		$40,754.00			$40,754.00	
1	1.11		English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	2026-2027								
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	2026-2027	$76,761.00	$0.00	$76,761.00				$76,761.00	
1	1.13	Bilingual Assistant	English Learners	No			All Schools Specific Schools: Nightingale Charter School K-8th	2025-2026	$76,036.00	$0.00		$76,036.00			$76,036.00	
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	2026-2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
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	2026-2027	$0.00	$5,000.00	$5,000.00				$5,000.00	

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	Planned Percentage of Improved Services
							Charter School K-8th									
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	2026-2027	$148,703.00	$0.00	$148,703.00				$148,703.00	
2	2.4	Restorative Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2026-2027	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.5	School Safety & Supervision	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	2026-2027	$150,000.00	$0.00	$150,000.00				$150,000.00	
2	2.6	Attendance & Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	2026-2027	$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.1	Parent Liaison		Yes	LEA-wide			2025-2026	$73,931.00	$0.00	$50,000.00			$23,931.00	$73,931.00	
3	3.2	Engaging Educational Partners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	2025-2026	$0.00	$21,000.00	$20,000.00			$1,000.00	$21,000.00	
3	3.3	Parent Materials & Non-Instructional Supplies	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools Specific	2025-2026	$0.00	$16,570.00	$15,000.00			$1,570.00	$16,570.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income	Schools: Nightingale Charter School K-8th									
3	**3.4**	Marketing & Recruitment	All	No Yes	LEA-wide		All Schools Specific Schools: Nightingale Charter School K-8th	2025-2026	$0.00	$20,000.00	$20,000.00				$20,000.00	
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	2025-2026	$0.00	$10,000.00	$10,000.00				$10,000.00	
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	2025-2026	$0.00	$20,000.00	$20,000.00				$20,000.00	
3	**3.7**	Parent Training & Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	2025-2026	$1,000.00	$0.00				$1,000.00	$1,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$3,556,560.00	$1,295,105.00	36.415%	43.089%	79.504%	$1,295,105.00	0.000%	36.415 %	**Total:**	$1,295,105.00
								LEA-wide Total:	$1,295,105.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	$128,466.00	
1	**1.2**	Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	$336,460.00	
1	**1.3**	Professional Learning Community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	$70,000.00	
1	**1.4**	Instructional Materials & Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	$25,000.00	

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 (%)
1	1.5	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	$20,000.00	
1	1.6	Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	$10,000.00	
1	1.7	Basic Staffing				Specific Schools: Nightingale Charter School K-8th	$2,745,654.00	
1	1.8	Intensive Intervention Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	$103,886.00	
1	1.9	Instructional Assistant	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	$68,829.00	
1	1.10	Library Media Assistant				Specific Schools: Nightingale Charter School K-8th		
1	1.11		Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th		
1	1.12	Instructional Coach	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Nightingale Charter School K-8th	$76,761.00	

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 (%)
2	2.1	Positive Behavior Intervention & Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	$5,000.00	
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	$5,000.00	
2	2.3	School Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	$148,703.00	
2	2.4	Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income		$10,000.00	
2	2.5	School Safety & Supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	$150,000.00	
2	2.6	Attendance & Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	$2,000.00	
3	3.1	Parent Liaison	Yes	LEA-wide			$50,000.00	
3	3.2	Engaging Educational Partners	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	$15,000.00	

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 (%)
						K-8th		
3	3.4	Marketing & Recruitment	Yes	LEA-wide			$20,000.00	
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	$10,000.00	
3	3.6	Parent Events & Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th	$20,000.00	
3	3.7	Parent Training & Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nightingale Charter School K-8th		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,698,452.00	$2,997,561.21

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development	Yes	$216,117.00	$35,808.26
1	**1.2**	Academic Support	Yes	$336,460.00	$174,297.22
1	**1.3**	Professional Learning Community	Yes	$70,000.00	$7,021.47
1	**1.4**	Instructional Materials & Supplies	Yes	$25,000.00	$3,269.90
1	**1.5**	Technology	Yes	$50,000.00	
1	**1.6**	Field Trips	Yes	$50,000.00	
1	**1.7**	Basic Staffing	No	$2,745,654.00	$2,418,761.95
1	**1.8**	Intensive Intervention Teacher	Yes	$103,886.00	
1	**1.9**	Instructional Assistant	Yes	$110,000.00	
1	**1.10**	Library Media Assistant	No	$40,754.00	$8,156.90

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Program Specialist	Yes	$131,685.00	
1	1.12	Instructional Coach	Yes	$72,735.00	$75,005.93
1	1.13	Bilingual Assistant	No	$76,036.00	
2	2.1	Positive Behavior Intervention & Supports (PBIS)	Yes	$20,000.00	$381.80
2	2.2	Peer Leaders Uniting Students (PLUS)	Yes	$20,000.00	$1,637.35
2	2.3	School Counselor	Yes	$139,555.00	$141,108.02
2	2.4	Restorative Practices	Yes	$30,000.00	
2	2.5	School Safety & Supervision	Yes	$150,000.00	$72,246.19
2	2.6	Attendance & Chronic Absenteeism	Yes	$2,000.00	
3	3.1	Parent Liaison	Yes	$180,000.00	$53,398.03
3	3.2	Engaging Educational Partners	Yes	$21,000.00	
3	3.3	Parent Materials & Non-Instructional Supplies	Yes	$16,570.00	$6,468.19
3	3.4	Marketing & Recruitment	No Yes	$50,000.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.5**	Nightingale Academic Teacher Teams (NATT)	Yes	$20,000.00	
3	**3.6**	Parent Events & Workshops	Yes	$20,000.00	
3	**3.7**	Parent Training & Support	Yes	$1,000.00	

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,341,223.00	$1,494,228.00	$571,002.36	$923,225.64	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)
1	1.1	Professional Development	Yes	$166,793.00	$35,808.26		
1	1.2	Academic Support	Yes	$336,460.00	$174,297.22		
1	1.3	Professional Learning Community	Yes	$70,000.00	$7,021.47		
1	1.4	Instructional Materials & Supplies	Yes	$25,000.00	$3,629.90		
1	1.5	Technology	Yes	$50,000.00			
1	1.6	Field Trips	Yes	$50,000.00			
1	1.8	Intensive Intervention Teacher	Yes				
1	1.9	Instructional Assistant	Yes	$55,000.00			
1	1.11	Program Specialist	Yes	$131,685.00			
1	1.12	Instructional Coach	Yes	$72,735.00	$75,005.93		
2	2.1	Positive Behavior Intervention & Supports (PBIS)	Yes	$20,000.00	$381.80		
2	2.2	Peer Leaders Uniting Students (PLUS)	Yes	$20,000.00	$1,637.35		

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	**2.3**	School Counselor	Yes	$139,555.00	$141,108.02		
2	**2.4**	Restorative Practices	Yes	$30,000.00			
2	**2.5**	School Safety & Supervision	Yes	$150,000.00	$72,246.19		
2	**2.6**	Attendance & Chronic Absenteeism	Yes	$2,000.00			
3	**3.1**	Parent Liaison	Yes	$50,000.00	$53,398.03		
3	**3.2**	Engaging Educational Partners	Yes	$20,000.00			
3	**3.3**	Parent Materials & Non-Instructional Supplies	Yes	$15,000.00	$6,468.19		
3	**3.4**	Marketing & Recruitment	Yes	$50,000.00			
3	**3.5**	Nightingale Academic Teacher Teams (NATT)	Yes	$20,000.00			
3	**3.6**	Parent Events & Workshops	Yes	$20,000.00			
3	**3.7**	Parent Training & Support	Yes				

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$3,675,942.00	$1,341,223.00	22.136%	58.623%	$571,002.36	0.000%	15.533%	$1,583,927.16	43.089%

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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and

- For charter schools, see *Education Code* Section 47606.5.
- **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) 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

- The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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 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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